

Oregon Extended Analyses: 2019

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10/11/2019

Contents

Overview

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, sexual orientation, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction with the Oregon Department of Education.

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.

Peer Review Critical Elements Reference Tables

| Critical Elements | |
|---------------------------|---|
| Critical Element 1 | Statewide system of standards and assessments |
| Critical Element 2 | Assessment system operations |
| Critical Element 3 | Technical quality - validity |
| Critical Element 4 | Technical quality - other |
| Critical Element 5 | Inclusion of all students |
| Critical Element 6 | Academic achievement standards and reporting |

| Critical Elements | |
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| Critical Element 1 - Statewide system of standards and assessments | |
| 1.1 State adoption of academic content standards for all students | The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public elementary and secondary schools and students in the State. |
| 1.2 Coherent and rigorous academic content standards | The State's academic content standards in reading/language arts, mathematics and science specify what students are expected to know and be able to do by the time they graduate from high school to succeed in college and the workforce; contain content that is coherent (e.g., within and across grades) and rigorous; encourage the teaching of advanced skills; and were developed with broad stakeholder involvement. |
| 1.3 Required Assessments | The State's assessment system includes annual general and alternate assessments (based on grade-level academic achievement standards or alternate academic achievement standards) in: Reading/language arts and mathematics in each of grades 3-8 and at least once in high school (grades 10-12); Science at least once in each of three grade spans (3-5, 6-9 and 10-12). |
| 1.4 Policies for including all students in assessments | <p>The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.</p> <p>For students with disabilities, policies state that all students with disabilities in the State, including students with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system;</p> <p>For English Learners:</p> <ul style="list-style-type: none"> A) Policies state that all English learners must be included in the assessment system, unless the State exempts a student who has attended schools in the U.S. for less than 12 months from one administration of its reading/ language arts assessment; B) If the State administers native language assessments, the State requires English learners to be assessed in reading/language arts in English if they have been enrolled in U.S. schools for three or more consecutive years, except if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native language assessments for a period not to exceed two additional consecutive years. |
| 1.5 Participation Data | The State's participation data show that all students, disaggregated by student group and assessment type, are included in the State's assessment system. In addition, if the State administers end-of-course assessments for high school students, the State has procedures in place for ensuring that each student is tested and counted in the calculation of participation rates on each required assessment and provides the corresponding data. |

| Critical Element 2 - Assessment system operations | |
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| 2.1 Test Design and Development | <p>The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the full range of the State's academic content standards, and includes:</p> <ul style="list-style-type: none"> A) Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; B) Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the State's grade-level academic content standards, and support the intended interpretations and uses of the results; C) Processes to ensure that each assessment is tailored to the knowledge and skills included in the State's academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills); D) If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design. |
| 2.2 Item Development | <p>The State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State's academic content standards in terms of content and cognitive process, including higher-order thinking skills.</p> |
| 2.3 Test Administration | <p>The State implements policies and procedures for standardized test administration, specifically the State:</p> <ul style="list-style-type: none"> A) Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; B) Has established procedures to ensure that all individuals responsible for administering the State's general and alternate assessments receive training on the State's established procedures for the administration of its assessments; C) If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration. |
| 2.4 Monitoring test administration | <p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.</p> |
| 2.5 Test Security | <p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> A) Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; B) Detection of test irregularities; C) Remediation following any test security incidents involving any of the State's assessments; D) Investigation of alleged or factual test irregularities. |

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| 2.6 Systems for protecting data integrity and privacy | <p>The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> A) To protect the integrity of its test materials and related data in test development, administration, and storage and use of results; B) To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; C) To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups. |
| Critical Element 3 - Technical quality - validity | |
| 3.1 Overall validity, including validity based on content | <p>The State has documented adequate overall validity evidence for its assessments, and the State's validity evidence includes evidence that the State's assessments measure the knowledge and skills specified in the State's academic content standards, including:</p> <ul style="list-style-type: none"> A) Documentation of adequate alignment between the State's assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of the State's academic content standards, balance of content, and cognitive complexity; B) If the State administers alternate assessments based on alternate academic achievement standards, the assessments show adequate linkage to the State's academic content standards in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities. |
| 3.2 Validity based on cognitive processes | The State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State's academic content standards. |
| 3.3 Validity based on internal structure | The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State's academic content standards on which the intended interpretations and uses of results are based. |
| 3.4 Validity based on relations to other variables | The State has documented adequate validity evidence that the State's assessment scores are related as expected with other variables. |
| Critical Element 4 - Technical quality - other | |
| 4.1 Reliability | <p>The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State's student population overall and each student group and, if the State's assessments are implemented in multiple States, for the assessment overall and each student group, including:</p> <p>Test reliability of the State's assessments estimated for its student population;</p> <p>Overall and conditional standard error of measurement of the State's assessments;</p> <p>Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results;</p> <p>For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student's achievement.</p> |
| 4.2 Fairness and accessibility | The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments. |
| 4.3 Full performance continuum | The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students. |

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| 4.4 Scoring | The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of the State's academic achievement standards. |
| 4.5 Multiple assessment forms | If the State administers multiple forms within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State's academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years. |
| 4.6 Multiple versions of an assessment | <p>If the State administers assessments in multiple versions within a content area, grade level, or school year, the State:</p> <ul style="list-style-type: none"> A) Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; B) Documented adequate evidence of comparability of the meaning and interpretations of the assessment results. |
| 4.7 Technical analyses and ongoing maintenance | The State has a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments). |
| Critical Element 5 - Inclusion of all students | |
| 5.1 Procedures for including SWDs | <p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State's assessment system, including, at a minimum, guidance for IEP Teams to inform decisions about student assessments that:</p> <ul style="list-style-type: none"> A) Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an alternate assessment based on alternate academic achievement standards; B) States that decisions about how to assess students with disabilities must be made by a student's IEP Team based on each student's individual needs; C) Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment; D) Provides information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities; E) Provides guidance regarding selection of appropriate accommodations for students with disabilities; F) Includes instructions that students eligible to be assessed based on alternate academic achievement standards may be from any of the disability categories listed in the IDEA; G) Ensures that parents of students with the most significant cognitive disabilities are informed that their student's achievement will be based on alternate academic achievement standards and of any possible consequences of taking the alternate assessments resulting from district or State policy (e.g., ineligibility for a regular high school diploma if the student does not demonstrate proficiency in the content area on the State's general assessments); H) The State has procedures in place to ensure that its implementation of alternate academic achievement standards for students with the most significant cognitive disabilities promotes student access to the general curriculum. |

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| 5.2 Procedures for including ELs | <p>The State has in place procedures to ensure the inclusion of all English learners in public elementary and secondary schools in the State's assessment system and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> A) Procedures for determining whether an English learner should be assessed with accommodation(s); B) Information on accessibility tools and features available to all students and assessment accommodations available for English learners; C) Guidance regarding selection of appropriate accommodations for English learners. |
| 5.3 Accommodations | <p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State:</p> <ul style="list-style-type: none"> A) Ensures that appropriate accommodations are available for students with disabilities under IDEA and students covered by Section 504; B) Ensures that appropriate accommodations are available for English learners; C) Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; D) Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. |
| 5.4 Monitoring test administration for special populations | <p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> A) Consistent with the State's policies for accommodations; B) Appropriate for addressing a student's disability or language needs for each assessment administered; C) Consistent with accommodations provided to the students during instruction and/or practice; D) Consistent with the assessment accommodations identified by a student's IEP Team or 504 team for students with disabilities, or another process for an English learner; E) Administered with fidelity to test administration procedures. |
| Critical Element 6 - Academic achievement standards and reporting | |
| 6.1 State adoption of academic achievement standards for all students | <p>The State formally adopted challenging academic achievement standards in reading/language arts, mathematics and in science for all students, specifically:</p> <ul style="list-style-type: none"> A) The State formally adopted academic achievement standards in the required tested grades and, at its option, also alternate academic achievement standards for students with the most significant cognitive disabilities; B) The State applies its grade-level academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply; C) The State's academic achievement standards and, as applicable, alternate academic achievement standards, include: (a) At least three levels of achievement, with two for high achievement and a third for lower achievement; (b) descriptions of the competencies associated with each achievement level; and (c) achievement scores that differentiate among the achievement levels. |

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| 6.2 Achievement standard setting | The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards and alternate academic achievement standards to ensure they are valid and reliable. |
| 6.3 Challenging and aligned academic achievement standards | <p>The State's academic achievement standards are challenging and aligned with the State's academic content standards such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has defined alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards are linked to the State's grade-level academic content standards or extended academic content standards, show linkage to different content across grades, and reflect professional judgment of the highest achievement standards possible for students with the most significant cognitive disabilities.</p> |
| 6.4 Reporting | <p>The State reports its assessment results, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including:</p> <ul style="list-style-type: none"> A) The State reports to the public its assessment results on student achievement at each proficiency level and the percentage of students not tested for all students and each student group after each test administration; B) The State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the specific academic needs of students, and the State also provides interpretive guides to support appropriate uses of the assessment results; C) The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that: <ul style="list-style-type: none"> 1) Provide valid and reliable information regarding a student's achievement; 2) Report the student's achievement in terms of the State's grade-level academic achievement standards (including performance-level descriptors); 3) Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students; 4) Are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand; 5) The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration. |

Overview

This document provides updated technical adequacy documentation for the Oregon Extended Assessment (ORExt), which is Oregon's alternate assessment based on alternate academic achievement standards (AA-AAAS). The documentation includes test design and development, technical characteristics of the assessments, and their uses, and impact in providing proficiency data on grade level state standards as part of the mandates from the Every Student Succeeds Act of 2015 (ESSA).

The ORExt assessments were redesigned in 2014-15, including a 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 Essentialized Standards (EsSt) that are part of comprehensive Essentialized Assessment Frameworks (EAFs) that were written at three levels of complexity (low, medium, and high). The EsSt have been linked to grade level content and expectations, but systematically reduced in terms of depth, breadth, and complexity (RDBC). All ORExt items employed in the 2018-19 ORExt administration, with the exception of Grade 7 Math field test items, were developed in 2014-15. Based on student performance from the 2016-2017 testing year, new and Grade 7 Math field test items were written in fall 2017.

A statewide sample of 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. In addition, Achievement Level Descriptors (ALDs) were also reviewed for alignment to the EsSt. See Sections 1.1, 1.2, 6.1, and 6.3 for additional information related to the comprehensive grade level standards to EsSt linkage, as well as alignment of items to the EsSt.

The ORExt test design supports student access, including 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 recorded exactly as given (A,B,or C) and not manually scored by assessors.

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 mark 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.

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 Alternate Academic Achievement Standards (AAAAS) be developed and approved. Comprehensive Standard Setting meetings were conducted on June 15-17, 2015, which were then approved by the Oregon State Board of Education on June 25, 2015, including new achievement level descriptors (ALDs) and cut scores for the assessments. Comprehensive Annual Measurable Objective (AMO) reports were finalized on July 10, 2015.

Though an alignment study was conducted in the fall of 2014 as described above, Non-Regulatory Guidance from the U.S. Department of Education, published on September 25, 2015, included an expectation that all alignment studies must be independent (see Critical Element 3.1). An independent contractor, Dr. Dianna Carrizales, was therefore hired to perform an additional alignment study in the spring of 2017.

A two year pilot tablet study was conducted in the 2015-2016 and 2016-17 school years. Over the two year study, 26 students were administered all subject areas of the ORExt in tablet format in grades 5, 8, and 11. The 2017-18 school year marked the first year the ORExt was available in tablet/online format for all grades in all subject areas.

As part of our five-year technical documentation plan, which included the independent alignment study, pilot tablet administration study, launch of the full tablet administration, inter-rater reliability study, an analyses of the impact of accommodations was conducted after the 2018-2019 testing window ended.

Contents

| | |
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| Critical Element 1: Statewide System of Standards and Assessments | |
| 1.1 State Adoption of Academic Content Standards for All Students | |
| 1.2 Coherent and Rigorous Academic Content Standards | |
| 1.3 Required Assessments | |
| 1.4 Policies for Including All Students in Assessments | |
| 1.4A English Learners | |
| 1.4B Native Language Assessments | |
| 1.5 Participation Data | |

Critical Element 1: Statewide System of Standards and Assessments

1.1 State Adoption of Academic Content Standards for All Students

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.

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 newly adopted academic content standards were then reduced in depth, breadth, and complexity through a process called essentialization. The new [Essentialized Assessment Frameworks \(EAFs\)](#) were then used for item writing for the ORExt. The tables below provide examples of essentialized standards in grades 5, 8, & 11 in the subject areas of English language arts (ELA), mathematics, and science. In the right column are designations for estimated difficulty of an item: L (low), M (medium), and H (high). More information on the essentialization process can be found in section 1.2.

See *Appendix 1.1* for a User Guide that explains the development process and intended uses for the EAFs.

GRADE 5

| Area | Cluster | Standard | Sub-Standard | Essential-ized Standard | L/M/H Descriptors |
|---|---------------------------------|---|---|--|--|
| Reading Standards for Literature K–5 | Key Ideas and Details | Compare and contrast 2 or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | None | Identify a character, setting, or event in a story read to student. | L - Sentence of 7 words or less that contains 1 character, setting, or event read to student. M - 2 short sentences that contain 1 character, setting, or event read to student. H - 2 medium sentences that contain 1 character, setting, or event read to student. |
| Math | Number & Operations in Base Ten | Understand the place value system. | Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. | Use place value to compare numbers that are multiples of 10 and ones' versus tens' place and .5. | L - identify multiples of 10: 10, 20, 30, 40, 50, 60. M - identify the relation between the place values for the double-digit numbers 11, 22, 33, 44, 55. H - identify which number is in the ten's place and one's place. |
| Science* | Matter and Its Interactions | NGSS Standard: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. | OR Science Standards: 5.3S.1 Based on observations and science principles, identify questions that can be tested, design an experiment or investigation, and identify appropriate tools. Collect and record multiple observations while conducting investigations or experiments to test a scientific question or hypothesis. 5.3S.2 Identify patterns in data that support a reasonable explanation for the results of an investigation or experiment and communicate findings using graphs, charts, maps, models, and oral and written reports. | Measure and/or compare the weight of different types of matter. | L - Measure the weight/mass of common objects in various phases of matter using pictures of such objects (i.e., an object on a scale that weighs 3 pounds); M - Compare the weight/mass of common objects in various stages of matter using pictures of such objects (e.g., a balloon weighs less than a rock or glass of water) - Choose the correct tool to measure the weight/mass of objects; H - Compare the weight/mass of common objects in various phases of matter using graphs and data. |

Note. The science essentialized standards are dually-linked to both NGSS and Oregon Science standards, respectively. Both general education standards are thus listed for science in these EAF tables.

GRADE 8

| Area | Cluster | Standard | Sub-Standard | Essentialized Standard | L/M/H Descriptors |
|---------------------------------------|--------------------------|---|---|---|---|
| Reading Standards for Literature 6–12 | 2. Craft and Structure | 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | None | Identify the narrator or a character in a story read to student. | L - 3 sentences that contain 2 characters or narrators read to student. M - Paragraph of 4 sentences that contains 2 characters or narrators read to student. H - Paragraph of 5 sentences that contains 2 characters or narrators read to student. |
| Math | Statistics & Probability | 1. Investigate patterns of association in bivariate data. | 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. | Compare rates using slower/less, faster/more, same (mph, beats per second, \$ per hour, \$ per lb). | L - identify faster rate using (0-20). M - identify slower, faster, or same rate using (21-50). H - identify slower, faster, or same rate using (51-100). |
| Science | Energy | NGSS Standard: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. | OR Science Standards 8.2P.2 Explain how energy is transferred, transformed, and conserved. | Recognize temperature as a measure of how hot or cold matter is, and that heat is transferable. | L - Recognize the difference between hot and cold (e.g., objects, outside); M - Recognize that hot and cold are related to measures of temperature, including changes in temperature; H - Identify examples of heat transfer, and how such transfer might be minimized/maximized (e.g., wearing a coat to stay warm). |

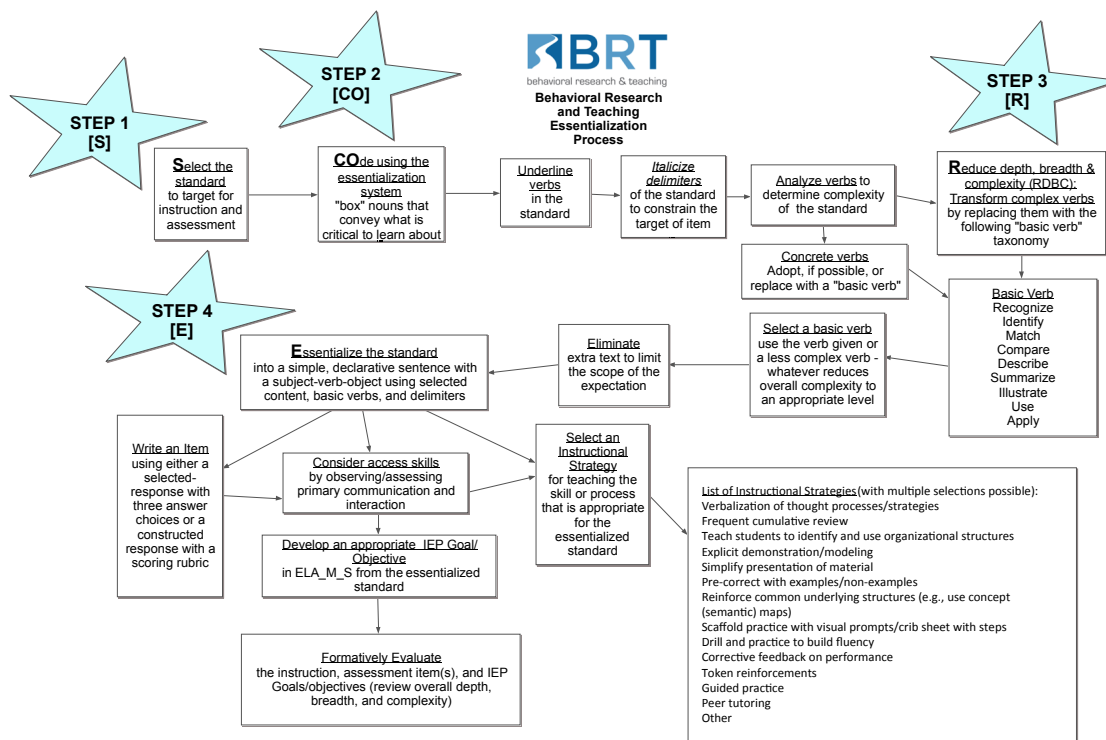
GRADE 11

| Area | Cluster | Standard | Sub-Standard | Essentialized Standard | L/M/H Descriptors |
|---------------------------------------|--|--|---|---|--|
| Reading Standards for Literature 6–12 | 2. Craft and Structure | 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | None | Identify the meaning of figurative, connotative, or words with 2 or more meanings. | L - Paragraph of 4 sentences read to student. M - Paragraph of 5 sentences read to student. H - 2 paragraphs read to student. |
| Math | Expressing Geometric Properties with Equations | 2. Use coordinates to prove simple geometric theorems algebraically | 7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. | Identify the perimeter of triangles, squares, rectangles, and pentagons. | L - identify perimeter of triangles with side lengths (1-5). M - identify the perimeter of squares and rectangles with side lengths (1-10). H - identify the perimeter of pentagons with side lengths (1-20). |
| Science | Earth's Systems | Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. | H.1E.2 Describe the structure and composition of Earth's atmosphere, geosphere, and hydrosphere. H.2E.1 Identify and predict the effect of energy sources, physical forces, and transfer processes that occur in the Earth system. Describe how matter and energy are cycled between system components over time. H.2E.2 Explain how Earth's atmosphere, geosphere, and hydrosphere change over time and at varying rates. Explain techniques used to elucidate the history of events on Earth. | Identify different (geoscience) processes that shape the Earth including associated Earth features. (S08ESS2.2) | L - Identify conditions that lead to specific types of surface weathering (i.e., with water, ice, or wind as vehicle - Which shows water erosion? - a river, pond or volcano); M - Identify geoscience processes that shape local geographic features (e.g., earthquakes, volcanoes, meteorites/craters - Which is an example of volcanism? – pictures of a volcano, river, rain); H - Extend M-level questions by linking features to the geoscience process (e.g., Which type of erosion process likely led to the canyon? - river, rain, wind; Which feature is associated with recent volcanism? - island, valley, river). |

1.2 Coherent and Rigorous Academic Content Standards

The CCSS, ORSci, and NGSS define what students in Oregon should know and be able to do by the time they graduate from high school. These CCSS, which were developed by national stakeholders and education experts, have been determined to be coherent and rigorous by researchers at the Fordham Institute (see *Appendix 1.2*). They were also developed with wide stakeholder involvement, particularly here in Oregon. The new ORExt is linked directly to the content in 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 NGSS are widely accepted by most relevant science instruction organizations as reflective of rigorous and coherent science concepts.

The new Essentialized Assessment Frameworks (EAFs) are publicly available. A User Guide is provided to instruct educators regarding the intended uses of the Essentialized Standards (EsSt), 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 items 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.



1.3 Required Assessments

The ORExt assessments were administered in the 2018-19 school year in ELA and Math in grades 3-8 and grade 11; Science is assessed in grades 5, 8, & 11. This assessment plan meets the requirements for grade level assessment in grades 3-8 and once in high school (grades 10-12) for ELA and Mathematics, while Science is assessed once in the 3-5 grade band, once in the 6-9 grade band, and once in the 10-12 grade band:

| Content Area | Grade 3 | Grade 4 | Grade 5 | Grade 7 | Grade 8 | Grade 11 |
|-----------------------|---------|---------|---------|---------|---------|----------|
| English Language Arts | X | X | X | X | X | X |
| Mathematics | X | X | X | X | X | X |
| Science | | | X | | X | X |

1.4 Policies for Including All Students in Assessments

Originally, Oregon statute required that all students participate in statewide assessments, with exceptions allowed for district-approved parent request for assessment waivers (parent opt-out requests) related to student disability or religious beliefs (see Oregon Administrative Rule, OAR § 581-022-0612).

Exception of Students with Disabilities from State Assessment Testing: (1) For the purposes of this rule a “student with a disability” is a student identified under the Individuals with Disabilities Education Act, consistent with OAR chapter 581, division 015, or a student with a disability under Section 504 of the Rehabilitation Act of 1973; (2) A public agency shall not exempt a student with a disability from participation in the Oregon State Assessment System or any district wide assessments to accommodate the student’s disability unless the parent has requested such an exemption.

However, House Bill 2655 established a Student Bill of Rights on January 1, 2016, which permitted parents or adult students to annually opt-out of Oregon’s statewide summative assessments, pursuant to OAR § 581-022-1910.

The Governor published a memorandum for Superintendents, Principals, and District Test Coordinators related to the change (see *Appendix 1.4.1*).

The expectation that all students in the assessed grades participate, including students with disabilities, is elaborated clearly and pervasively across all guidance documents. For example in the Oregon Test Administration Manual (TAM), where it states that, “All students enrolled in grades 3-8 and in high school must take the required Oregon Statewide Assessments offered at their enrolled grade, including students re-enrolled in the same grade as in the prior year, unless the student receives a parent-requested exemption...” (see *Appendix 1.4.2*, p. 93).

1.4A English Learners

English learners are included as appropriate in Oregon’s statewide assessment system. (see *Appendix 1.4A.1*, pp. 31-33). The Smarter Balanced assessment directions are translated into multiple languages and available via the Oaks portal. OAR 581-022-0620 (2) requires ODE to provide translated OAKS assessments for populations at or above 9% in grades K-12 within three years after the school year in which the language exceeds the threshold (see *Appendix 1.4A.2*). In addition, the accommodations available to students who participate in the ORExt include translation into the native language, where appropriate (see *Appendix 2.3A1*, pp. 36-43).

1.4B Native Language Assessments

The ORExt is not administered in a native language format, though it can be translated into a student’s home language.

1.5 Participation Data

Oregon's participation data indicate that most students in the tested grade levels are included in our assessment system. The students with disabilities subgroup did not meet minimum participation requirements in 2017-18, the most current data available at the time of this report, in English Language Arts or Mathematics, with rates at 87.5% and 86.4%, respectively. See the table below for a summary of participation. 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). Participation and performance summaries are provided below. Additional information regarding state performance is published in the 2017-18 [Statewide Report Card](#) (see *Appendix 1.5*, pages 1-16 for student and teacher demographics and pages 38-41 for assessment information).

Participation Details

Participation Target: 95%

| English Language Arts | 2016-17 Counts | | Participation Rate |
|----------------------------------|-------------------------------|-----------------------------------|---------------------------|
| | Number of Participants | Number of Non-participants | |
| Student Group | | | |
| All Students | 294,332 | 16,960 | 94.6 |
| Economically Disadvantaged | 169,049 | 8,185 | 95.4 |
| English Learners ¹ | 39,972 | 821 | 98.0 |
| Students with Disabilities | 42,373 | 4,590 | 90.2 |
| Underserved Races/Ethnicities | 82,423 | 3,073 | 96.4 |
| American Indian/Alaska Native | 4,004 | 259 | 93.9 |
| Native Hawaiian/Pacific Islander | 2,221 | 74 | 96.8 |
| Black/African American | 6,661 | 530 | 92.6 |
| Hispanic/Latino | 69,537 | 2,210 | 96.9 |
| Asian | 12,042 | 551 | 95.6 |
| White | 182,027 | 12,268 | 93.7 |
| Multi-Racial ² | 17,840 | 1,068 | 94.4 |

| Mathematics | 2016-17 Counts | | Participation Rate |
|----------------------------------|-------------------------------|-----------------------------------|---------------------------|
| | Number of Participants | Number of Non-participants | |
| Student Group | | | |
| All Students | 291,602 | 19,630 | 93.7 |
| Economically Disadvantaged | 167,690 | 9,490 | 94.6 |
| English Learners ¹ | 39,835 | 962 | 97.6 |
| Students with Disabilities | 41,997 | 4,957 | 89.4 |
| Underserved Races/Ethnicities | 81,785 | 3,703 | 95.7 |
| American Indian/Alaska Native | 3,978 | 285 | 93.3 |
| Native Hawaiian/Pacific Islander | 2,208 | 87 | 96.2 |
| Black/African American | 6,534 | 655 | 90.9 |
| Hispanic/Latino | 69,065 | 2,676 | 96.3 |
| Asian | 11,922 | 671 | 94.7 |
| White | 180,240 | 14,011 | 92.8 |
| Multi-Racial ² | 17,655 | 1,245 | 93.4 |

Contents

| | |
|---|--|
| Critical Element 2 - Assessment System Operations | |
| 2.1 Test Design and Development | |
| 2.1A ORExt Purpose | |
| 2.1B ORExt Test Blueprint | |
| 2.1C Test Development Processes | |
| 2.1D Computer-Adaptive Considerations | |
| 2.2 Item Development | |
| Project Description: | |
| Minimum Qualifications: | |
| Compensation: | |
| Contact: | |
| 2.3 Test Administration | |
| 2.3A Administration and Accommodations | |
| 2.3B Comprehensive Training System | |
| 2.3C Technology-based Assessments | |
| 2.4 Monitoring Test Administration | |
| 2.5 Test Security | |
| 2.5A Prevention of Assessment Irregularities | |
| 2.5B Detection of Test Irregularities | |
| 2.5C Remediation Following Test Security Incidents | |
| 2.5D Investigation of Test Irregularities | |
| 2.6 Systems for Protecting Data Integrity and Privacy | |
| 2.6A Integrity of Test Materials | |
| 2.6B Secure Student-Level Assessment Data | |
| 2.6C Protecting Personally Identifiable Information | |

Critical Element 2 - Assessment System Operations

2.1 Test Design and Development

The test specifications document that describes our approach to assessment and test design for the ORExt is published in *Appendix 2.1*. The document includes our approach to reducing the depth, breadth, and complexity (RDBC) of grade level content standards, an overview of the essentialization process and EAF documents, the planned test design for the ORExt, test development considerations, sample test items, item specifications, and universal tools/designated supports/accommodations. Only Grade 7 Math field test items were developed in 2017-18 which were in accordance with the 2014-15 test specifications, and are the most current available.

2.1A ORExt Purpose

The stated purpose of the ORExt is to provide the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities. A long-term goal of the program is to also provide information regarding annual student growth related to these content standards over Grades 3-8, as measured by vertically scaled assessments in ELA and Mathematics. The results of the assessment are currently reported in comparison to four performance levels: Level 1, Level 2, Level 3, and Level 4. Levels 3 and 4 denote a proficient level of performance, while Levels 1 and 2 denote performance that is not proficient. BRT and ODE developed a scaled score interpretation guide to assist stakeholders in interpreting the meaning of the scaled scores generated by the ORExt, supported by the state's achievement level descriptors. This guidance is published in *Appendix 2.1A*.

2.1B ORExt Test Blueprint

Appendix 2.1B includes the entire test blueprint for the ORExt, as conveyed by the balance of representation across content areas and domains. Field-testing is conducted each year in order to support the continuous improvement of test functioning. However, items are selected to maintain this balance of representation. Oregon teachers validated the content of the assessment, agreeing with the standards that were and were not selected to develop the Essentialized Standards to which the ORExt test items are aligned.

2.1C Test Development Processes

The test development process implemented for the ORExt is conveyed in *Appendix 2.1C*, including standard selection and validation, item development, item review, review of all Oregon teacher feedback and updating of items, and scaling and item selection. The *Appendix* articulates the process used to generate the materials with comma separated value files used to create item templates that fed into Adobe InDesign© through a data merge. Final test packages are reviewed for accuracy and content and then disseminated via secure file transfer to Oregon Qualified Assessors.

2.1D Computer-Adaptive Considerations

The ORExt is not a computer-adaptive instrument, so these concerns do not apply.

2.2 Item Development

Item writers were recruited by ODE staff using an existing Qualified Assessor/Qualified Trainer listserv.

| Needs | Content Area | Grade Level(s) |
|---|---------------------|-----------------------|
| 2 teachers (2 SPED) | ELA | Elementary (G 3-5) |
| 2 teachers (1 GEN-ED; 1 SPED) | ELA | Middle (G 6-8) |
| 1 teachers (1 GEN-ED) | ELA | High (G 11) |
| Total Number Needed ELA | | 5 |
| | | |
| 1 teachers (1 SPED) | Math | Elementary (G 3-5) |
| 1 teachers (1 SPED) | Math | Middle (G 6-8) |
| 2 teachers (1 SPED; 1 GEN-ED) | Math | High (G 11) |
| Total Number Needed Math | | 4 |
| | | |
| 3 teachers (2 SPED; 1 GEN-ED) | Science | G 5, 8, & 11 |
| Total Number Needed Science | | 3 |
| | | |
| Total Oregon Teacher Item Writers Needed | | 12 |

Project Description:

Behavioral Research and Teaching at the University of Oregon recruited Oregon teachers to participate in item development for a new alternate assessment. Selected teachers were asked to develop 360 items in English Language Arts, Mathematics, or Science over the course of the summer, from mid-June through end of August. The Project Director worked with lead item developers to provide training, ongoing review and feedback, and quality assurance. All participants were expected to provide documentation of their qualifications and sign test security agreements. In addition, all item developers were expected to participate in a half-day item development training based upon the following schedule: ELA - Tuesday, from 8 AM to 12 PM; Math - Wednesday, from 8 AM to 12 PM; Science - Thursday, from 8 AM to 12 PM.

Minimum Qualifications:

All licensed Oregon public school teachers with at least three years of teaching in a life skills/severe needs program (SPED) or a general education classroom (GEN-ED), respectively, were encouraged to apply. Preference was given for item writing experience, additional years of teaching experience, and higher education degree status.

Compensation:

Teachers who participated in this process were compensated at a rate of \$20/hr via professional service contracts. It was anticipated that teachers would produce 4 ELA items/hr, 6 Science items/hr, and 8 Math items/hr. As such, the maximum contract amount for ELA was \$1,800, for Science \$1,440, and for Math \$900. Item development focused primarily on writing the stem and 3 options, with no need to produce graphics (rather use labels for a BRT graphic designer to produce).

Contact:

Because the timeline required work over the summer, Oregon teacher recruitment was challenging. BRT researchers thus performed an additional on-campus recruitment within the College of Education using the same information. The final pool of item writers included 18 item writers: seven Oregon teachers (all with MA degrees), five PhD candidates within the COE, and six BRT researchers (four PhD candidates, one PhD, and one with an MA). Item writers averaged 11.5 years of teaching experience. The teachers recruited

all had prior experience developing items for the ORExt, as did all of the BRT researchers. The five PhD candidates within the COE had no prior item development experience. All item development was reviewed by BRT researchers and the Project Manager.

The item development process followed is elaborated in *Appendix 2.2.1*, which is the PowerPoint used in training all Oregon item writers. The item development process was structured with the following steps. Item writers were first oriented to the student population, as the pool of item writers included both content and special education experts. The Essentialization Process used to RDBC grade level standards was then modeled so writers would understand how the item alignment targets, the Essentialized Standards, were generated. Lecture, guided practice, and independent practice activities and follow-up discussion ensured comprehension of the process. BRT staff developed exemplar items for every Essentialized Standard, varying the complexity from Low (L) to Medium (M) to High (H) levels of complexity to convey the different performance expectations at each level. The balanced vertical scaling design provided an overall form-to-form and grade-to-grade level framework for the test formation process once items were developed (see *Appendix 2.2.2*). Sample items are provided in *Appendix 2.2.3* for stakeholder reference, demonstrating the format and style of typical items on the ORExt.

2.3 Test Administration

The ORExt assessments are administered according to the administration, scoring, analysis, and reporting criteria established in the ORExt General Administration Manual (see *Appendix 2.3*). Important updates to the testing process are distributed via the [Assessment and Accountability Updates](#) listserve, as well. ODE uses this system to communicate information that is relevant for the statewide assessment system, including the ORExt. Announcements are sent to the listserv by email and are also posted to the ODE website. The standardization of test administration is supported by a comprehensive training process described below in Section 2.3B.

2.3A Administration and Accommodations

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 2.3A.1* and *2.3A.2*). 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.

Accommodations are built into the flexibility provided by the ORExt test though they have not yet been researched for the ORExt. However, annual training and proficiency testing efforts related to becoming a qualified assessor and/or qualified trainer for the ORExt support standardized use of available accommodations that are not already part of the test design. Based on annual analyses, results demonstrate that student performance varies according to their abilities and not construct-irrelevant factors, such as sex, race, or ethnicity (See Section 4.2).

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 2.3A.1*). 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. Accommodations information was collected this year as an option for data entry. Entering accommodations information will be required next year. Analyses of the impact of accommodation provision on the ORExt should thus be feasible after the spring 2019 administration.

The Oregon Extended assessments can be administered using 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 on 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 2.3A.2*). The Oregon Extended assessments are also designed according to universal design principles and utilize a simplified language approach (see *Appendix 2.3A.3*).

In the 2013-2014 school year, the state developed a training and proficiency program for sign language interpretation of its assessments and has updated the site annually since that time. The [sign language training](#) process 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 10-item proficiency test was administered, with an 80% required for passing (8/10 items correct). In 2017-18, the site was used to train 61 participants. All participants passed the assessment on the first attempt. The overall average score on the proficiency test was 95.9%.

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 2.3A3*). Any given student's communication system may include home signs, school signs, English words, and Spanish words, for example. With the exception of items that require independent reading, the ORExt assessment can be translated or interpreted by a Qualified Assessor (QA) working with an interpreter in the student's native language, including American Sign 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.

2.3B Comprehensive Training System

Comprehensive information for ongoing training for all qualified assessors (QAs) and Qualified Trainers (QTs) is provided in *Appendices 2.3B.1-2.3B.7*. Through an online distribution and assessment system, [QA/QT Training and Proficiency](#) is determined annually. 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) in face-to-face regional trainings. The schedule for the regional trainings, as well as relevant training information, is provided below:

| Date | Who/Team | Location |
|---------------------------------|---|---|
| Nov. 1st/ TH | Team: Brad Lenhardt, Brock Rowley Contact: Mary Apple mary.apple@imesd.k12.or.us 541-966-3129 | IMESD- 2001 SW Nye Ave Pendleton 97801-4416 |
| Nov. 6th/ TU | Team: Brad Lenhardt, Brock Rowley Contact: pam_wurzell@soesd.k12.or.us 541-776-8555 | SOESD- 101 N Grape St, Medford 97501 |
| Nov. 8th/ TH | Team: Brad Lenhardt, Brock Rowley Contact: Catherine Halliwell-Templin at catherine.halliwell-templin@hdesd.org/ Kitty Peterson at kitty.peterson@hdesd.org 541-693-5702 (693-5600) | HDES- 145 SE Salmon Ave Ste A Redmond 97756-8427 |
| Nov. 13th/ TU | Team: Brad Lenhardt, Brock Rowley, Jerry Tindal, Sevrina Tindal Contact: Darlene Farrar 503/614-1433 dfarrar@nwresd.k12.or.us | NWRES- 5825 NE Ray Cir Hillsboro 97124-6436 |
| Nov. 15th/ TH | Team: Brad Lenhardt, Brock Rowley, Jerry Tindal Contact: Boston, Eleni Eleni.Boston@wesd.org 503-588-5330 | WESD- 2611 Pringle Rd SE Salem 97302-1533 |

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](#). All assessors need to complete some form of training each year to retain their status for administering the Extended Assessments.

New assessors and returning assessors who needed further training in 2017-18 were required to pass four proficiencies with a score of 80% or higher. These four proficiencies were in Administration, English Language Arts (ELA), Mathematics, and Science. Returning QAs or QTs for the 2017-18 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 four 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.

An analysis of the Oregon Extended Assessment Training and Proficiency Website showed 377 Assessors in-Training, 928 Qualified Assessors, and 137 Qualified Trainers registered with the system.

286 Test Participants – Administration Proficiency

| Number of Participants | Percentage of Participants | Attempts to Pass | Average Passing Score |
|------------------------|----------------------------|------------------|-----------------------|
| 239 | 83.0% | 1 | 91.1% |
| 45 | 15.7% | 2 | 89.4% |
| 2 | 0.7% | 3 | 95.0% |

277 Test Participants – English Language Arts Proficiency

| Number of Participants | Percentage of Participants | Attempts to Pass | Average Passing Score |
|------------------------|----------------------------|------------------|-----------------------|
| 268 | 96.8% | 1 | 93.1% |
| 6 | 2.2% | 2 | 83.3% |
| 2 | 0.7% | 3 | 92.5% |
| 1 | 0.4 | 4 | 100.0% |

274 Test Participants – Mathematics Proficiency

| Number of Participants | Percentage of Participants | Attempts to Pass | Average Passing Score |
|------------------------|----------------------------|------------------|-----------------------|
| 270 | 99.3% | 1 | 95.4% |
| 2 | 0.7% | 2 | 92.5% |
| 2 | 0.7% | 3 | 92.5% |

274 Test Participants – Science Proficiency

| Number of Participants | Percentage of Participants | Attempts to Pass | Average Passing Score |
|------------------------|----------------------------|------------------|-----------------------|
| 274 | 100.0% | 1 | 96.9% |

793 Test Participants – Refresher Proficiency

| Number of Participants | Percentage of Participants | Attempts to Pass | Average Passing Score |
|------------------------|----------------------------|------------------|-----------------------|
| 778 | 98.1% | 1 | 91.8% |
| 12 | 1.5% | 2 | 88.3% |
| 3 | <1% | 3 | 96.0% |

A higher number of assessors completed the Refresher Proficiency test than the subject area proficiency tests reflecting a greater number of return assessors compared to new assessors. Data showed ELA Proficiency to be the most challenging to new assessors, but most were able to pass on the first or second attempt with

about 1% or less of assessors requiring more than two attempts and science to be the least challenging with 100% of assessors passing on the first attempt. The majority of assessors passed the Administration and Math proficiency tests on the first and second attempts with less than 1% requiring a third attempt. The majority of returning assessors passed the refresher on the first attempt with less than 2% requiring a second and third attempt. There were 12 fewer Qualified Assessors and 2 more Qualified Trainers compared to last year.

Evaluations are collected at each QT training in November. The results reflect general approval, but also suggest areas of improvement that ODE and BRT work on for subsequent trainings/subsequent years, as appropriate. QT evaluations this year included positively worded statements regarding the quality of training rated on a scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

The first section evaluated the state-level information and the knowledge of the ODE presenters, the participants' level of comfort with the training provided, the participants' ability to carry this training and materials back to train district staff, and the overall utility of the training. Eighty four percent of participants strongly agreed with these statements, fourteen percent agreed, and less than one percent disagreed and strongly disagreed, collectively. In the second section, participants were asked to evaluate the BRT trainers and their guidelines regarding how to use the training and proficiency website and related resources. Eight three percent of participants strongly agreed with these statements, sixteen percent agreed, and less than one percent disagreed and strongly disagreed, collectively. Overall, these results demonstrate that participants felt that the training was high quality and they felt confident that they could train their staff upon return to their respective districts with the knowledge and resources gained. This year's QT training cycle included an optional afternoon session for any interested educators on how to essentialize grade level content standards and how to develop curriculum and provide instruction that is aligned to those standards for students who are functioning off grade level, with a focus on students with significant cognitive disabilities (SWSCD).

In addition, all technical assistance questions that we receive from the field as part of our HelpDesk are documented. The most common inquiries for the 2018-19 test administration window involved credential verification to add schools/students to rosters, selecting appropriate IDEA disability codes for rosters, and manual grading for the electronic ELA writing items. Some other common inquiries included exit PIN, access to monitoring for DTC's, and technical issues with individual tablet. All helpdesk inquiries will be taken into consideration as the training site is updated for the 2019-2020 testing year.

Based on the initial development of approximately 5,000+ items in 2014-2015, BRT researchers developed an initial operational test for vertical scaling across grades 3-8 in English language arts (ELA) and Mathematics. Because Science did not have contiguous grades, no such vertical scaling was possible. As noted in the previous sections on Validity (3.1), item selection was concurrently based on a number of dimensions: alignment with standards (academic and content), cognitive processes, and internal structure (of domains within subject areas). In the first year, these dimensions were the primary considerations until sufficient numbers of students had taken the test and item characteristics calculated

Out of a total of 5,929 items developed in 2014-15, 166 were removed (2.8%). In subsequent years, not only item characteristic curves (ICCs) but also test characteristic curves (TCCs) were calculated and used to incorporate field test items as operational items and move new field test items into the test. To ensure the vertical scale was functioning properly, with successive values increasing over grades, the item selection process not only considered item fit but also item difficulty. When a grade level was more difficult than a later grade, we drew less difficult items from the previous grade and/or more difficult items from the later grade.

We also implement a consequential validity study each year that surveys QAs and QTs regarding the academic and social consequences of the ORExt, both intended and unintended. The Consequential Validity report is published in *Appendix 2.3B.10*. ODE and BRT staff review the results of the survey annually to determine what program improvements are needed. A summary of the results is provided below.

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 included 121 respondents. This was 11% of the solicited respondents, who were all Qualified Assessors (QAs) and Qualified Trainers (QTs) in the or.k12test.com database. The sample was 83% 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 continue to feel that the ORExt test items were easy to administer and score (64.2% Strongly Agree) and felt confident in their ability to interpret scaled scores and Achievement Level Descriptors for the ORExt (69.8% Strongly Agree and Agree). They also felt that the items were accessible for students who participated (78% Strongly Agree and Agree) and that the ORExt reflected the academic content that SWSCD should be learning (68.4% Strongly Agree and Agree). QAs and QTs felt marginally positive about the educational impacts of the ORExt and marginally negative about its social impacts. The results again demonstrate that the ORExt content area assessments generally require up to one hour to administer.

The qualitative results revealed two areas in which educators appreciated the ORExt and four areas of needed improvement. QAs and QTs said that they appreciated: 1) the assessment's efficiency (i.e., more streamlined administration, ease of administration, easier to give and score online, online materials distribution); and, 2) overall item and test design (i.e., one item per page, visual supports, scoring protocol and student materials design, accessibility of test questions). Teachers recommended the following areas of improvement, not all of which are actionable: 1) Option to administer the assessment electronically, 2) A functional skills assessment, 3) New items for very low functioning students should be developed, and 4) A math assessment composed of more practical/life skills problems involving time and money. Complete results, including anticipated responses, from the survey can be found in *Appendix 2.3B.10*.

2.3C Technology-based Assessments

The ORExt was implemented using a technology-based platform as Phase 3 of the ORExt Tablet Administration. The 2017-18 testing window was the first year all grade level and subject area assessments were available on the electronic application/web-based platform. Administration of the electronic application mirrors paper/pencil administration with each item read aloud to the student, and the student asked to select one of three answer choices. Electronic based functionality includes optional discontinuation if the student misses 10 out of the first 15 items, directing the assessor to administer the ORora. To support understanding of the system by both teachers and students, a separate practice test application is available. Helpdesk inquiries and feedback from the field indicated much preference of the electronic administration versus paper/pencil. Qualified Trainers and Qualified Assessors reported their students' were more focused during electronic administration, and because the application scores automatically it was much more efficient for assessors. Improvements will be made to the electronic test based on technology improvements and feedback from the field. Data entry for all platforms is now maintained and monitored by secure BRT servers.

2.4 Monitoring Test Administration

The ODE maintains a rigorous training system to support standardized test administration for the [Oregon K12 website](#), (secure website, but see screenshot below for an example of training content).

OR K12Test.com
Home
Training
Proficiency
Student Details
Materials
Admin
Account

Oregon Extended Training
Sevrina Tindal Super Admin
Edit this page

| Content Area | Status |
|---|----------|
| <div>New Updates for 2018-19</div> <ul style="list-style-type: none"> NEW! Electronic Administration Updates Qualified Assessor (QA) and Qualified Trainer (QT) How to Become a QA or QT Admin Manual Table of Contents Introduction Information for Assessors <ul style="list-style-type: none"> New Assessors Informing Parents All Assessors Alternate Academic Achievement Standards (AAAS) Selecting an Assessment Student Confidentiality and Test Security Terminology Electronic Administration of the ORExt <ul style="list-style-type: none"> Electronic Secure Tests Electronic Scoring and Data Entry Paper/Pencil Administration of the ORExt <ul style="list-style-type: none"> Paper/Pencil Secure Tests Paper/Pencil Scoring and Data Entry General Test Administration Strategies <ul style="list-style-type: none"> Accessibility Options for the ORExt Appropriate/Inappropriate Administration Examples Supporting Students to Access the Test Items Minimum Participation Rule Interpreting ORExt Scaled Scores | Complete |

This multimedia training module provides training on the administration of the Oregon Extended Assessment (ORExt) and required proficiency assessments.

The training and proficiency cover the subjects of English language arts (Reading, Writing, and Language), Math, and Science.

Returning QAs and QTs must read the Updates section of the website and pass the Refresher proficiency assessment. New users must complete all training components and pass the four proficiency assessments in Administration, English language arts, Mathematics, and Science.

Click on a Content Area at left.

The or.k12test.com website includes a training section that addresses any systems updates, the process for becoming a Qualified Assessor or Qualified Trainer, student eligibility expectations, student confidentiality and test security, test administration and scoring expectations, examples of appropriate and inappropriate administration (video), supporting student access to items without violating the test construct, content area trainings that demonstrate how to administer items in ELA, Math, and Science (video, with supporting test materials), and how to access secure tests and complete data entry. Information for QAs, QTs, and parents regarding the ORExt is also provided, as are all necessary support materials. For QAs, these materials include practice tests to prepare both themselves and students for the annual assessment and all of the training materials used on the website. In addition to these materials, QTs have access to all training materials necessary to provide annual training to QAs in their purview (see screenshot below):

[Home](#)
[Training](#)
[Proficiency](#)
[Student Details ▾](#)
[Materials](#)
[Admin ▾](#)
[Account ▾](#)

Sevrina Tindal

Super Admin

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| ELA_Gr5_PracticeTest_V5.pdf | 7/17/2019 | 2.09 MB |
| ELA_Gr6_PracticeTest_V4.pdf | 7/17/2019 | 2.21 MB |
| ELA_Gr7_PracticeTest_V4.pdf | 7/17/2019 | 2.04 MB |
| ELA_Gr8_PracticeTest_V4.pdf | 7/17/2019 | 2.09 MB |
| ELA_Gr11_PracticeTest_V4.pdf | 7/17/2019 | 2.46 MB |
| Math_Gr3_PracticeTest_V3.pdf | 7/17/2019 | 1.55 MB |
| Math_Gr4_PracticeTest_V3.pdf | 7/17/2019 | 1.51 MB |
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| Math_Gr6_PracticeTest_V4.pdf | 7/17/2019 | 2.32 MB |
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| Math_Gr11_PracticeTest_V4.pdf | 7/17/2019 | 1.62 MB |
| Practice Tests Standard Link Excel Files.zip | 7/17/2019 | 122 KB |
| Science_Gr5_PracticeTest_V4.pdf | 7/17/2019 | 2.62 MB |
| Science_Gr8_PracticeTest_V4.pdf | 7/17/2019 | 3.21 MB |
| Science_Gr11_PracticeTest_V3.pdf | 7/17/2019 | 2.91 MB |

General Files

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| All Training Section Video Documents.zip | 7/17/2019 | 23.59 MB |
| All Video Transcripts - Proficiency Section.zip | 7/17/2019 | 1.93 MB |
| All Video Transcripts - Training Section.zip | 7/17/2019 | 766.94 KB |
| ELA Training Documents.zip | 7/17/2019 | 7.37 MB |
| FAQ_2019_v4.pdf | 7/17/2019 | 91.96 KB |
| Math Training Documents.zip | 7/17/2019 | 7.25 MB |
| OAM_2019.pdf | 7/17/2019 | 2.36 MB |

Materials

- Practice Tests
- General Files
- Secure Test Materials
- QT Training Materials

In addition, monitoring and reporting related to test administration issues for the ORExt is addressed via general ODE reporting systems. Information regarding this process can be located in the general assessment system Peer Review evidence submission.

2.5 Test Security

2.5A Prevention of Assessment Irregularities

Test security policies and consequences for violation are addressed in the Test Administration Manual on an annual basis (see *Appendix 1.4.2*, p. 29-33). These policies include test material security, proper test preparation guidelines and administration procedures, consequences for confirmed violations of test security, and annual training requirements at the district and school levels for all individuals involved in test administration. Consequences for adult-initiated test irregularities may be severe, including placing teaching

licenses in jeopardy (see *Appendix 1.4.2*, p. 31-33).

2.5B Detection of Test Irregularities

The ODE utilizes a localized monitoring system where school test coordinators oversee building-level administration by trained, Qualified Assessors, and report to centralized district test coordinators, who are then responsible for reporting any confirmed violations to ODE. Improprieties are defined as adult-initiated or student-initiated and investigated accordingly (see *Appendix 1.4.2*, p. 29-31).

2.5C Remediation Following Test Security Incidents

ODE's alternate assessment program manager investigates and remediates substantiated test security incidents for the ORExt by working with district test coordinators. Additional information regarding this process can be located in the general assessment system Peer Review evidence submission.

2.5D Investigation of Test Irregularities

School and district test coordinators conduct initial investigations into all alleged test irregularities. Once reported to ODE, all alleged test irregularities are investigated in consultation with district test coordinators and the test vendor, as appropriate (see *Appendix 1.4.2*, p. 31-33). In the event that a test irregularity is determined to be factual, consequences are determined based upon contextual issues that are brought to light during the investigation. Additional information regarding this process can be located in the general assessment system Peer Review evidence submission.

2.6 Systems for Protecting Data Integrity and Privacy

2.6A Integrity of Test Materials

Test materials for the ORExt are maintained throughout development, dissemination, and administration via multiple mechanisms. All items under development are stored in secure file servers managed by Behavioral Research & Teaching at the University of Oregon, the test vendor for the ORExt. Item reviews necessary to provide alignment, bias, and sensitivity information are conducted online using the secure [Distributed Item Review \(DIR\)](#) platform (secure website, but see *Appendix 3.1B* for a system overview).

For the 2018-2019 school year, all paper/pencil secure test distribution and data entry was hosted by BRT through the secure training site.

The secure tablet application and web-based platform distribution and data entry were hosted by BRT servers. All technology based secure administration and data entry was password-protected. Download of the tablet app was dependent on the type of device, all instructions and download links were available in the Test App User Guide (see *Appendix 2.6A*) Additional information regarding test security can be located in the general assessment system Peer Review evidence submission.

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Select your student responses and Save Submission when complete.

Start Date

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Start Time

--:-- --

End Date

mm/dd/yyyy

End Time

--:-- --

☐
Test Was Discontinued?

| Question Number | Answer Options |
|-----------------|---|
| 1 | <div> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> N/A </div> <div>(clear)</div> |
| 2 | <div> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> N/A </div> <div>(clear)</div> |
| 3 | <div> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> N/A </div> <div>(clear)</div> |
| 4 | <div> <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> N/A </div> <div>(clear)</div> <div> Scoring Instructions: Trace the word pilot. Student receives a point if they trace or generate at least 3 of the 5 letters recognizably. </div> |
| 5 | <div> <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> N/A </div> <div>(clear)</div> <div> Scoring Instructions: Trace the word clown. Student receives a point if they trace or generate at least 3 of the 5 letters recognizably. </div> |
| 6 | <div> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> N/A </div> <div>(clear)</div> |
| 7 | <div> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> N/A </div> <div>(clear)</div> |
| 8 | <div> <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> N/A </div> <div>(clear)</div> <div> Scoring Instructions: Write the words "my bus". Student receives a point if they write at least one of the two words recognizably, even though there may be misspellings in the word. </div> |

2.6B Secure Student-Level Assessment Data

Student level data is protected by relevant training and through a secure data system in which all data entry is conducted online using password-protected, secure procedures on the [Oregon K12 website](#). Only trained users with a vested educational interest who have signed test security agreements are authorized to access to online data entry systems.

2.6C Protecting Personally Identifiable Information

All confidential, personally identifiable student information is protected by policy and supported by training (see *Appendix 1.4.2*, p. 26). The minimum number of students necessary to allow reporting of students and student subgroups varies by rating (i.e., achievement, growth, graduation, and school size), by level (i.e., school/district/state), and by number of years of assessment data available. For example, to receive an achievement rating, schools must have at least 40 tests for the two most recent school years in reading or mathematics. Alternatively, small schools receive an achievement rating if they have at least 40 tests over the most recent four years. If a school does not have at least 40 tests over a four-year period, they

will not receive an achievement score (see *Appendix 2.6C*). Similar rules are applied to student subgroups, including students with disabilities, English learners, and students from diverse racial/ethnic backgrounds (see *Appendix 2.6C*, p. 7).

Contents

| | |
|---|--|
| Critical Element 3 - Technical Quality: Validity | |
| 3.1 Overall Validity, Including Validity Based on Content | |
| 3.1A Alignment Between AA-AAAS and Academic Content Standards | |
| 3.1B AA-AAAS Linkage to General Content Standards | |
| 3.2 Validity Based on Cognitive Processes | |
| 3.3 Validity Based on Internal Structure (Content and Function) | |
| Point Measure Correlations | |
| Outfit Mean Square Distributions | |
| Annual Measureable Objectives Frequencies & Percentages | |
| 3.4 Validity Based on Relations to Other Variables | |
| Convergent and Divergent Validity Documentation | |
| Analyses Within and Across Subject Areas | |
| Correlational Analyses Results | |

Critical Element 3 - Technical Quality: Validity

3.1 Overall Validity, Including Validity Based on Content

As elaborated by Messick (1989), 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 (AERA et al., 2014) 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. 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.

In this technical report, data are presented to support the claim that Oregon's AA-AAAS 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-AAAS 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 2.2.3*.

The assessments are 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 and 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 repeats the prompt as needed and otherwise scores the item as incorrect and moves on to the next item. Training documentation is provided in *Appendices 2.3B.1-2.3B.8*.

Given the content-related evidence that we present related to test development, alignment, 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.

3.1A Alignment Between AA-AAAS and Academic Content Standards

Our foundation of validity evidence from content coverage for the ORExt comes in the form of test specifications (see *Appendix 2.1*) and test blueprints (see *Appendix 2.1B*). Among other things, the Standards (AERA et al., 2014) suggest specifications should “define the content of the test, the proposed test length, the item formats. . .” (Standard 4.2, p. 85).

All items are linked to grade level standards and a prototype was developed using principles of universal design with traditional, content-referenced multiple-choice item writing techniques. 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 a scaffold approach. This approach allows for students with very limited attention 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 (see *Appendix 2.2.1*, which conveys our item writer training materials), 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 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.

The ORExt incorporates continuous improvement into its test design via field-testing in all content areas on an annual basis, with an average of 25% new items. These items are compared to operational items based on item functioning and test design factors, generating data 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 complexity levels: low - medium - high, comparable to Webb's DOK (see Section 2.2).

BRT employed a multi-stage development process in 2014-15 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. The ORExt assessments have been determined to demonstrate strong linkage to grade level academic content, overall. Full documentation of the initial 2014 linkage study and a new, independent alignment study conducted in spring, 2017 is provided in *Appendix 3.1A*. Based on student performance from the 2016-2017 testing year, new and Grade 7 Math field test items were written in fall 2017.

The summary section of the independent alignment study report states that, “Oregon's Extended Assessments (ORExt) in English Language Arts, Mathematics, and Science were evaluated in a low-complexity

alignment study conducted in Spring of 2017. Averages of reviewer professional judgments over five separate evaluations were gathered, reviewed, and interpreted in the pages that follow. In the three evaluations that involved determining the relationship between standards and items, reviewers identified sufficient to strong relationships among assessment components in all grades and all subject areas. In the two evaluations involving Achievement Level Descriptors, reviewers identified thirty instances of sufficient to strong relationships out of thirty-four possible relationship opportunities resulting in an overall affirmed relationship with areas for refinements identified.”

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.

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 in Section 6.2. 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.

3.1B AA-AAAS Linkage to General Content Standards

Results of the analysis of the linkage of the new Essentialized Assessment Frameworks, (EAF), composed of Essentialized Standards (EsSt), to grade level CCSS in English language arts and mathematics and linked to ORSci and NGSS in science, are presented in Section 3.1A. The claim is that the EsSt are sufficiently linked to grade level standards, while the ORExt items are aligned to the EsSt. In addition to presenting linkage information between grade level content standards and the EsSt, the linkage study presents alignment information related to the items on the new ORExt in comparison to the EsSt. Extended assessments have been determined to link sufficiently to grade level academic content standards. Field test items are added each year based on item alignment to standards.

The Oregon Extended assessments 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 as part of two comprehensive linkage studies, one performed in 2014 and an independent alignment study performed in 2017 (see Section 3.1A). The professional reviewers in an internal study in 2014 and an independent study in spring 2017 included both special and general education experts, with content knowledge and experience in addition to special education expertise.

According to the independent linkage study report, the spring 2017 review was conducted by expert reviewers with professional backgrounds in either Special Education (the population), Assessment, or in Oregon’s adopted content standards. Reviewers were assigned to review grade-level items relative to their experience and expertise. In all, 39 reviewers participated. Thirty-four (34) participated in all 5 evaluations: thirteen (13), for the English Language Arts review, fifteen (15) for the Mathematics review, and six (6) for the Science review. All participants were assigned to at least one specific content area as shown in Table 1. Note: Four individuals were assigned to two areas of review. The thirty-nine individuals who participated in the study had a robust legacy of experience in the field and in the state. Participants represented 25 unique school districts across the state representing both urban and rural perspectives. All 39 of the individuals participating in the study held current teaching licenses. Two individuals also held administrative licenses. Years of experience in their area ranged from 3 - 30 years of experience with an average of 17 years of experience. (Mode = 11 years, Median = 16 years). One individual indicated 50 years of experience in the field. Three of the 39 individuals held a Bachelor’s degree only. Thirty-six held a Bachelor’s degree and at least one Master’s degree. Two held a Bachelor’s degree, at least one Master’s degree, and a doctoral degree. Fourteen (36%) of the individuals identified as experts in a specific Content area and 25 (64%) of the individuals identified Special education as their primary area of expertise.

These skilled reviewers were trained by synchronous webinars on linkage/alignment, as well as item depth, breadth, and complexity and then completed their ratings online via BRT’s Distributed Item Review (DIR) website and on Excel spreadsheets shared with the researcher electronically (see *Appendix 3.1B* for an

overview). 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). When averaged across reviewers, 1.00-1.29 was considered in the low range, 1.30 - 1.69 was sufficient, and 1.70 - 2.0 was strong. Additional comment was requested for any essentialized standard or item whose linkage was rated 0.

Overall, the 2017 independent alignment study concludes that: "First, reviewers were asked to conduct an affirmational review of the rationale used by test developers to omit certain content standards. This finding was used to infer that the final standards selected for inclusion or omission in Oregon's Extended Assessment were chosen rationally and that the final scope of content standards can be considered justifiable for the population for the subject area. Conclusion: This review, with a lowest average rate of .82 (on a scale of 1), permits the inference: the scope of the standards selected for translation to Essentialized Standards were rationally selected. None of the standards de-selected (for inaccessibility or for being covered elsewhere) were strongly identified for re- inclusion, nor were identified as a critical hole for this population of students. Second, reviewers were asked to identify the strength of the link between the source standard and the Essentialized Standard. This finding was used to infer that the process undertaken to essentialize a given Source Standard did not fundamentally or critically alter the knowledge or skill set intended by the source standard for this population of students (further confirming that the content selected for assessment is comparable). Conclusion: This review, with a range of 1.5 - 1.9 (on a scale of 2) permits the inference: the Essentialized Standards were found to link sufficiently to the source standards on average beyond the "sufficient" average of 1.0. Third, reviewers were asked to identify the strength of the alignment between the Essentialized Standards and the items and to review the items developed using the Essentialized Standards for bias, and accessibility. The finding from this review was used to infer that the items written for this grade and subject area (using these Essentialized Standards) were adequately linked to the Essentialized Standards, were free from bias, and were accessible to students with significant cognitive disabilities. Conclusion: The alignment review (1.32 - 1.89), accessibility review (.67 - 1.0), and freedom from bias review (.65 - 1.0) all permit the inference that the test items indicate a relationship with the source standards, the test items are not overly biased towards or against any particular group of individuals, and the test items are written such that the content and intent can be accessed by students with the most significant cognitive disabilities. (**Note: this range was skewed by feedback from one reviewer –ELA-Grade 3 - whose comments were noted in this study. Removing that individual's comments would result in a range of .90 - 1.0 accessibility range and .89 - 1.0 freedom from bias range respectively.) Fourth, reviewers were asked to review the statements used to describe student achievement on the test (the Achievement Level Descriptors) and their alignment to the Essentialized Standards that the students were tested on. The finding from this review was used to infer that the skills and achievements described by the Achievement Level Descriptors for each subject and grade level are aligned with the content standard being measured. Conclusion: The reviews ranging from .68* - 1.0 permit the inference that the descriptions made regarding student skillset are an accurate reflection of the standards from which the assessment was developed at all three levels evaluated. (*One outlier for ELA-Grade 4 provided a review of a .52 average). Fifth, and finally, reviewers were asked to review the alignment of the Achievement Level Descriptors to the items. The finding from this review was used to infer that each item in the developed assessment(s) was appropriately aligned to its associated Achievement Level Descriptor (further confirming that decisions made using this test were aligned with the intent of the source standard). Conclusion: Fourteen of the seventeen grade-level reviews resulted in an average reviewer range of .67 - 1.0 indicating an appropriate alignment between ALDs and the items as written. This review permits the inference that, overall, the Achievement Level Descriptors are accurate reflections of the items. In three instances (Mathematics-Grades 3 and 4, and ELA-Grade 8) the average alignment by reviewer was .5 (indicating that one of the two individuals in that category did not agree that the items and ALDs were aligned)."

3.2 Validity Based on Cognitive Processes

Evidence of content coverage is concerned with judgments about “the extent to which the content domain of a test represents the domain defined in the test specifications” (AERA et al., 2014, Standard 4.12, p. 89). 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).

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 Oregon Observational Rating Assessment (ORora) was first implemented in 2015-16. The ORora 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. A complete report of ORora results from 2018-19 is provided in *Appendix 5.1D*.

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 of two special educators and one content specialist.

Substantive evidence that has been documented 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.

3.3 Validity Based on Internal Structure (Content and Function)

The Oregon Extended assessments reflect patterns of emphasis that are supported by Oregon educators as indicated by the following three tables that highlight the balance of standard representation by grade level for English language arts, mathematics, and science on the ORExt. The representation ratios can be calculated by dividing the standards by the total within each respective column. For example, in Grade 3 Reading, approximately 25% of the items are in the Reading Standards for Literature domain, as that domain has 4 written Essentialized Standards (EsSt) out of the total of 16 ($4/16 = 25\%$).

The test blue prints below directly correspond to the number of ES written in each domain within the Essentialized Assessment Frameworks (EAF) spreadsheets. There are additional grade level standards addressed by the EsSt, as some EsSt link to multiple grade level content standards. However, the blueprints below reflect only the written EsSt and are thus an underrepresentation of the breadth of grade level content addressed by the ORExt.

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 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 4.1). The process of addressing any gaps or weaknesses in the system is accomplished via field-testing (see Section 3.1A).

Point Measure Correlations

Distributions of point measure correlations and outfit mean square statistics for operational items are provided below, by content area and grade. Point measure correlations display how the item scores correlate with the latent overall score, while outfit mean square statistics closer to 1.0 denote minimal distortion of the measurement system. All items included in the 2018-19 operational assessment are represented. Point measure correlations ranged from 0.24 to 0.76 in ELA, 0.04 to 0.73 in Math, to 0.20 to 0.76 in Science. All data visualizations were conducted with *ggplot* in the *tidyverse* package (Wickham, H., 2017).

Table 1: Point Measure Correlations: English/Language Arts

| Grade | Mean | Min | Max |
|-------|------|------|------|
| 3 | 0.57 | 0.37 | 0.70 |
| 4 | 0.59 | 0.24 | 0.73 |
| 5 | 0.63 | 0.46 | 0.71 |
| 6 | 0.62 | 0.47 | 0.72 |
| 7 | 0.60 | 0.35 | 0.69 |
| 8 | 0.61 | 0.41 | 0.74 |
| 11 | 0.68 | 0.57 | 0.76 |

Table 2: Point Measure Correlations: Math

| Grade | Mean | Min | Max |
|-------|------|------|------|
| 3 | 0.49 | 0.06 | 0.68 |
| 4 | 0.46 | 0.20 | 0.71 |
| 5 | 0.45 | 0.23 | 0.65 |
| 6 | 0.52 | 0.28 | 0.73 |
| 7 | 0.46 | 0.04 | 0.71 |
| 8 | 0.42 | 0.12 | 0.66 |
| 11 | 0.54 | 0.42 | 0.71 |

Table 3: Point Measure Correlations: Science

| Grade | Mean | Min | Max |
|-------|------|------|------|
| 5 | 0.61 | 0.20 | 0.73 |
| 8 | 0.64 | 0.38 | 0.72 |
| 11 | 0.68 | 0.31 | 0.76 |

Outfit Mean Square Distributions

Outfit mean square values below 1.0 demonstrate that values are too predictable and perhaps redundant, while values above 1.0 indicate unpredictability. Items above 2.0 are deemed insufficient for measurement purposes and flagged for replacement. While most OMS values in ELA were between 0.5 and 1.5, one item in each Grade 4, 5, 7, and 11 was above 2.0 and will be removed. One item in each of Grades 3, 5, and 7 in Math and one item in each of Grades 5, and 11 in Science will also be removed.

Table 4: Mean Square Outfit: English/Language Arts

| Grade | Mean | Min | Max |
|-------|------|------|------|
| 3 | 0.96 | 0.56 | 1.67 |
| 4 | 0.99 | 0.60 | 4.92 |
| 5 | 1.03 | 0.61 | 3.31 |
| 6 | 0.97 | 0.53 | 1.93 |
| 7 | 1.00 | 0.63 | 2.20 |
| 8 | 0.95 | 0.49 | 1.72 |
| 11 | 0.96 | 0.43 | 2.86 |

Table 5: Mean Square Outfit: Math

| Grade | Mean | Min | Max |
|-------|------|------|------|
| 3 | 0.98 | 0.68 | 2.33 |
| 4 | 0.97 | 0.70 | 1.33 |
| 5 | 1.09 | 0.63 | 2.86 |
| 6 | 0.91 | 0.49 | 1.58 |
| 7 | 1.05 | 0.55 | 3.22 |
| 8 | 1.00 | 0.64 | 1.71 |
| 11 | 0.99 | 0.62 | 1.40 |

Table 6: Mean Square Outfit: Science

| Grade | Mean | Min | Max |
|-------|------|------|------|
| 5 | 1.00 | 0.49 | 2.73 |
| 8 | 0.90 | 0.56 | 1.58 |
| 11 | 0.88 | 0.45 | 2.28 |

Annual Measureable Objectives Frequencies & Percentages

Annual Measurable Objective (AMO) calculations were conducted based upon student performance on the ORExt tied to the vertical scale using Rasch modeling. Overall results are largely consistent with 2017-18, with approximately 30-40% (exception Grade 12 ELA and Science with nearly 70%) of students with significant cognitive disabilities achieving proficiency across grades and content areas. The data visualizations presented below were conducted with ggplot in the tidyverse package (Wickham, H., 2017).

Table 7: English/Language Arts Percent Proficient By Grade

| Grade | AMO Level 1 | AMO Level 2 | AMO Level 3 | AMO Level 4 |
|----------|-------------|-------------|-------------|-------------|
| Grade 3 | 20 | 42 | 28 | 10 |
| Grade 4 | 29 | 27 | 26 | 18 |
| Grade 5 | 27 | 32 | 18 | 23 |
| Grade 6 | 30 | 28 | 23 | 19 |
| Grade 7 | 31 | 29 | 25 | 16 |
| Grade 8 | 41 | 24 | 24 | 11 |
| Grade 11 | 23 | 28 | 11 | 39 |
| Grade 12 | 12 | 19 | 12 | 57 |

Table 8: Math Percent Proficient By Grade

| Grade | AMO Level 1 | AMO Level 2 | AMO Level 3 | AMO Level 4 |
|----------|-------------|-------------|-------------|-------------|
| Grade 3 | 42 | 18 | 35 | 5 |
| Grade 4 | 31 | 40 | 23 | 6 |
| Grade 5 | 25 | 34 | 34 | 7 |
| Grade 6 | 51 | 10 | 32 | 8 |
| Grade 7 | 57 | 7 | 31 | 5 |
| Grade 8 | 49 | 16 | 34 | 1 |
| Grade 11 | 42 | 16 | 32 | 10 |
| Grade 12 | 29 | 20 | 29 | 22 |

Table 9: Reading Percent Proficient By Grade

| Grade | AMO Level 1 | AMO Level 2 | AMO Level 3 | AMO Level 4 |
|----------|-------------|-------------|-------------|-------------|
| Grade 3 | 20 | 40 | 30 | 9 |
| Grade 4 | 24 | 30 | 28 | 18 |
| Grade 5 | 28 | 34 | 16 | 21 |
| Grade 6 | 32 | 22 | 26 | 20 |
| Grade 7 | 30 | 29 | 18 | 23 |
| Grade 8 | 41 | 25 | 25 | 9 |
| Grade 11 | 24 | 23 | 13 | 41 |
| Grade 12 | 12 | 21 | 12 | 55 |

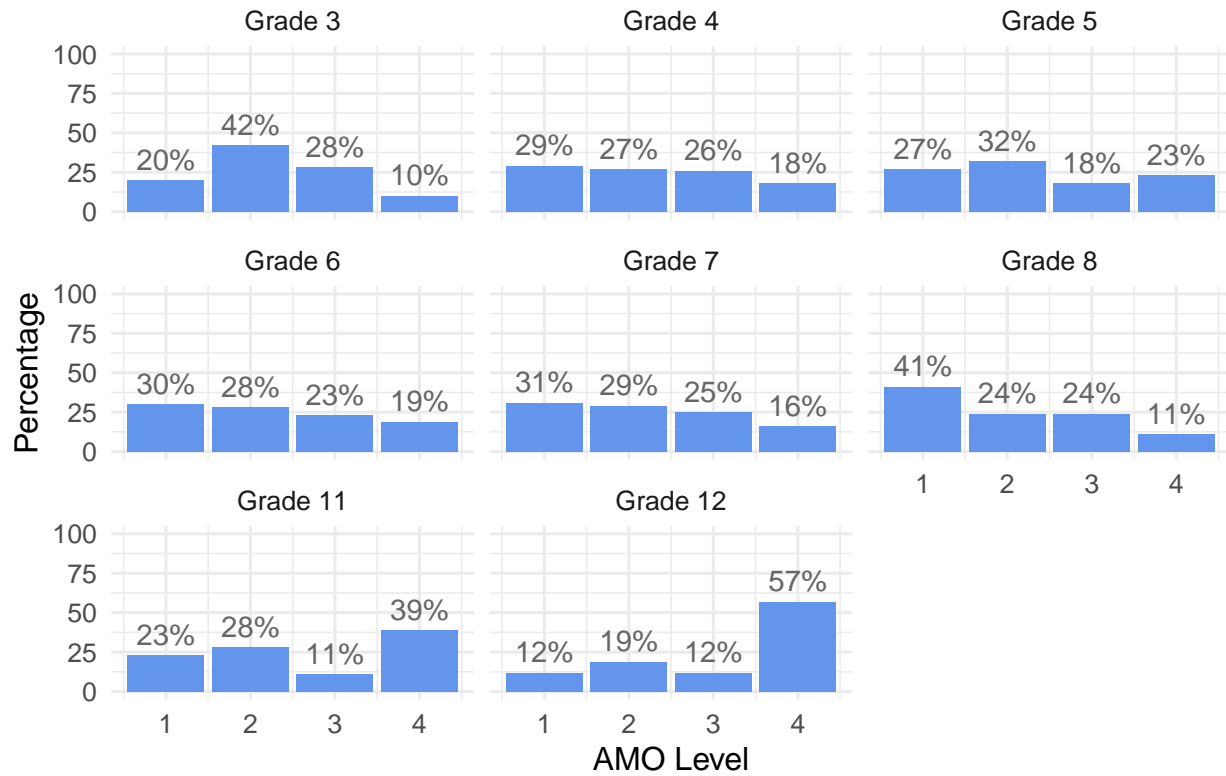
Table 10: Science Percent Proficient By Grade

| Grade | AMO Level 1 | AMO Level 2 | AMO Level 3 | AMO Level 4 |
|----------|-------------|-------------|-------------|-------------|
| Grade 5 | 37 | 20 | 23 | 21 |
| Grade 8 | 42 | 16 | 22 | 20 |
| Grade 11 | 23 | 17 | 26 | 34 |
| Grade 12 | 16 | 11 | 26 | 47 |

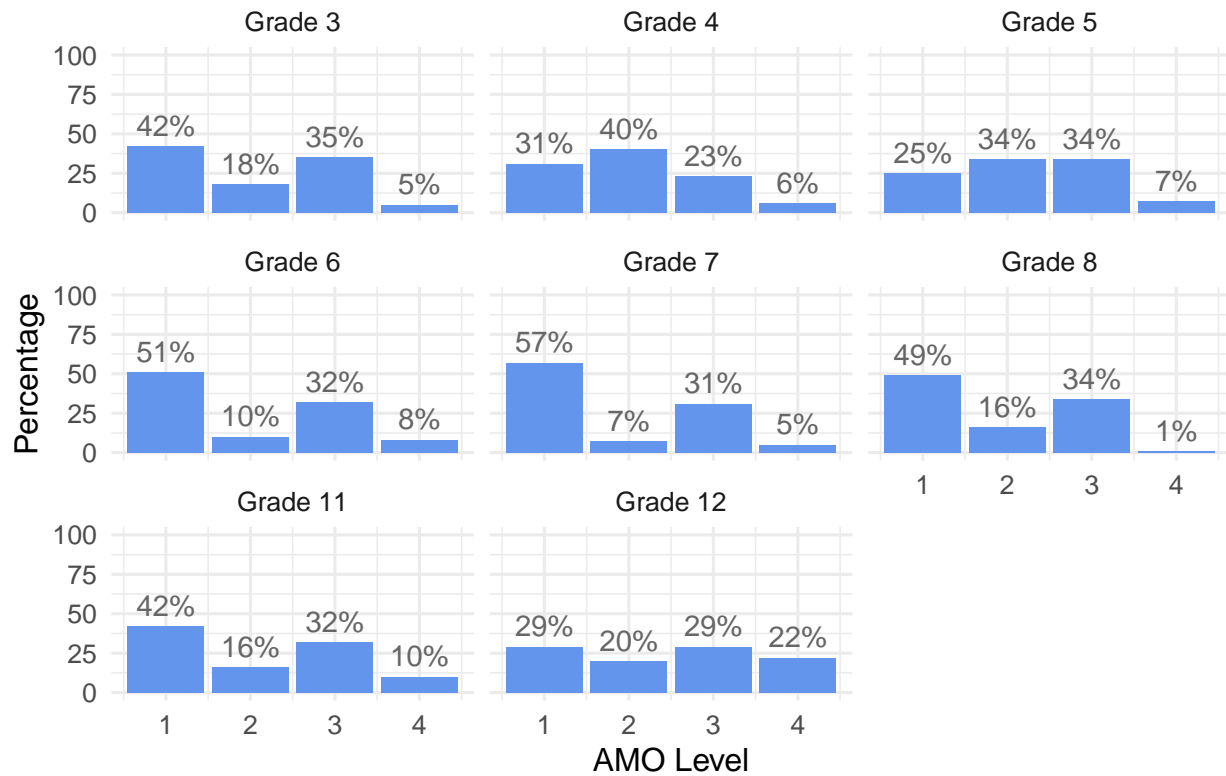
Table 11: Writing Percent Proficient By Grade

| Grade | AMO Level 1 | AMO Level 2 | AMO Level 3 | AMO Level 4 |
|----------|-------------|-------------|-------------|-------------|
| Grade 3 | 26 | 31 | 26 | 17 |
| Grade 4 | 33 | 20 | 34 | 14 |
| Grade 5 | 36 | 28 | 9 | 28 |
| Grade 6 | 29 | 27 | 24 | 19 |
| Grade 7 | 37 | 29 | 18 | 15 |
| Grade 8 | 46 | 14 | 19 | 21 |
| Grade 11 | 23 | 28 | 7 | 41 |
| Grade 12 | 14 | 21 | 5 | 60 |

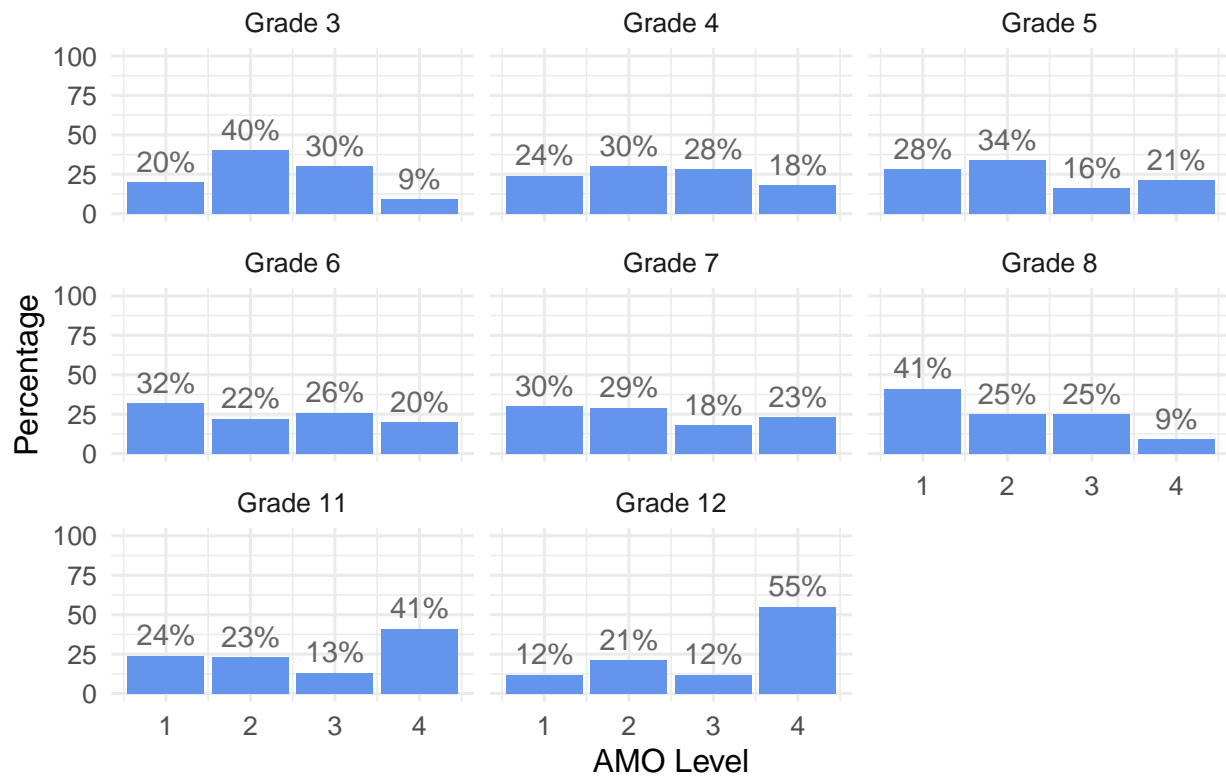
English/Language Arts Percent Proficient



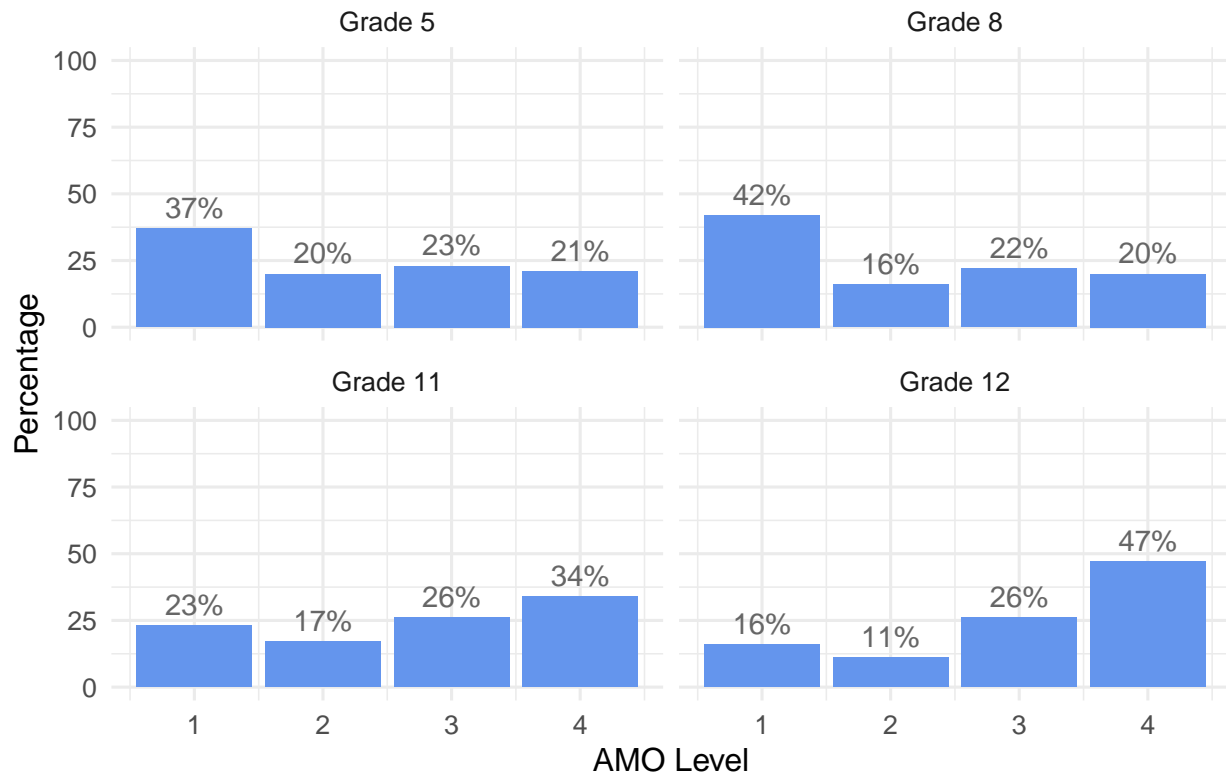
Math Percent Proficient



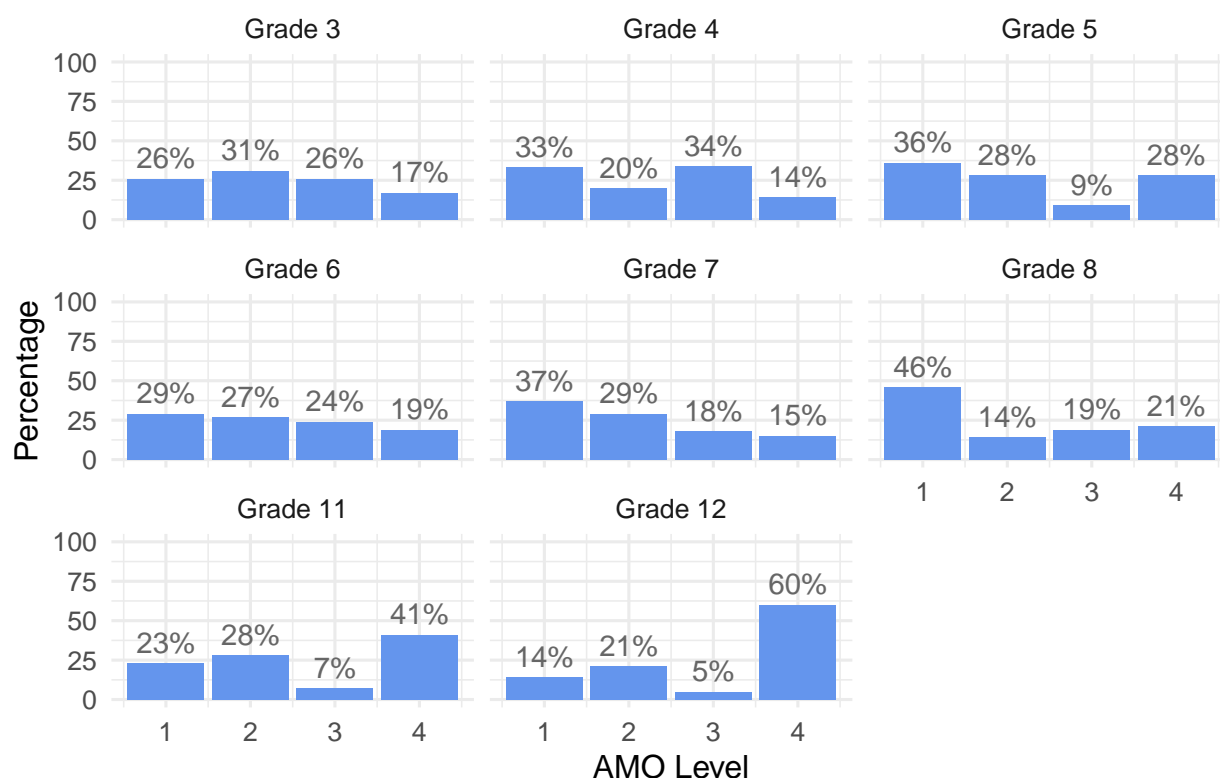
Reading Percent Proficient



Science Percent Proficient



Writing Percent Proficient



Some concerns are noted in mathematics, where relatively higher percentages of students are scoring at Level 1 and very few at Level 2. However, this finding is consistent with the range of possible scores, where Level 2 in some cases only has two possible scale score points (e.g., Grade 7, where Level 2 exists between 207-208 scaled scores). The addition of 1-2 low complexity items per assessment will be effected in mathematics to address this concern, as well.

3.4 Validity Based on Relations to Other Variables

Perhaps the best model for understanding criterion-related evidence comes from Campbell and Fiske (1959) 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).

Convergent and Divergent Validity Documentation

Criterion validity information is difficult to document with AA-AAAS, as most SWSCD do not participate in any standardized assessment outside of the ORExt and/or ORora in Oregon. Divergent validity evidence is garnered via comparisons of ORExt results to ORora outcomes shows that students whose ORExt assessments are discontinued exhibit serious limitations in attention, basic math skills, and receptive and expressive communication skills. The median ORExt ELA score for SWSCD who participated in the ORora was 4.0.

The median mathematics ORExt score was 4.0, and the median science ORExt score for SWSCD who were evaluated with the ORora was 0.0. Pearson correlations between the total raw scores on the ORExt and the total raw score on the ORora were conducted to address the relationship between total performance on each assessment. The correlation between ELA and ORora scores was 0.56, between Math and ORora scores was 0.52, and between Science and ORora scores was 0.33. As expected, the ORora results provide divergent validity evidence for the ORExt. We would not expect a strong relationship between the scores, as students whose ORExt testing is discontinued are generally unable to access the academic content on the ORExt, even with the requisite reductions in depth, breadth, and complexity.

Convergent evidence that the ORExt is assessing appropriate academic content is provided by QA and QT responses to the consequential validity survey. Respondents to the survey generally agree that, “The items in the Oregon Extended Assessment accurately reflect the academic content (what the student should know) that my students with significant cognitive disabilities should be learning, as defined by grade level content standards (CCSS/NGSS) and the Essentialized Assessment Frameworks” (85% Strongly Agree or Agree). In addition, they also agreed with the statement that, “The items in the Oregon Extended Assessment, which primarily ask students to match, identify, or recognize academic content, are appropriate behaviors to review to determine what my students with significant cognitive disabilities are able to do” (85% Strongly Agree or Agree). The consequential validity results demonstrate that the ORExt is sampling academic domains that the field of QAs and QTs deem appropriate in the area of academics. See *Appendix 2.3B.10* for complete consequential validity study results.

Analyses Within and Across Subject Areas

We conducted correlational analyses to further 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 were related to 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 Pearson’s product-moment correlation analysis by content area and grade level are reported below. The results are significant, yet the overall correlations across content areas suggest that we are indeed measuring different, though strongly related constructs, with between-test scaled score correlations ranging from 0.61 to 0.98.

Table 12: Grade 3 Content Area Correlations

| Variable | ELA | Math | Reading | Writing |
|----------|------|------|---------|---------|
| ELA | | | | |
| Math | 0.84 | | | |
| Reading | 0.98 | 0.82 | | |
| Writing | 0.93 | 0.80 | 0.87 | |

Table 13: Grade 4 Content Area Correlations

| Variable | ELA | Math | Reading | Writing |
|----------|------|------|---------|---------|
| ELA | | | | |
| Math | 0.83 | | | |
| Reading | 0.97 | 0.81 | | |
| Writing | 0.93 | 0.74 | 0.84 | |

Table 14: Grade 5 Content Area Correlations

| Variable | ELA | Math | Reading | Science | Writing |
|----------|------|------|---------|---------|---------|
| ELA | | | | | |
| Math | 0.81 | | | | |
| Reading | 0.98 | 0.78 | | | |
| Science | 0.81 | 0.77 | 0.79 | | |
| Writing | 0.92 | 0.74 | 0.85 | 0.76 | |

Table 15: Grade 6 Content Area Correlations

| Variable | ELA | Math | Reading | Writing |
|----------|------|------|---------|---------|
| ELA | | | | |
| Math | 0.86 | | | |
| Reading | 0.97 | 0.84 | | |
| Writing | 0.94 | 0.83 | 0.86 | |

Table 16: Grade 7 Content Area Correlations

| Variable | ELA | Math | Reading | Writing |
|----------|------|------|---------|---------|
| ELA | | | | |
| Math | 0.78 | | | |
| Reading | 0.97 | 0.75 | | |
| Writing | 0.94 | 0.74 | 0.85 | |

Table 17: Grade 8 Content Area Correlations

| Variable | ELA | Math | Reading | Science | Writing |
|----------|------|------|---------|---------|---------|
| ELA | | | | | |
| Math | 0.81 | | | | |
| Reading | 0.97 | 0.78 | | | |
| Science | 0.83 | 0.80 | 0.81 | | |
| Writing | 0.93 | 0.77 | 0.86 | 0.77 | |

Table 18: Grade 11 Content Area Correlations

| Variable | ELA | Math | Reading | Science | Writing |
|----------|------|------|---------|---------|---------|
| ELA | | | | | |
| Math | 0.87 | | | | |
| Reading | 0.96 | 0.86 | | | |
| Science | 0.88 | 0.86 | 0.89 | | |
| Writing | 0.96 | 0.82 | 0.88 | 0.83 | |

Table 19: Grade 12 Content Area Correlations

| Variable | ELA | Math | Reading | Science | Writing |
|----------|------|------|---------|---------|---------|
| ELA | | | | | |
| Math | 0.77 | | | | |
| Reading | 0.95 | 0.75 | | | |
| Science | 0.86 | 0.61 | 0.89 | | |
| Writing | 0.95 | 0.71 | 0.86 | 0.81 | |

Results of the Pearson's product-moment correlation analysis within English language arts (ELA:Reading:Writing) are reported below and suggest high correlations between ELA and Reading, as expected, from .96 to .98. Writing is correlated with ELA from .92 to .96 and with reading from .84 to .88.

The ORExt assessments appear to be measuring separate constructs, as intended, indicated by the correlations. No unexpected and consistent 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.

Contents

| | |
|---|--|
| Critical Element 4 - Technical Quality: Other | |
| 4.1 Reliability | |
| Inter-Rater-Reliability | |
| Background | |
| Methods | |
| Inter-rater Agreement Results | |
| 4.1A Test Reliability | |
| Test Information Functions | |
| English Language Arts TIFs | |
| Mathematics TIFs | |
| Science TIFs | |
| Validation of ORExt Vertical Scales | |
| 4.1B Overall and Conditional Standard Errors of Measure | |
| 4.1C Classification Accuracy & Consistency | |
| 4.2 Fairness and Accessibility | |
| Differential Item Functioning Analyses | |
| Race - Ethnicity Percentages and Totals by Content Area and Grade Level | |
| Exceptionality Percentages By Content Area and Grade Level | |
| Eligibility Codes List | |
| Observed Means and Standard Deviations | |
| Observed Means Reported by Sex | |
| Observed Means Reported by Race | |
| Observed Means Reported by Exceptionality Status | |
| Eligibility Codes List | |
| Graphs of Observed Means by Exceptionality Status | |
| 4.3 Full Performance Continuum | |
| English Language Arts Person/Item Distributions | |
| Mathematics Person/Item Distributions | |
| Science Person/Item Distributions | |
| 4.4 Scoring | |
| 4.5 Multiple Assessment Forms | |
| 4.6 Multiple Versions of An Assessment | |
| 4.7 Technical Analyses and Ongoing Maintenance | |

Critical Element 4 - Technical Quality: Other

4.1 Reliability

Test reliability can be viewed through several lenses, all of which document how consistently an assessment performs across occasions, contexts, and raters. Typical strategies for addressing reliability include documentation of internal consistency, split-half reliability, and test-retest reliability. If multiple forms are implemented, test form reliability documentation is also requisite. The implementation plan for the ORExt includes initial documentation of internal consistency (Cronbach's alpha). The 2015-16 technical report included internal consistency estimates, split-half reliability analyses, as well as a small test-retest assessment of reliability comparisons by means of our pilot tablet administration study. There is only one test form for the ORExt, so test form comparisons are not possible.

Inter-Rater-Reliability

Background

ODE's technical documentation plan (see page 136 in the 2016-17 Technical Report), included an Inter-Rater Reliability (IRR) study for the 2017-18 school year. Pursuant to Hallgren, K. A. (2012) the assessment of IRR may be necessary to demonstrate consistency among observational ratings provided by multiple assessors. The results of the study will be used to address the requirements within the USED's Peer Review process (Critical Element 4.1). A sample of Oregon's Qualified Assessors (QAs) who administer the paper/pencil version of the Oregon Extended Assessment (ORExt) were observed to determine reliability of administration and scoring. We did not include the tablet administration or the Oregon Observational Rating.

Methods

QTs in districts across the state observe a sample of their respective QAs using the observation protocol (see *Appendix 4.1 InterRater_Observation_Form*) and enter their data online. The QA reads the item stem and the student selects from three possible answer choices (A, B, or C) then, the QA records the answer choice. QTs (observer) records the students answer choice, then records the answer choice recorded by the QA for agreement. Only the English Language Arts Writing portion of the ORExt requires additional analysis by the assessor to determine if the written response (answer) meets (1) or doesn't meet (0) provided criteria. Districts from across the state of Oregon participated in the study, matching the state's student population demographics, including large, medium, and small districts, across all regions. The observation protocol was completed for the identified QA, but the student(s) and content area(s) observed were selected by the QT or QA. BRT researchers contacted district-level QTs at the beginning of the test window, which runs from February 15 - April 26, 2018, to arrange observations that could hopefully be completed within one school day. In addition to addressing inter-rater reliability, the study also evaluated test administration procedures. The methods, results, and interpretation are provided here, in addition to recommended next steps. The observation was composed of three sections:

- First, QT's reviewed ORExt paper/pencil test preparation and administration using the rubric (*Appendix 4.1 InterRater_Observation_Form*). Test preparation/administration domains were rated on a four-point scale from Inappropriate (I) to Exemplary (E):
 - Inappropriate (I) denotes a level of concern that could clearly affect the accuracy of the test results gathered from the test administration. Ratings at this level require substantive retraining of the QA involved.
 - Somewhat Appropriate (SA) rating denotes a level that includes some minor aspects that could be improved, but the accuracy of the test results are likely not compromised.
 - Appropriate (A) denotes a level that is consistent with all test administration requirements.

- Exemplary (E) level performance suggests that the QA incorporated approaches to test administration that could become models for best practice.
- Second, QT's scored the student alongside the QA using the scoring sheet. QT's compared results after this observation to ensure that the QA entered accurate data.
- Finally, QT's observed the QA completing the data entry process to ensure that no errors are made during data entry and document the number of errors (Appendix 4.1 InterRater_Observation_Form).

Domain Definitions

1. Test Security – The QA utilized a system to ensure that all test materials were stored in a secure location,. The QA also had a district Assurance of Test Security form on file.
2. Printed Materials – the QA had all materials required to administer the ORExt ready for test administration.
3. Distraction-Free Environment – the QA arranged to provide the ORExt in a one-on-one test administration in a location that ensured that the student focused attention on the assessment.
4. Accessibility Supports – the QA provided all necessary accessibility supports for the student and ensured that all support systems were functional prior to testing.
5. Level of Support – The QA provided an appropriate level of support throughout testing that did not compromise the validity of the score.
6. Praise – The QA utilized praise appropriately to support student involvement without leading the student to the correct answer.
7. Motivation – The QA appropriately maintained the student's motivation during the assessment using relevant strategies, such as token systems.
8. Score Interpretation – The QA demonstrated an appropriate understanding of how to use the cut scores and achievement level descriptors to interpret scores (i.e., ask the QA to describe how they interpret scores for parents).
9. Minimum Participation Rule - The QA demonstrated an appropriate understanding of the minimum participation rule (i.e., ask the QA to define the rule if it is not used).

Qualified Assessor Testing Preparation and Administration Rubric (Record an "X" in the cell that corresponds to your rating)

| Domain # | Domain | I | SA | A | E |
|----------|------------------------------|---|----|---|---|
| 1. | Test Security | | | | |
| 2. | Printed Materials | | | | |
| 3. | Distraction-Free Environment | | | | |
| 4. | Accessibility Supports | | | | |
| 5. | Level of Support | | | | |
| 6. | Praise | | | | |
| 7. | Motivation | | | | |
| 8. | Score Interpretation | | | | |
| 9. | Minimum Participation Rule | | | | |

Inter-rater Agreement Results

Thirty-three Qualified Trainers from around Oregon participated in the Inter-Rater-Reliability study by doing at least one observation on the Oregon Extended Assessment via paper/pencil administration. Of the thirty-three observations, 48.5% were English Language Arts, 33.3% were Mathematics, and 18.2% were Science. Observations were done at individual student's typical testing location. The study found a 99.3 Inter-Rater Reliability percentage agreement between the test observers and test administrators on student item (answer) selection.

The following two tables (Table 1 and Table 2) display the percentage of reponses in the nine different domains and percentage of agreement between assessors and observers.

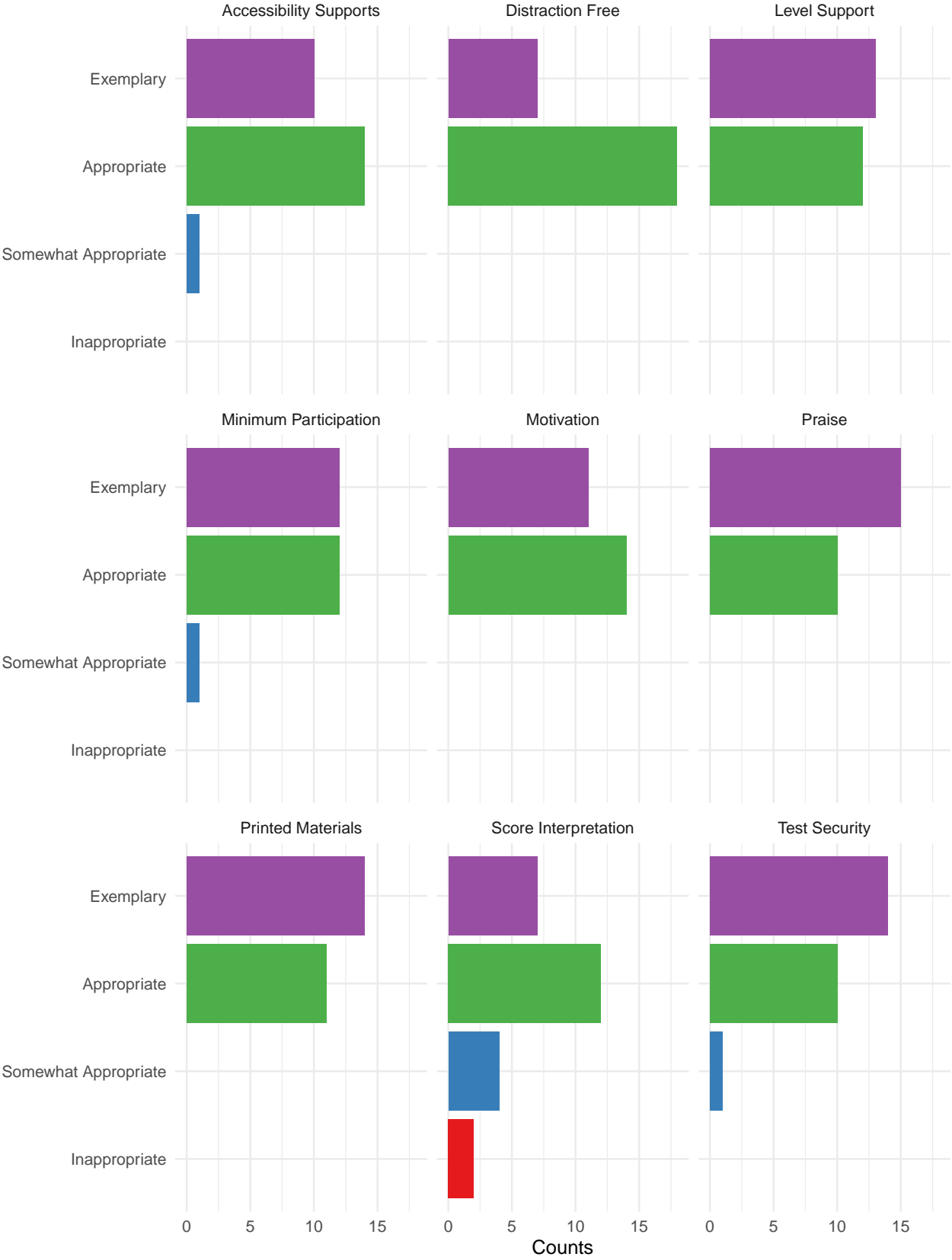
Table 1: Percentage for responses

| var | Exemplary | Appropriate | Somewhat Appropriate | Inappropriate |
|------------------------|-----------|-------------|-------------------------|---------------|
| accessibility_supports | 40 | 56 | 4 | 0 |
| distraction_free | 28 | 72 | 0 | 0 |
| level_support | 52 | 48 | 0 | 0 |
| minimum_participation | 48 | 48 | 4 | 0 |
| motivation | 44 | 56 | 0 | 0 |
| praise | 60 | 40 | 0 | 0 |
| printed_materials | 56 | 44 | 0 | 0 |
| score_interpretation | 28 | 48 | 16 | 8 |
| test_security | 56 | 40 | 4 | 0 |

Table 2: Mark As Disagree

| response | n | tot | percent |
|---------------------|-----|------|---------|
| 0 | 310 | 1200 | 25.83 |
| 1 | 645 | 1200 | 53.75 |
| 1, Mark As Disagree | 1 | 1200 | 0.08 |
| Not Administered | 244 | 1200 | 20.33 |

The following table provides a visual display of the responses from the nine different domains observed.



Results:

ORExt's Selected response format provides for a high percentage of inter-rater reliability. One response out of the 1200 observed where observers disagreed with raters was in the ELA Writing scoring. 'Score Interpretation' appeared to be a domain in need of additional training. Qualified Trainers indicated that 16% of observed Qualified Assessors were Somewhat Appropriate and 8% were Inappropriate in their understanding of how to use cut scores and achievement level descriptors to interpret scores.

Next Steps and Recommendations:

Additional training was provided on the QT/QA training site to ensure QT's and QA's and using the scoring rubric provided for ELA Writing items and appropriately scoring ELA Writing. Samples from the different types of ELA Writing item prompts are used during the QT/QA proficiency assessment to ensure consistency between all who administer the ORExt. Score Interpretation training is incorporated into QT training slides and disseminated in QA training. The score interpretation guide section of QT training has been revisited to ensure clarity around achievement level descriptors.

4.1A Test Reliability

Marginal reliability results ($\text{true score variance} / (\text{true score variance} + \text{error variance})$) demonstrate that the tests are quite reliable at the total test level. Full reliability statistics for each of the operational tests administered this year are provided below. These results demonstrate that the total test reliabilities were quite high, ranging from .76 to .92 across the three content areas and grades. Removing Grade 12 administrations, total test reliability improves, ranging from .85 to .92. Total test reliability for ELA ranged from .85 to .92 (Reading from .76 to .88 and Writing from .77 to .85); Math ranged from .87 to .90; and Science ranged from .84 to .88. Each table below provides the content area, grade, and total test marginal reliabilities. All test forms were composed of 36 operational and 12 embedded field-test items (48 items total).

Table 3: ELA Marginal Reliabilities

| Grade | Marginal Reliability Estimate |
|-------|-------------------------------|
| 3 | 0.92 |
| 4 | 0.92 |
| 5 | 0.92 |
| 6 | 0.92 |
| 7 | 0.92 |
| 8 | 0.91 |
| 11 | 0.91 |
| 12 | 0.85 |

Table 4: Math Marginal Reliabilities

| Grade | Marginal Reliability Estimate |
|-------|-------------------------------|
| 3 | 0.90 |
| 4 | 0.90 |
| 5 | 0.90 |
| 6 | 0.90 |
| 7 | 0.89 |
| 8 | 0.87 |
| 11 | 0.89 |
| 12 | 0.89 |

Table 5: Reading Marginal Reliabilities

| Grade | Marginal Reliability Estimate |
|-------|-------------------------------|
| 3 | 0.87 |
| 4 | 0.87 |
| 5 | 0.88 |
| 6 | 0.88 |
| 7 | 0.87 |
| 8 | 0.86 |
| 11 | 0.85 |
| 12 | 0.76 |

Table 6: Science Marginal Reliabilities

| Grade | Marginal Reliability Estimate |
|-------|-------------------------------|
| 5 | 0.90 |
| 8 | 0.91 |
| 11 | 0.89 |
| 12 | 0.84 |

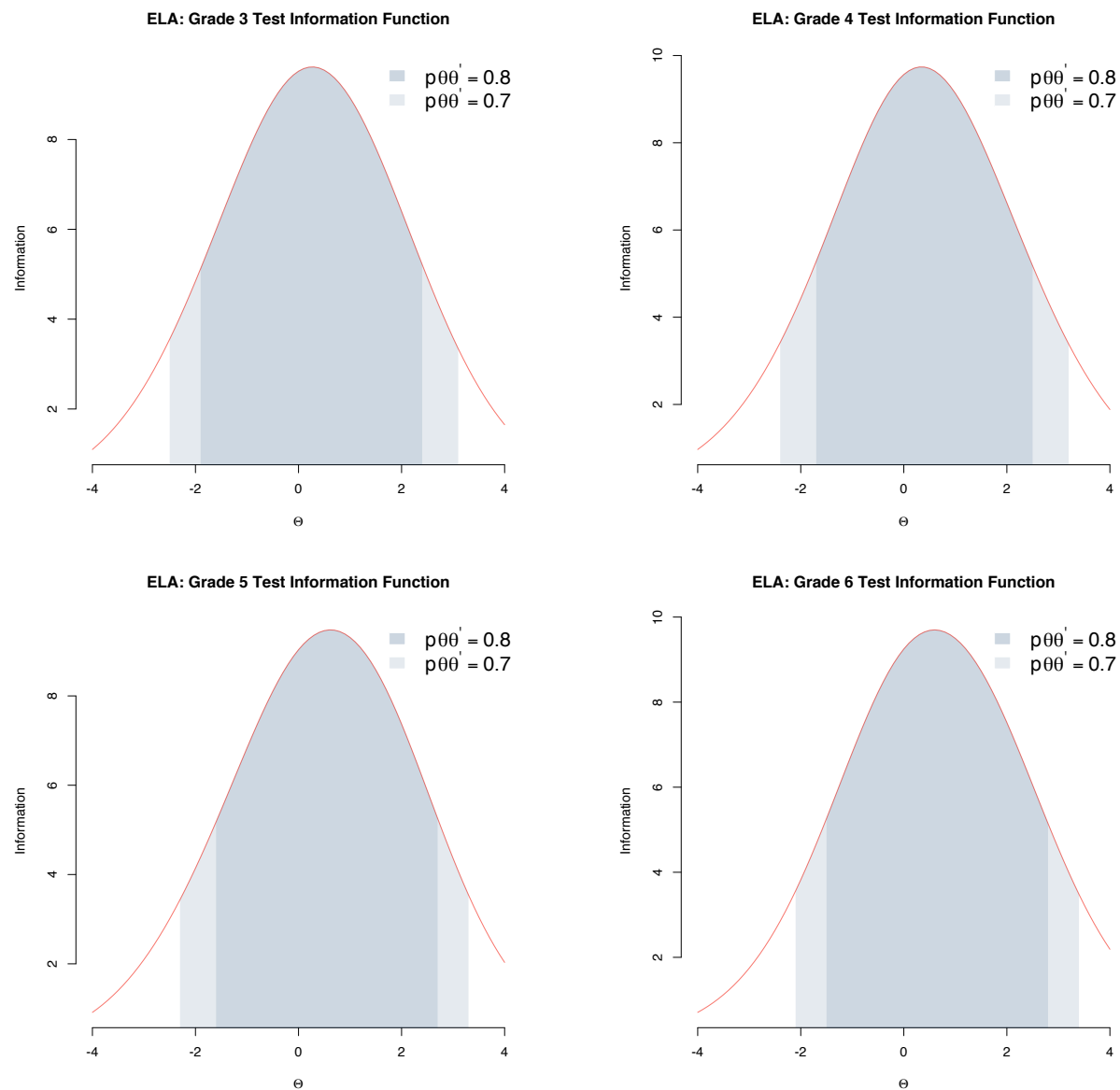
Table 7: Writing Marginal Reliabilities

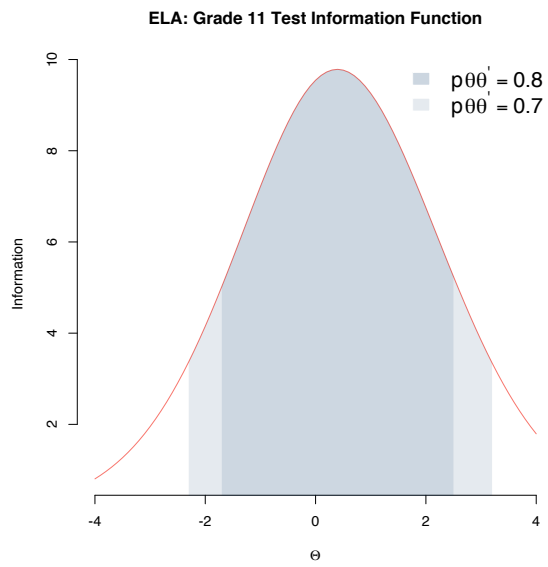
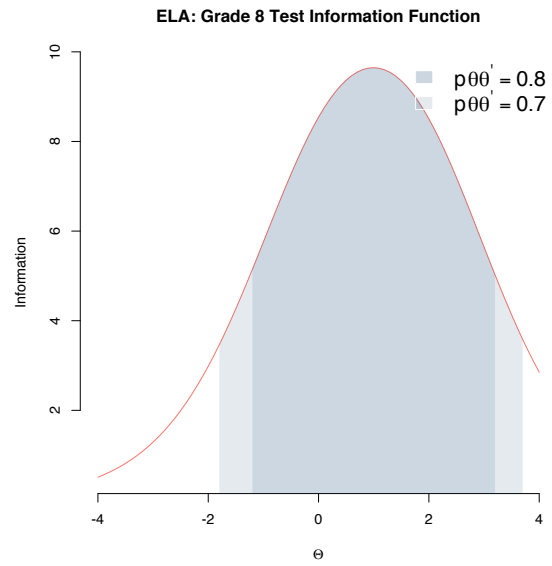
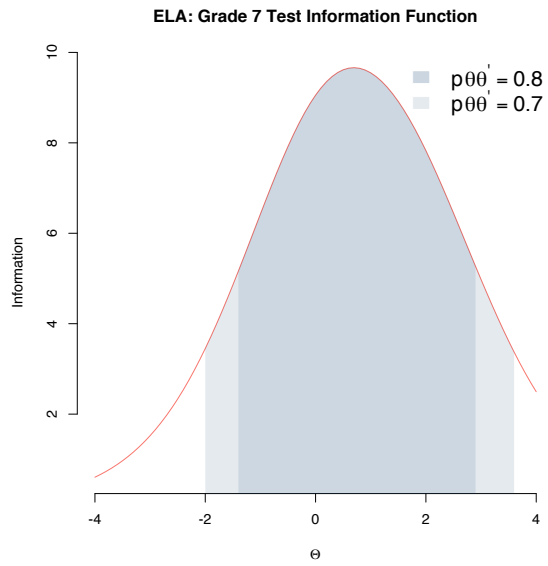
| Grade | Marginal Reliability Estimate |
|-------|-------------------------------|
| 3 | 0.82 |
| 4 | 0.84 |
| 5 | 0.83 |
| 6 | 0.82 |
| 7 | 0.82 |
| 8 | 0.82 |
| 11 | 0.85 |
| 12 | 0.77 |

Test Information Functions

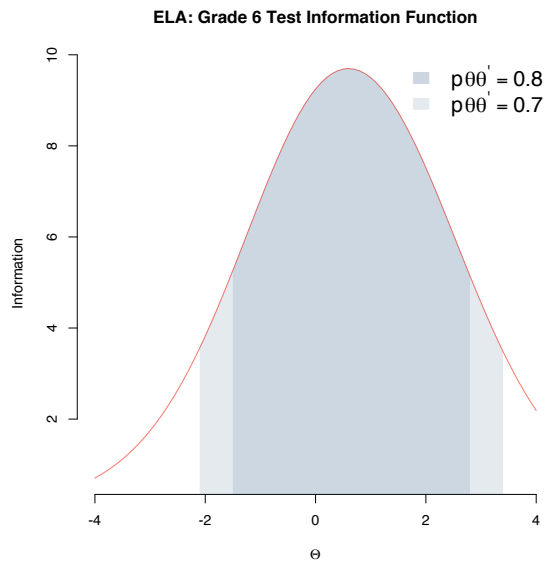
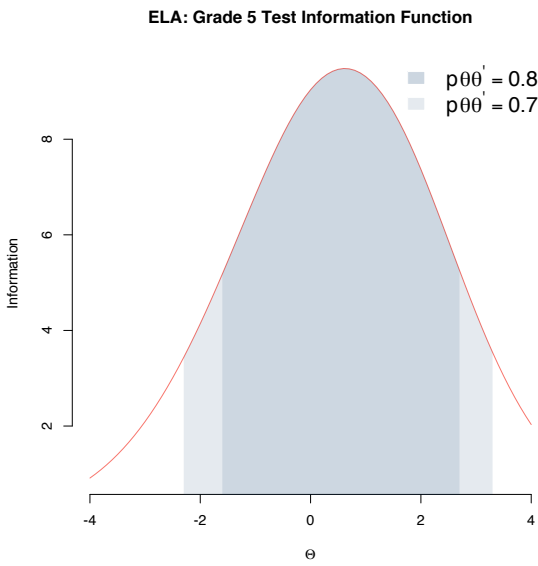
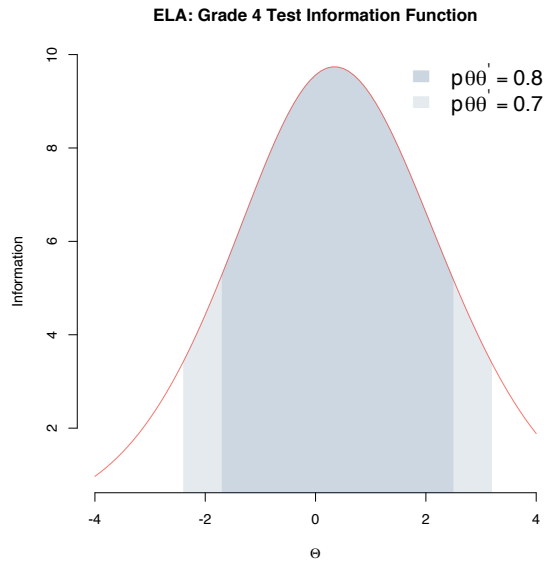
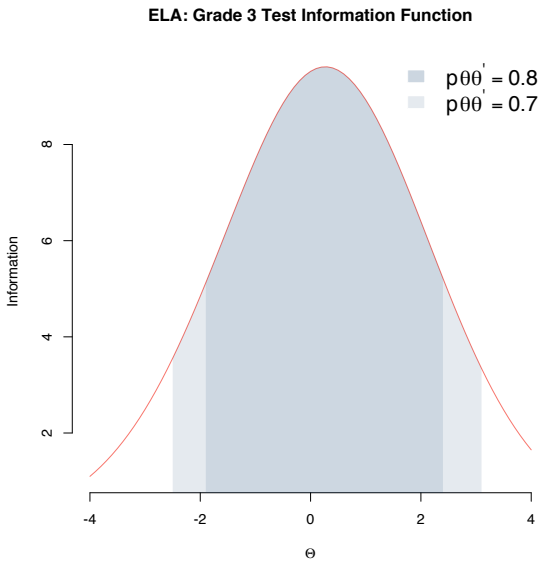
The test information functions displayed below indicate that the scales exhibit a reliability greater than or equal to .80 for all proficient-level cutscores (Levels 3 and 4).

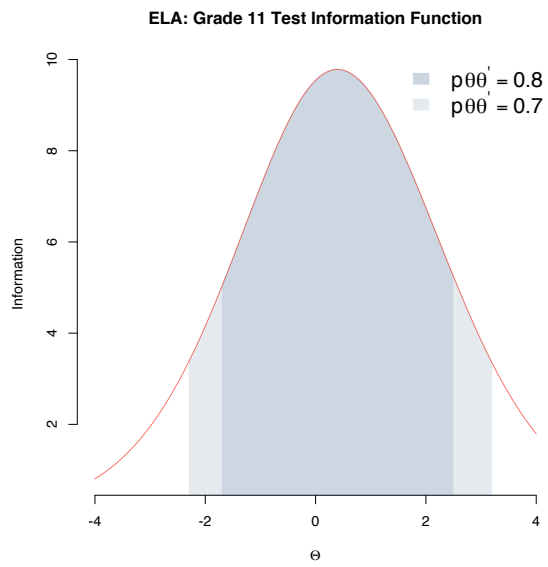
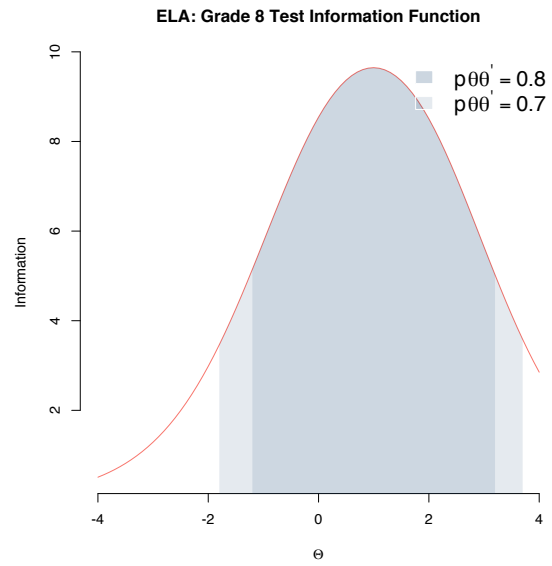
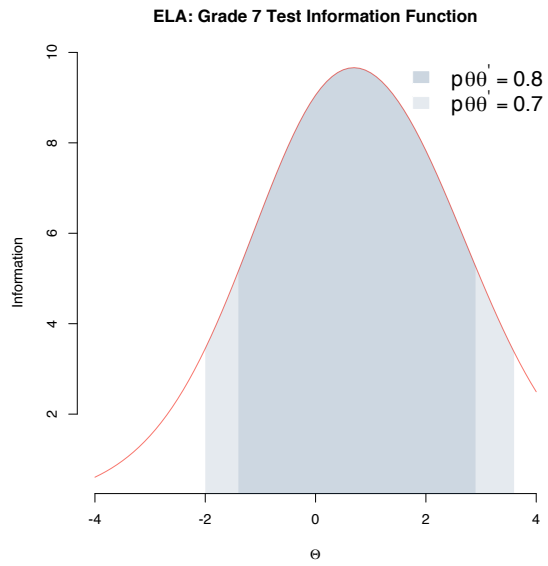
English Language Arts TIFs



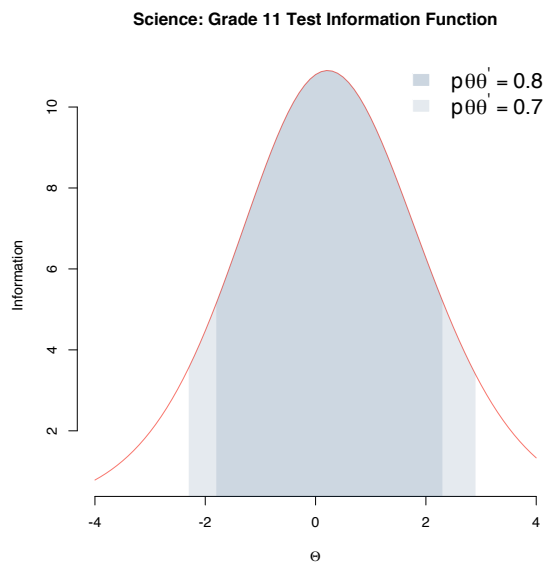
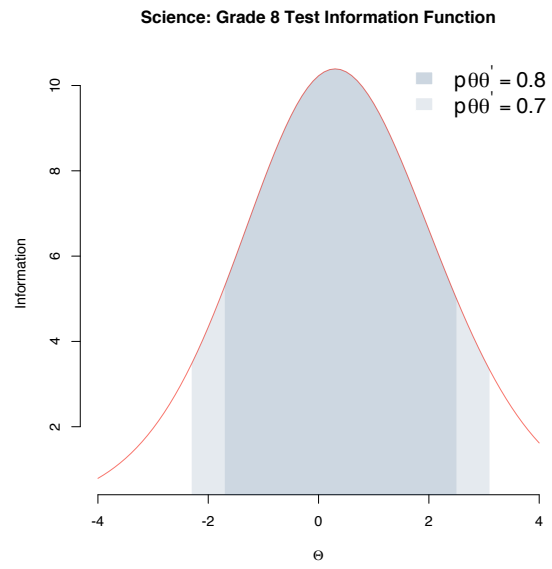
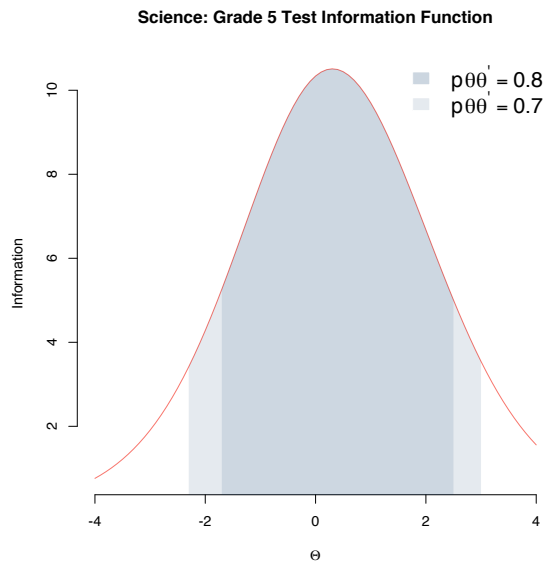


Mathematics TIFs



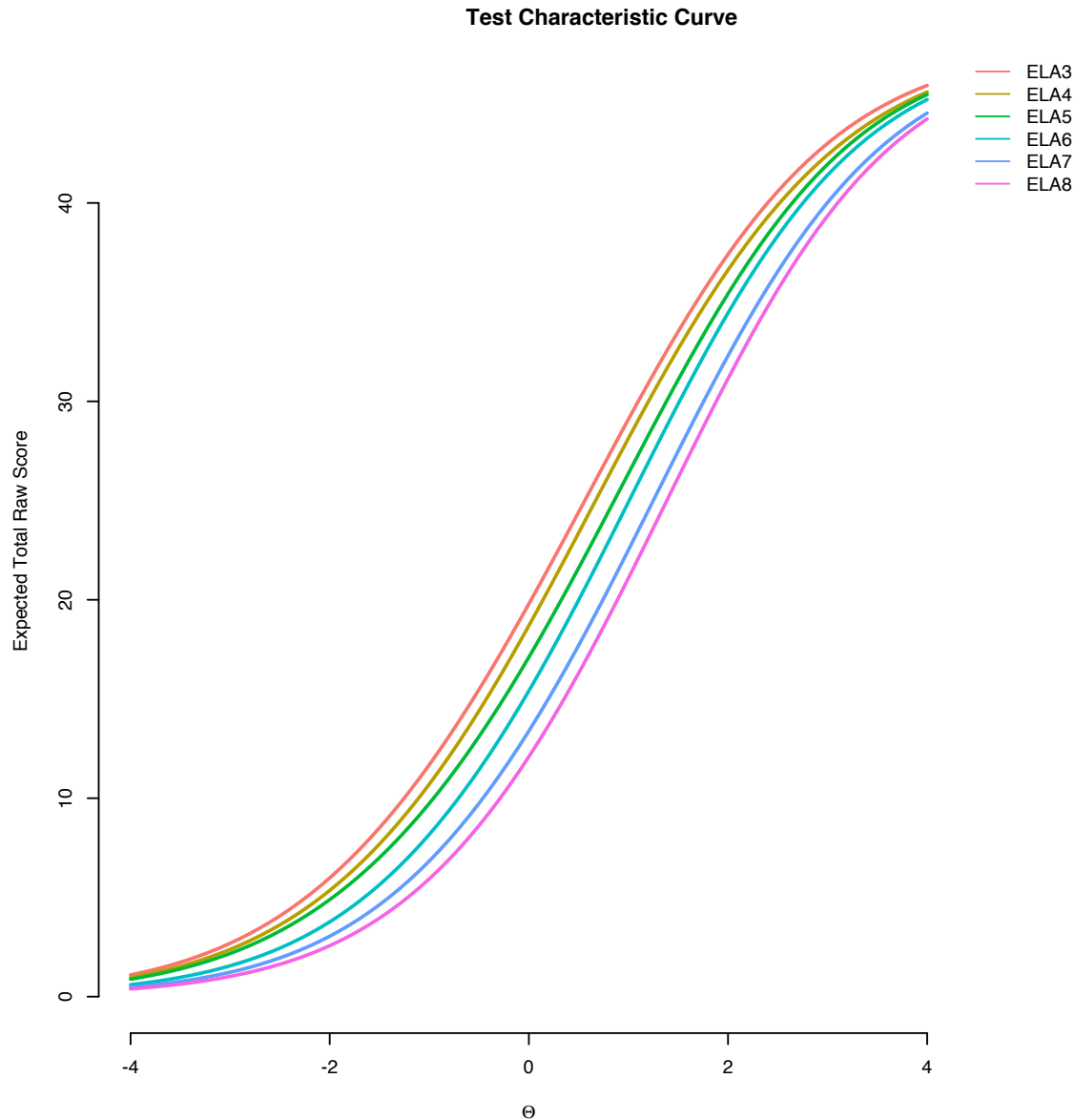


Science TIFs

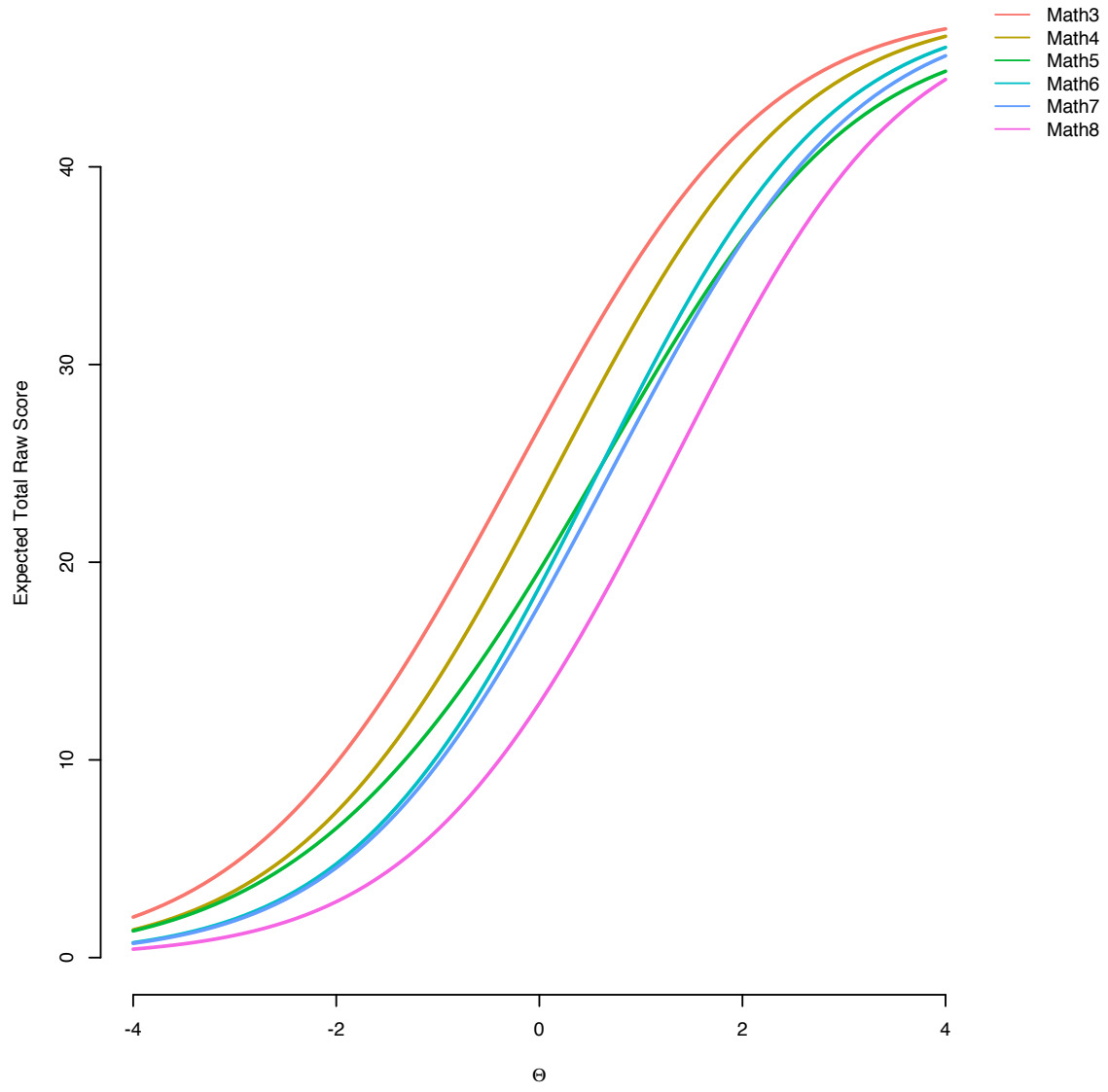


Validation of ORExt Vertical Scales

The Test Characteristic Curves (TCCs) for the grade-level assessments in ELA and Math demonstrate incrementally increasing growth and test demands across Grades 3-8, with the exception of Grade 5 Math. The Grade 5 Math assessment is proving to be more difficult this year, clearly more elaboration of this effort is needed to address its location on the TCC. Grade 11 and all Science tests are not vertically scaled; TCCs are thus not presented for Grade 11 or Science. All Rasch model scaling, as well as the data visualizations for the TCCs were conducted in the R software 3.3.2 environment (R Core Team, 2016) using the r2Winsteps package (Anderson, 2015).



Test Characteristic Curve



4.1B Overall and Conditional Standard Errors of Measure

The average standard error of measurement (SEM) associated with each proficiency level cut score for 2018-19 student data are presented in the table below, supported by a KEY. The SEM decreased in almost all cases compared to last year, suggesting that the measures are more reliable when student eligibility is more strictly controlled. See Section 4.2 below for means and standard deviations by grade and subject area. KEY: AMO = Annual Measurable Objective, where: Level 1 = Does Not Yet Meet (not included as the lowest level of proficiency), Level 2 = Nearly Meets, Level 3 = Meets, and Level 4 = Exceeds.

Table 8: ELA Cut Score Standard Errors

| Grade | AMO | RIT | SEM |
|-------|-----|-----|------|
| 3 | 2 | 193 | 4.18 |
| 3 | 3 | 213 | 3.98 |
| 3 | 4 | 229 | 5.59 |
| 4 | 2 | 201 | 3.88 |
| 4 | 3 | 213 | 3.92 |
| 4 | 4 | 228 | 5.21 |
| 5 | 2 | 202 | 4.00 |
| 5 | 3 | 220 | 4.02 |
| 5 | 4 | 232 | 5.47 |
| 6 | 2 | 205 | 3.83 |
| 6 | 3 | 220 | 4.03 |
| 6 | 4 | 233 | 5.50 |
| 7 | 2 | 208 | 3.76 |
| 7 | 3 | 222 | 4.03 |
| 7 | 4 | 238 | 6.22 |
| 8 | 2 | 213 | 3.64 |
| 8 | 3 | 224 | 3.93 |
| 8 | 4 | 237 | 5.43 |
| 11 | 2 | 900 | 3.93 |
| 11 | 3 | 921 | 4.34 |
| 11 | 4 | 928 | 5.10 |
| 12 | 2 | 901 | 3.87 |
| 12 | 3 | 921 | 4.34 |
| 12 | 4 | 930 | 5.56 |

Table 9: Math Cut Score Standard Errors

| Grade | AMO | RIT | SEM |
|-------|-----|-----|------|
| 3 | 2 | 192 | 3.83 |
| 3 | 3 | 201 | 3.87 |
| 3 | 4 | 218 | 5.13 |
| 4 | 2 | 194 | 3.86 |
| 4 | 3 | 207 | 3.86 |
| 4 | 4 | 219 | 4.76 |
| 5 | 2 | 193 | 4.26 |
| 5 | 3 | 207 | 4.00 |
| 5 | 4 | 221 | 4.63 |
| 6 | 2 | 204 | 3.63 |
| 6 | 3 | 208 | 3.66 |
| 6 | 4 | 222 | 4.67 |
| 7 | 2 | 208 | 3.68 |
| 7 | 3 | 209 | 3.69 |
| 7 | 4 | 223 | 4.47 |
| 8 | 2 | 208 | 3.79 |
| 8 | 3 | 212 | 3.71 |
| 8 | 4 | 227 | 4.22 |
| 11 | 2 | 902 | 3.67 |
| 11 | 3 | 907 | 3.72 |
| 11 | 4 | 923 | 5.01 |
| 12 | 2 | 903 | 3.66 |
| 12 | 3 | 907 | 3.72 |
| 12 | 4 | 923 | 5.01 |

Table 10: Science Cut Score Standard Errors

| Grade | AMO | RIT | SEM |
|-------|-----|-----|------|
| 5 | 2 | 506 | 3.63 |
| 5 | 3 | 518 | 4.10 |
| 5 | 4 | 532 | 6.19 |
| 8 | 2 | 810 | 3.73 |
| 8 | 3 | 820 | 4.29 |
| 8 | 4 | 832 | 6.25 |
| 11 | 2 | 901 | 3.56 |
| 11 | 3 | 914 | 3.92 |
| 11 | 4 | 930 | 6.17 |
| 12 | 2 | 901 | 3.56 |
| 12 | 3 | 914 | 3.92 |
| 12 | 4 | 930 | 6.17 |

4.1C Classification Accuracy & Consistency

Results from the 2018-19 ORExt test administration were analyzed using Rudner's classification index (Rudner, 2005). Results closer to 1.0 indicate the likelihood that a student was appropriately classified as proficient (Annual Measurable Objective; AMO = 3 or 4) or not proficient (AMO = 1 or 2) and the likelihood that the student would be classified in the same AMO category given an additional test administration (Accuracy and Consistency, respectively). The calculation utilizes item difficulty and (student ability) theta value distributions, as well as related standard errors of measurement (SEM), to generate probabilistic estimates based on one test administration. Complete results for each content area and grade, generated from the cacIRT package in R, are provided below. Results denote very high levels of classification Accuracy and Consistency.

Table 11: ELA Accuracy/Consistency

| Grade | AMO | Accuracy | Consistency |
|-------|-----|----------|-------------|
| 11 | 2 | 0.97 | 0.96 |
| 11 | 3 | 0.93 | 0.91 |
| 11 | 4 | 0.92 | 0.89 |
| 3 | 2 | 0.97 | 0.95 |
| 3 | 3 | 0.91 | 0.88 |
| 3 | 4 | 0.96 | 0.95 |
| 4 | 2 | 0.94 | 0.91 |
| 4 | 3 | 0.93 | 0.90 |
| 4 | 4 | 0.94 | 0.92 |
| 5 | 2 | 0.95 | 0.94 |
| 5 | 3 | 0.94 | 0.92 |
| 5 | 4 | 0.94 | 0.91 |
| 6 | 2 | 0.95 | 0.93 |
| 6 | 3 | 0.93 | 0.90 |
| 6 | 4 | 0.93 | 0.91 |
| 7 | 2 | 0.93 | 0.91 |
| 7 | 3 | 0.93 | 0.91 |
| 7 | 4 | 0.94 | 0.92 |
| 8 | 2 | 0.94 | 0.92 |
| 8 | 3 | 0.93 | 0.90 |
| 8 | 4 | 0.95 | 0.94 |

Table 12: Math Accuracy/Consistency

| Grade | AMO | Accuracy | Consistency |
|-------|-----|----------|-------------|
| 11 | 2 | 0.92 | 0.88 |
| 11 | 3 | 0.91 | 0.88 |
| 11 | 4 | 0.96 | 0.94 |
| 3 | 2 | 0.93 | 0.90 |
| 3 | 3 | 0.91 | 0.87 |
| 3 | 4 | 0.97 | 0.96 |
| 4 | 2 | 0.91 | 0.87 |
| 4 | 3 | 0.92 | 0.89 |
| 4 | 4 | 0.96 | 0.95 |
| 5 | 2 | 0.93 | 0.90 |
| 5 | 3 | 0.90 | 0.86 |
| 5 | 4 | 0.96 | 0.94 |
| 6 | 2 | 0.93 | 0.90 |
| 6 | 3 | 0.93 | 0.90 |
| 6 | 4 | 0.96 | 0.94 |
| 7 | 2 | 0.90 | 0.86 |
| 7 | 3 | 0.91 | 0.87 |
| 7 | 4 | 0.97 | 0.96 |
| 8 | 2 | 0.89 | 0.85 |
| 8 | 3 | 0.88 | 0.84 |
| 8 | 4 | 0.99 | 0.98 |

Table 13: Science Accuracy/Consistency

| Grade | AMO | Accuracy | Consistency |
|-------|-----|----------|-------------|
| 11 | 2 | 0.97 | 0.95 |
| 11 | 3 | 0.95 | 0.92 |
| 11 | 4 | 0.91 | 0.87 |
| 5 | 2 | 0.94 | 0.92 |
| 5 | 3 | 0.94 | 0.92 |
| 5 | 4 | 0.93 | 0.90 |
| 8 | 2 | 0.95 | 0.93 |
| 8 | 3 | 0.92 | 0.89 |
| 8 | 4 | 0.93 | 0.90 |

The ORExt is not a computer-adaptive instrument so estimate precision documentation based upon that test design is not provided.

4.2 Fairness and Accessibility

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 (see *Appendix 3.1A*). In addition, we reviewed test functioning as relevant to race/ethnicity and disability subgroups. 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.

Differential Item Functioning Analyses

To investigate Differential Item Functioning (DIF), the Mantel-Haenszel test using a purification process was conducted (Holland & Thayer, 1988; Kamata & Vaughn, 2004) with the R software using the difR package (Magis et al., 2013). When using the Mantel-Haenszel test to investigate DIF, contingency tables are constructed, and the resulting odds for the focal group answering the item correctly are compared to the odds for the reference group. Given n-size limitations (Scott, et al., 2009), we were able to conduct two analyses: a) White/Non-White and b) Male/Female. Whites and Males were the focal groups and Non-Whites and Females were the reference groups, respectively. The contingency table summarizes correct and incorrect responses to each item by respondents' total raw score by subgroup (Kamata & Vaughn, 2004). If there is no difference in performance for the two groups, the odds ratio of the focal group performance to reference group performance will equal one. An odds ratio greater than one means the focal group is performing better than the reference group, with the opposite being true for odds ratios less than one.

The difR package contains a built in algorithm to conduct purification automatically, so we were interested in how this algorithm functioned relative to the iterations conducted manually using SPSS. We used criteria outlined by the Educational Testing Service (ETS) for DIF Classification (Holland & Thayer, 1988) to determine whether or not items exhibited DIF, as the difR package reports delta values by default, defined as

$$\Delta_{MH} = -2.35 * \ln(\alpha_{MH})$$

The Holland and Thayer criteria were used for all Mantel-Haenszel analyses. Items that were flagged as “C” level items were reviewed by BRT researchers for potential biases. If biases are identified, the item is removed from the item pool. DIF analyses were performed ex post facto on the 2017-18 ORExt operational items to address longitudinal trends. Only three ELA items were identified as exhibiting a “C” level DIF across both 2018 and 2019. Those three ELA items, one in Grade 5 that exhibited DIF that privileged White examinees, one in Grade 4 that privileged Female examinees, and one in Grade 8 that privileged Female examinees, were removed and were not used in 2017-18 or thereafter. DIF analyses was also be performed in the 2018-19 school year to continue to address DIF longitudinally. All items, including field test items, were included in the analyses. There are a total of 48 items on each assessment.

Table 14: ELA Differential Item Functioning Grades: White/Non-White

| Grade | A | B | C |
|-------|----|---|---|
| 3 | 43 | 5 | 0 |
| 4 | 47 | 0 | 1 |
| 5 | 40 | 8 | 0 |
| 6 | 43 | 3 | 2 |
| 7 | 44 | 4 | 0 |
| 8 | 42 | 2 | 4 |
| 11 | 37 | 7 | 4 |

Table 15: Math Differential Item Functioning Grades: White/Non-White

| Grade | A | B | C |
|-------|----|---|---|
| 3 | 42 | 4 | 2 |
| 4 | 44 | 3 | 1 |
| 5 | 45 | 2 | 1 |
| 6 | 47 | 1 | 0 |
| 7 | 45 | 2 | 1 |
| 8 | 43 | 3 | 2 |
| 11 | 46 | 2 | 0 |

Table 16: Science Differential Item Functioning Grades: White/Non-White

| Grade | A | B | C |
|-------|----|---|---|
| 5 | 44 | 4 | 0 |
| 8 | 43 | 3 | 2 |
| 11 | 40 | 6 | 2 |

Table 17: ELA Differential Item Functioning Grades: Male/Female

| Grade | A | B | C |
|-------|----|----|---|
| 3 | 34 | 10 | 4 |
| 4 | 43 | 4 | 1 |
| 5 | 43 | 5 | 0 |
| 6 | 41 | 6 | 1 |
| 7 | 42 | 5 | 1 |
| 8 | 38 | 7 | 3 |
| 11 | 37 | 7 | 4 |

Table 18: Math Differential Item Functioning Grades: Male/Female

| Grade | A | B | C |
|-------|----|---|---|
| 3 | 39 | 7 | 2 |
| 4 | 42 | 6 | 0 |
| 5 | 45 | 2 | 1 |
| 6 | 38 | 9 | 1 |
| 7 | 45 | 2 | 1 |
| 8 | 42 | 6 | 0 |
| 11 | 40 | 5 | 3 |

Table 19: Science Differential Item Functioning Grades: Male/Female

| Grade | A | B | C |
|-------|----|---|---|
| 5 | 42 | 5 | 1 |
| 8 | 37 | 4 | 7 |
| 11 | 36 | 8 | 4 |

Race - Ethnicity Percentages and Totals by Content Area and Grade Level

The full race and ethnic demographics for students taking the ORExt are reported below. Students ethnicity/race was reported in seven categories: (a) American Indian/Alaskan Native, (b) Asian, (c) Black or African-American, (d) Hispanic, (e) Multiethnic, (f) Pacific Islander, or (g) White. The majority of students were reported as White (50% to 57%) or Hispanic (22% to 28%). These results are largely consistent with the demographics reported for Oregon's general assessments, though percentages taking the ORExt are slightly higher for most students of color and generally lower for students who are Asian or White (see *Appendix 4.2*).

Table 20: Race/Ethnicity Proportions

| Grade | Content | Am Ind | Asian | Black | Hispanic | Multiethnic | Pac Isl | White | Missing |
|-------|---------|--------|-------|-------|----------|-------------|---------|-------|---------|
| 3 | ELA | 0.82 | 3.70 | 4.32 | 25.93 | 5.97 | 0.62 | 54.12 | 4.53 |
| 3 | Math | 0.85 | 3.81 | 3.59 | 25.79 | 5.92 | 0.63 | 54.76 | 4.65 |
| 4 | ELA | 2.06 | 2.99 | 3.55 | 28.04 | 7.85 | 0.75 | 51.03 | 3.74 |
| 4 | Math | 1.90 | 3.23 | 3.42 | 28.14 | 7.98 | 0.76 | 50.76 | 3.80 |
| 5 | ELA | 1.95 | 3.19 | 2.48 | 27.96 | 6.90 | 1.42 | 52.74 | 3.36 |
| 5 | Math | 1.82 | 3.10 | 2.37 | 28.05 | 6.92 | 1.46 | 52.82 | 3.46 |
| 5 | Science | 1.82 | 2.91 | 2.37 | 27.69 | 6.92 | 1.46 | 53.01 | 3.83 |
| 6 | ELA | 1.57 | 4.70 | 2.94 | 26.22 | 8.02 | 0.98 | 50.49 | 5.09 |
| 6 | Math | 1.59 | 4.37 | 2.98 | 26.59 | 8.13 | 0.99 | 50.40 | 4.96 |
| 7 | ELA | 1.14 | 3.43 | 2.86 | 22.67 | 5.71 | 0.76 | 56.38 | 7.05 |
| 7 | Math | 1.15 | 3.44 | 2.87 | 21.80 | 5.74 | 0.76 | 57.17 | 7.07 |
| 8 | ELA | 2.15 | 2.79 | 2.79 | 23.61 | 8.15 | 1.07 | 55.15 | 4.29 |
| 8 | Math | 1.96 | 2.83 | 2.83 | 23.70 | 8.26 | 1.09 | 55.00 | 4.35 |
| 8 | Science | 1.33 | 2.88 | 2.88 | 23.95 | 8.43 | 1.11 | 55.21 | 4.21 |
| 11 | ELA | 2.00 | 2.40 | 2.60 | 26.00 | 5.80 | 0.60 | 55.20 | 5.40 |
| 11 | Math | 2.02 | 2.42 | 2.42 | 26.06 | 5.86 | 0.61 | 55.56 | 5.05 |
| 11 | Science | 1.90 | 2.33 | 2.11 | 25.16 | 5.92 | 0.63 | 56.87 | 5.07 |

Exceptionality Percentages By Content Area and Grade Level

The following list is a number key for **Eligibility Codes** for identified student exceptionalities:

Eligibility Codes List

- 0 Not Applicable
- 10 Intellectual Disability (ID)
- 20 Hearing Impairment (HI)
- 40 Vision Impairment (VI)
- 43 Deafblindness (DB)
- 50 Communication Disorder (CD)
- 60 Emotional Disturbance (ED)
- 70 Orthopedic Impairment (OI)
- 74 Traumatic Brain Injury (TBI)
- 80 Other Health Impairment (OHI)
- 82 Autism Spectrum Disorder (ASD)
- 90 Specific Learning Disability (SLD)

The majority of students who participated in the ORExt were students with Intellectual Disability (ID; ranging from about 32% to 53% across grade and content areas), students with Autism Spectrum Disorder (ASD; 28% to 37%), followed by students with Other Health Impairment (OHI; 8% to 18%). ODE policy for 2015-16 changed to require students who participate in the ORExt to take the assessment in all relevant content areas. There is thus very little change in terms of participation percentages across content areas, as evidenced by the total n-sizes within each grade level displayed below.

Table 21: Disability Proportions

| Grade | Content | 0 | 10 | 20 | 40 | 43 | 50 | 60 | 70 | 74 | 80 | 82 | 90 | Missing |
|-------|---------|------|-------|------|------|------|------|------|------|------|-------|-------|------|---------|
| 3 | ELA | 0.00 | 31.71 | 0.20 | 0.41 | 0.20 | 5.89 | 1.83 | 2.24 | 1.22 | 17.68 | 36.18 | 2.44 | 0.00 |
| 3 | Math | 0.00 | 31.94 | 0.21 | 0.42 | 0.21 | 5.85 | 1.88 | 2.30 | 1.25 | 16.70 | 36.74 | 2.51 | 0.00 |
| 4 | ELA | 0.00 | 33.58 | 0.93 | 0.93 | 0.00 | 3.15 | 1.86 | 4.64 | 0.56 | 15.21 | 35.81 | 3.15 | 0.19 |
| 4 | Math | 0.00 | 33.96 | 0.94 | 0.94 | 0.00 | 3.21 | 1.89 | 3.96 | 0.57 | 15.09 | 36.04 | 3.21 | 0.19 |
| 5 | ELA | 0.00 | 42.71 | 0.53 | 0.35 | 0.00 | 4.22 | 0.88 | 2.99 | 0.35 | 13.36 | 29.88 | 4.57 | 0.18 |
| 5 | Math | 0.00 | 42.96 | 0.54 | 0.36 | 0.00 | 4.33 | 0.90 | 2.89 | 0.36 | 13.54 | 29.24 | 4.69 | 0.18 |
| 5 | Science | 0.00 | 43.14 | 0.54 | 0.18 | 0.00 | 4.33 | 0.90 | 2.89 | 0.36 | 13.54 | 29.24 | 4.69 | 0.18 |
| 6 | ELA | 0.00 | 40.15 | 0.39 | 0.00 | 0.00 | 5.98 | 2.12 | 3.28 | 0.97 | 13.32 | 29.54 | 4.25 | 0.00 |
| 6 | Math | 0.00 | 40.35 | 0.39 | 0.00 | 0.00 | 5.85 | 2.14 | 3.31 | 0.97 | 13.45 | 29.43 | 4.09 | 0.00 |
| 7 | ELA | 0.19 | 48.02 | 0.38 | 0.00 | 0.00 | 2.82 | 1.51 | 2.82 | 0.94 | 10.55 | 29.19 | 3.39 | 0.19 |
| 7 | Math | 0.19 | 47.92 | 0.19 | 0.00 | 0.00 | 2.84 | 1.52 | 2.84 | 0.95 | 10.61 | 29.36 | 3.41 | 0.19 |
| 8 | ELA | 0.00 | 45.67 | 0.63 | 0.85 | 0.00 | 2.33 | 2.11 | 2.75 | 0.85 | 9.30 | 32.98 | 2.54 | 0.00 |
| 8 | Math | 0.00 | 45.18 | 0.64 | 0.86 | 0.00 | 2.36 | 2.14 | 2.78 | 0.86 | 9.42 | 33.19 | 2.57 | 0.00 |
| 8 | Science | 0.00 | 44.90 | 0.65 | 0.87 | 0.00 | 2.39 | 2.17 | 2.82 | 0.87 | 9.54 | 33.41 | 2.39 | 0.00 |
| 11 | ELA | 0.00 | 52.65 | 0.20 | 0.20 | 0.20 | 2.16 | 1.77 | 2.75 | 0.79 | 8.45 | 27.90 | 2.95 | 0.00 |
| 11 | Math | 0.00 | 53.07 | 0.20 | 0.20 | 0.20 | 2.18 | 1.58 | 2.77 | 0.79 | 8.51 | 27.52 | 2.97 | 0.00 |
| 11 | Science | 0.00 | 52.80 | 0.21 | 0.21 | 0.21 | 2.07 | 1.66 | 2.69 | 0.62 | 8.28 | 28.36 | 2.90 | 0.00 |

Observed Means and Standard Deviations

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 across grades in math. These scales were selected to clearly determine whether 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). The general pattern is that RIT scores decreased from 2014-15 to 2015-16. This decrease is attributed not to the scale, nor to deceleration of growth, but to the substantive shift in the tested student population as a result of ODE eligibility guidelines. The scale from 2015-16 to 2016-17 appears to have stabilized because the student population tested was more consistent.

Table 22: Means/SDs: 2014-15

| Grade | ELA.Mean | ELA.SD | Math.Mean | Math.SD | Sci.Mean | Sci.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 |

Table 23: Means/SDs: 2015-16

| Grade | ELA.Mean | ELA.SD | Math.Mean | Math.SD | Science.Mean | Science.SD |
|-------|----------|--------|-----------|---------|--------------|------------|
| 3 | 210.3 | 23.0 | 197.6 | 20.2 | | |
| 4 | 212.3 | 22.9 | 198.1 | 18.7 | | |
| 5 | 217.1 | 24.5 | 201.2 | 17.2 | 514.2 | 22.1 |
| 6 | 220.1 | 25.5 | 204.8 | 17.6 | | |
| 7 | 223.6 | 28.9 | 205.4 | 19.0 | | |
| 8 | 221.2 | 24.8 | 206.7 | 17.2 | 819.0 | 25.6 |
| 11 | 920.7 | 27.7 | 902.3 | 20.0 | 918.0 | 24.9 |

Table 24: Means/SDs: 2016-17

| Grade | ELA.Mean | ELA.SD | Math.Mean | Math.SD | Science.Mean | Science.SD |
|-------|----------|--------|-----------|---------|--------------|------------|
| 3 | 209.64 | 21.73 | 196.16 | 18.96 | | |
| 4 | 213.13 | 23.38 | 198.45 | 17.98 | | |
| 5 | 213.85 | 25.01 | 198.37 | 19.54 | 513.65 | 24.59 |
| 6 | 216.65 | 23.76 | 203.29 | 17.43 | | |
| 7 | 220.53 | 23.88 | 205.13 | 19.87 | | |
| 8 | 219.48 | 24.28 | 205.92 | 16.26 | 817.96 | 24.36 |
| 11 | 922.05 | 26.37 | 903.07 | 17.57 | 919.41 | 24.25 |

Table 25: Means/SDs: 2017-18

| Grade | ELA.Mean | ELA.SD | Math.Mean | Math.SD | Science.Mean | Science.SD |
|-------|----------|--------|-----------|---------|--------------|------------|
| 3 | 204.02 | 22.43 | 191.48 | 19.58 | | |
| 4 | 207.16 | 22.21 | 196.06 | 17.95 | | |
| 5 | 211.99 | 24.70 | 199.48 | 17.93 | 511.88 | 23.37 |
| 6 | 212.78 | 23.02 | 199.69 | 18.96 | | |
| 7 | 214.92 | 22.13 | 202.02 | 16.04 | | |
| 8 | 212.87 | 22.92 | 202.96 | 15.45 | 810.26 | 23.90 |
| 11 | 915.06 | 27.38 | 900.99 | 19.81 | 915.24 | 27.21 |
| 12 | 926.74 | 22.59 | 908.82 | 19.81 | 925.26 | 26.88 |

Table 26: Means/SDs: 2018-19

| Grade | ELA Mean | ELA SD | Math Mean | Math SD | Sci Mean | Sci SD |
|-------|----------|--------|-----------|---------|----------|--------|
| 3 | 204.02 | 22.43 | 191.48 | 19.58 | | |
| 4 | 207.16 | 22.21 | 196.06 | 17.95 | | |
| 5 | 211.99 | 24.70 | 199.48 | 17.93 | 511.88 | 23.37 |
| 6 | 212.78 | 23.02 | 199.69 | 18.96 | | |
| 7 | 214.92 | 22.13 | 202.02 | 16.04 | | |
| 8 | 212.87 | 22.92 | 202.96 | 15.45 | 810.26 | 23.90 |
| 11 | 915.06 | 27.38 | 900.99 | 19.81 | 915.24 | 27.21 |
| 12 | 926.74 | 22.59 | 908.82 | 19.81 | 925.26 | 26.88 |

Observed Means Reported by Sex

The following tables provide information regarding average student performance by grade level and sex (Female/Male) in each of the content areas assessed on the ORExt.

Table 27: Means/SDs by Sex: 2018-19

| Grade | Sex | ELA Mean | ELA SD | Math Mean | Math SD | Sci Mean | Sci SD |
|-------|-----|-------------|--------|--------------|---------|----------|--------|
| 3 | F | 204.77 | 21.44 | 191.50 | 18.27 | | |
| 3 | M | 204.69 | 21.81 | 192.37 | 19.15 | | |
| 4 | F | 206.81 | 22.37 | 194.65 | 18.50 | | |
| 4 | M | 207.94 | 21.47 | 197.21 | 16.99 | | |
| 5 | F | 212.38 | 24.92 | 198.68 | 17.85 | 509.91 | 21.80 |
| 5 | M | 212.45 | 23.94 | 200.56 | 16.95 | 513.55 | 23.19 |
| 6 | F | 209.16 | 23.10 | 195.97 | 18.83 | | |
| 6 | M | 215.96 | 21.31 | 202.96 | 17.12 | | |
| 7 | F | 215.61 | 22.77 | 201.26 | 15.33 | | |
| 7 | M | 215.56 | 20.56 | 203.19 | 15.43 | | |
| 8 | F | 216.15 | 21.61 | 204.96 | 13.50 | 813.08 | 20.10 |
| 8 | M | 212.33 | 22.36 | 202.92 | 15.12 | 810.69 | 23.86 |
| 11 | F | 917.42 | 23.39 | 901.80 | 15.57 | 915.87 | 24.40 |
| 11 | M | 915.51 | 27.76 | 902.03 | 20.23 | 916.76 | 26.69 |

Observed Means Reported by Race

The following table provides information regarding average student performance by grade level and race/ethnicity in each of the content areas assessed on the ORExt.

Table 28: Grade 3 Means/SDs by Race/Ethnicity: 2018-19

| Eth Code | ELA Mn | ELA SD | Math Mn | Math SD |
|-------------|--------|--------|---------|---------|
| Am Ind | 213.75 | 30.52 | 197.50 | 21.95 |
| Asian | 204.61 | 19.68 | 191.61 | 17.06 |
| Black | 204.19 | 23.26 | 191.35 | 20.38 |
| Hispanic | 206.12 | 21.58 | 192.66 | 17.60 |
| Missing | 184.46 | 29.85 | 173.61 | 24.36 |
| Multiracial | 205.07 | 23.81 | 193.96 | 23.39 |
| Pac Isl | 218.33 | 14.36 | 209.00 | 9.00 |
| White | 204.62 | 21.03 | 192.49 | 18.63 |

Table 29: Grade 4 Means/SDs by Race/Ethnicity: 2018-19

| Eth Code | ELA Mn | ELA SD | Math Mn | Math SD |
|-------------|--------|--------|---------|---------|
| Am Ind | 206.64 | 19.19 | 193.60 | 20.31 |
| Asian | 206.69 | 14.99 | 195.47 | 17.51 |
| Black | 205.84 | 15.29 | 193.67 | 16.29 |
| Hispanic | 206.51 | 20.56 | 196.50 | 16.19 |
| Missing | 184.04 | 24.36 | 180.73 | 23.56 |
| Multiracial | 209.83 | 22.14 | 199.14 | 18.29 |
| Pac Isl | 194.25 | 19.14 | 183.75 | 14.66 |
| White | 209.47 | 22.77 | 197.31 | 17.71 |

Table 30: Grade 5 Means/SDs by Race/Ethnicity: 2018-19

| Eth Code | ELA Mn | ELA SD | Math Mn | Math SD | Sci Mn | Sci SD |
|-------------|--------|--------|---------|---------|--------|--------|
| Am Ind | 231.09 | 18.63 | 211.00 | 11.22 | 532.60 | 16.59 |
| Asian | 198.94 | 27.27 | 192.88 | 17.80 | 497.19 | 22.44 |
| Black | 207.14 | 27.33 | 196.62 | 18.79 | 508.23 | 22.99 |
| Hispanic | 212.23 | 22.81 | 199.12 | 16.83 | 511.23 | 21.16 |
| Missing | 186.77 | 26.80 | 183.09 | 23.09 | 490.60 | 28.70 |
| Multiracial | 214.00 | 25.90 | 199.87 | 18.27 | 514.76 | 22.44 |
| Pac Isl | 225.62 | 26.36 | 208.38 | 9.53 | 516.25 | 21.17 |
| White | 213.41 | 23.87 | 200.79 | 17.60 | 513.82 | 23.13 |

Table 31: Grade 6 Means/SDs by Race/Ethnicity: 2018-19

| Eth Code | ELA Mn | ELA SD | Math Mn | Math SD |
|-------------|--------|--------|---------|---------|
| Am Ind | 219.88 | 15.07 | 206.50 | 11.45 |
| Asian | 205.71 | 22.12 | 195.05 | 19.52 |
| Black | 217.07 | 24.69 | 201.13 | 17.68 |
| Hispanic | 210.60 | 18.64 | 199.24 | 15.01 |
| Missing | 194.03 | 28.98 | 183.83 | 25.64 |
| Multiracial | 213.93 | 25.34 | 201.20 | 20.07 |
| Pac Isl | 226.60 | 8.59 | 204.00 | 5.74 |
| White | 216.13 | 22.91 | 201.96 | 18.95 |

Table 32: Grade 7 Means/SDs by Race/Ethnicity: 2018-19

| Eth Code | ELA Mn | ELA SD | Math Mn | Math SD |
|-------------|--------|--------|---------|---------|
| Am Ind | 199.00 | 24.86 | 195.67 | 13.13 |
| Asian | 208.78 | 16.57 | 199.67 | 9.82 |
| Black | 220.47 | 18.36 | 204.73 | 10.42 |
| Hispanic | 213.92 | 17.73 | 201.22 | 15.19 |
| Missing | 206.63 | 30.83 | 195.40 | 21.58 |
| Multiracial | 226.50 | 20.55 | 209.50 | 14.05 |
| Pac Isl | 210.50 | 11.93 | 203.50 | 6.76 |
| White | 215.82 | 22.34 | 202.63 | 16.00 |

Table 33: Grade 8 Means/SDs by Race/Ethnicity: 2018-19

| Eth Code | ELA Mn | ELA SD | Math Mn | Math SD | Sci Mn | Sci SD |
|-------------|--------|--------|---------|---------|--------|--------|
| Am Ind | 217.50 | 9.89 | 203.56 | 11.42 | 817.17 | 14.62 |
| Asian | 210.85 | 19.23 | 204.08 | 11.84 | 803.23 | 19.04 |
| Black | 214.69 | 18.57 | 206.69 | 16.56 | 811.23 | 21.79 |
| Hispanic | 214.01 | 21.18 | 203.28 | 15.66 | 810.88 | 22.82 |
| Missing | 199.19 | 33.65 | 193.14 | 23.56 | 791.77 | 34.31 |
| Multiracial | 210.08 | 22.42 | 200.66 | 16.72 | 807.71 | 23.40 |
| Pac Isl | 208.60 | 9.53 | 196.60 | 11.06 | 804.60 | 13.74 |
| White | 214.14 | 22.96 | 204.10 | 14.02 | 812.86 | 22.72 |

Table 34: Grade 11 Means/SDs by Race/Ethnicity: 2018-19

| Eth Code | ELA Mn | ELA SD | Math Mn | Math SD | Sci Mn | Sci SD |
|-------------|--------|--------|---------|---------|--------|--------|
| Am Ind | 903.10 | 25.26 | 892.80 | 18.24 | 904.22 | 29.09 |
| Asian | 926.33 | 14.24 | 910.17 | 18.02 | 922.09 | 15.49 |
| Black | 924.92 | 30.50 | 908.92 | 19.77 | 922.10 | 28.54 |
| Hispanic | 916.21 | 22.94 | 901.39 | 18.70 | 916.34 | 22.54 |
| Missing | 892.79 | 31.34 | 881.59 | 24.07 | 891.86 | 34.14 |
| Multiracial | 917.83 | 28.56 | 902.03 | 19.23 | 922.39 | 27.15 |
| Pac Isl | 911.00 | 11.36 | 896.00 | 7.21 | 918.33 | 22.59 |
| White | 916.81 | 27.73 | 902.91 | 18.54 | 916.94 | 27.05 |

Observed Means Reported by Exceptionality Status

The following rellists the number key for **Elibility Codes** for identified student exceptionalities:

Eligibility Codes List

- 0 Not Applicable
- 10 Intellectual Disability (ID)
- 20 Hearing Impairment (HI)
- 40 Vision Impairment (VI)
- 43 Deafblindness (DB)
- 50 Communication Disorder (CD)
- 60 Emotional Disturbance (ED)
- 70 Orthopedic Impairment (OI)
- 74 Traumatic Brain Injury (TBI)
- 80 Other Health Impairment (OHI)
- 82 Autism Spectrum Disorder (ASD)
- 90 Specific Learning Disability (SLD)

The following tables provide information regarding average student performance by grade level and exceptionality category in each of the content areas assessed on the ORExt. In general, based on raw scores alone, students identified as experiencing Emotional Disturbance (ED) and Specific Learning Disability (SLD) were generally the highest performing groups across greades and content areas, with students experiencing Communication Disorder (CD) performing closely to (or outperforming) these two groups as well. On the whole, students identified as experiencing Vision Impairment (VI) and Orthopedic Impairment (OI) were the lowest performing groups.

Table 35: Grade 3 Means/Exceptionality Status: 2018-19

| Dis Code | ELA Mean | ELA SD | Math Mean | Math SD |
|----------|----------|--------|-----------|---------|
| 10 | 205.19 | 17.81 | 192.58 | 15.59 |
| 20 | 148.00 | | 153.00 | |
| 40 | 148.00 | 0.00 | 147.00 | 8.49 |
| 43 | 160.00 | | 141.00 | |
| 50 | 207.59 | 15.64 | 197.57 | 12.39 |
| 60 | 222.89 | 17.52 | 209.89 | 12.52 |
| 70 | 168.36 | 29.22 | 159.64 | 26.70 |
| 74 | 210.67 | 10.98 | 197.50 | 8.38 |
| 80 | 200.31 | 23.72 | 189.35 | 20.69 |
| 82 | 205.15 | 23.12 | 190.81 | 19.70 |
| 90 | 223.25 | 9.80 | 214.58 | 10.26 |

Table 36: Grade 4 Means/Exceptionality Status: 2018-19

| Dis Code | ELA Mean | ELA SD | Math Mean | Math SD |
|----------|----------|--------|-----------|---------|
| 10 | 208.88 | 18.10 | 197.16 | 15.38 |
| 20 | 212.20 | 12.60 | 199.20 | 12.21 |
| 40 | 173.60 | 33.08 | 171.20 | 18.19 |
| 50 | 218.41 | 11.41 | 206.47 | 7.08 |
| 60 | 230.30 | 14.74 | 214.70 | 8.51 |
| 70 | 191.32 | 26.21 | 190.14 | 21.34 |
| 74 | 213.33 | 15.50 | 195.67 | 7.77 |
| 80 | 207.56 | 26.18 | 194.75 | 21.14 |
| 82 | 204.88 | 22.07 | 193.79 | 18.09 |
| 90 | 217.88 | 22.56 | 208.06 | 17.54 |
| | 219.00 | | 205.00 | |

Table 37: Grade 5 Means/Exceptionality Status: 2018-19

| Dis Code | ELA Mean | ELA SD | Math Mean | Math SD | Sci Mean | Sci SD |
|----------|----------|--------|-----------|---------|----------|--------|
| 10 | 214.13 | 21.50 | 199.83 | 15.20 | 513.55 | 21.08 |
| 20 | 179.33 | 26.63 | 179.00 | 29.46 | 471.33 | 30.02 |
| 40 | 150.00 | 0.00 | 145.00 | 0.00 | 454.00 | |
| 50 | 222.38 | 20.87 | 207.54 | 7.44 | 524.04 | 16.75 |
| 60 | 234.20 | 19.19 | 219.20 | 8.47 | 541.60 | 10.04 |
| 70 | 190.47 | 23.62 | 184.56 | 20.73 | 498.06 | 18.38 |
| 74 | 165.00 | 21.21 | 179.50 | 12.02 | 479.50 | 2.12 |
| 80 | 211.01 | 25.75 | 197.85 | 19.07 | 513.49 | 25.84 |
| 82 | 208.21 | 25.68 | 198.41 | 19.83 | 505.09 | 22.94 |
| 90 | 232.85 | 17.15 | 214.27 | 7.74 | 535.42 | 13.21 |
| | 186.00 | | 181.00 | | 509.00 | |

Table 38: Grade 6 Means/Exceptionality Status: 2018-19

| Dis Code | ELA Mean | ELA SD | Math Mean | Math SD |
|----------|----------|--------|-----------|---------|
| 10 | 210.69 | 20.60 | 197.74 | 16.53 |
| 20 | 215.50 | 24.75 | 204.50 | 21.92 |
| 50 | 225.26 | 10.09 | 212.07 | 9.95 |
| 60 | 233.82 | 10.20 | 215.73 | 8.30 |
| 70 | 189.06 | 31.77 | 177.29 | 23.30 |
| 74 | 224.20 | 22.70 | 206.20 | 14.96 |
| 80 | 216.57 | 26.07 | 203.29 | 19.68 |
| 82 | 209.12 | 23.09 | 196.85 | 20.15 |
| 90 | 233.36 | 10.97 | 216.64 | 9.35 |

Table 39: Grade 7 Means/Exceptionality Status: 2018-19

| Dis Code | ELA Mean | ELA SD | Math Mean | Math SD |
|----------|----------|--------|-----------|---------|
| 0 | 177.00 | | 191.00 | |
| 10 | 214.08 | 18.73 | 201.30 | 14.11 |
| 20 | 194.50 | 53.03 | 215.00 | |
| 50 | 234.73 | 13.27 | 214.07 | 6.26 |
| 60 | 235.50 | 9.53 | 219.12 | 3.94 |
| 70 | 194.53 | 25.24 | 188.60 | 21.41 |
| 74 | 217.00 | 22.12 | 200.20 | 22.35 |
| 80 | 216.66 | 22.90 | 201.38 | 18.45 |
| 82 | 212.06 | 24.23 | 200.95 | 16.96 |
| 90 | 241.22 | 11.87 | 216.94 | 8.62 |
| | 213.00 | | 212.00 | |

Table 40: Grade 8 Means/Exceptionality Status: 2018-19

| Dis Code | ELA Mean | ELA SD | Math Mean | Math SD | Sci Mean | Sci SD |
|----------|----------|--------|-----------|---------|----------|--------|
| 10 | 213.85 | 19.95 | 204.24 | 13.50 | 810.92 | 21.93 |
| 20 | 226.33 | 17.21 | 220.67 | 2.08 | 830.67 | 10.97 |
| 40 | 201.50 | 48.48 | 181.50 | 26.79 | 785.75 | 40.72 |
| 50 | 232.55 | 15.50 | 214.45 | 5.28 | 831.82 | 12.37 |
| 60 | 222.00 | 22.69 | 211.10 | 3.41 | 832.80 | 5.75 |
| 70 | 191.46 | 28.92 | 187.31 | 17.26 | 789.08 | 24.77 |
| 74 | 220.50 | 20.63 | 202.00 | 11.34 | 816.50 | 20.74 |
| 80 | 218.27 | 19.86 | 206.34 | 13.46 | 817.50 | 23.22 |
| 82 | 208.49 | 24.60 | 199.80 | 16.90 | 804.32 | 24.08 |
| 90 | 227.75 | 23.82 | 211.58 | 17.25 | 836.45 | 9.31 |

Table 41: Grade 11 Means/Exceptionality Status: 2018-19

| Dis Code | ELA Mean | ELA SD | Math Mean | Math SD | Sci Mean | Sci SD |
|----------|----------|--------|-----------|---------|----------|--------|
| 10 | 914.42 | 26.00 | 900.05 | 18.53 | 916.03 | 25.92 |
| 20 | 919.00 | | 916.00 | | 910.00 | |
| 40 | 958.00 | | 929.00 | | 954.00 | |
| 43 | 853.00 | | 852.00 | | 853.00 | |
| 50 | 931.82 | 14.75 | 915.82 | 15.36 | 937.60 | 15.74 |
| 60 | 932.33 | 33.31 | 916.62 | 8.72 | 936.00 | 14.50 |
| 70 | 895.36 | 31.61 | 885.36 | 22.03 | 890.15 | 31.87 |
| 74 | 934.25 | 18.87 | 912.00 | 11.52 | 921.67 | 10.97 |
| 80 | 919.19 | 28.49 | 903.84 | 20.93 | 921.02 | 30.03 |
| 82 | 912.47 | 28.58 | 899.14 | 20.43 | 909.21 | 26.42 |
| 90 | 931.00 | 12.01 | 919.73 | 13.52 | 939.93 | 14.75 |

Table 42: Grade 12 Means/Exceptionality Status: 2018-19

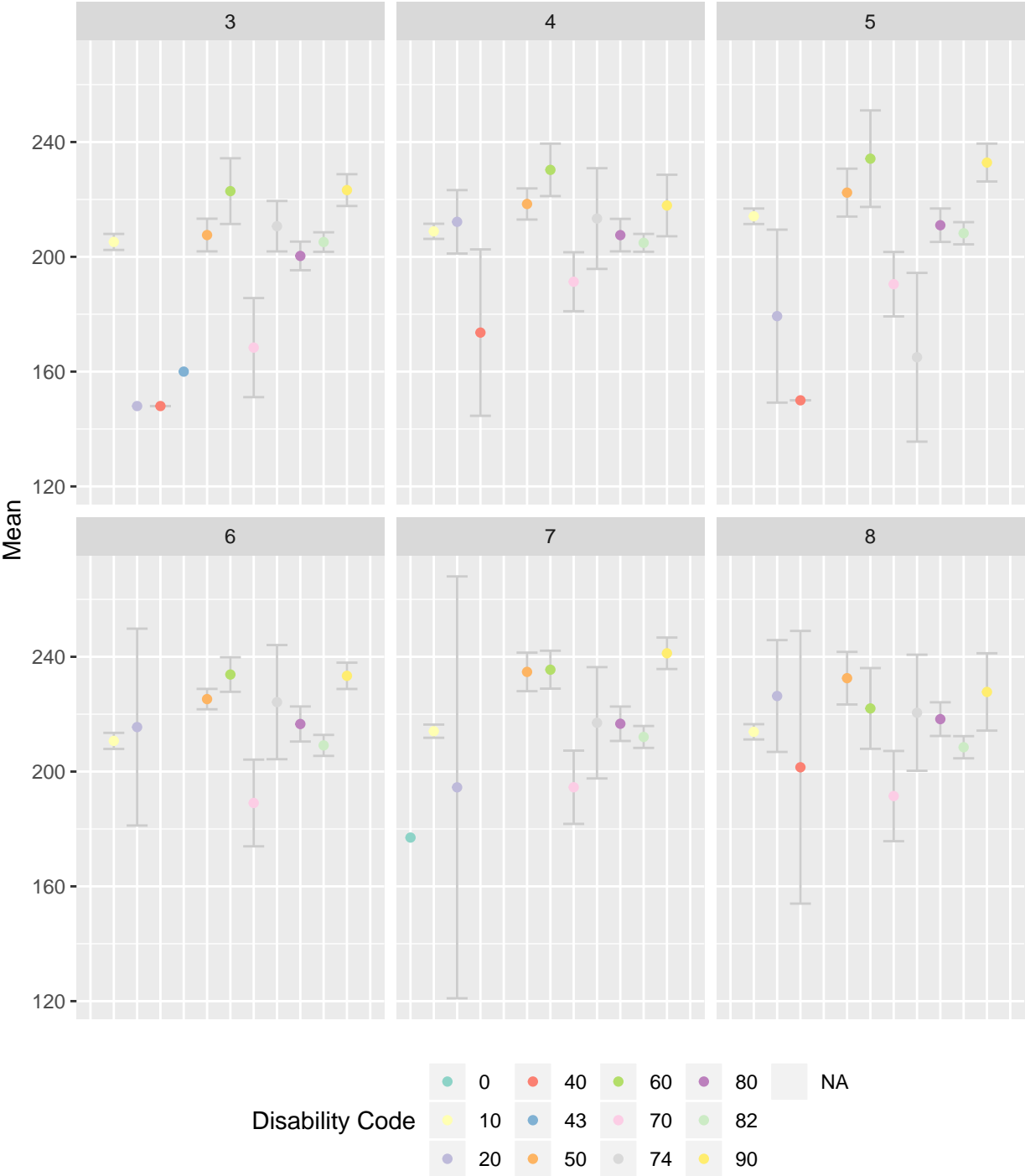
| Dis Code | ELA Mean | ELA SD | Math Mean | Math SD | Sci Mean | Sci SD |
|----------|----------|--------|-----------|---------|----------|--------|
| 10 | 926.90 | 20.47 | 912.12 | 16.77 | 927.30 | 22.41 |
| 50 | 896.00 | | 900.00 | | 853.00 | |
| 60 | 926.50 | 4.95 | 906.50 | 4.95 | 926.00 | |
| 70 | 872.00 | 26.87 | 871.00 | 26.87 | 871.50 | 26.16 |
| 80 | 934.00 | 20.81 | 911.67 | 9.81 | 930.67 | 9.87 |
| 82 | 929.82 | 13.48 | 901.00 | 23.03 | 937.50 | 20.75 |
| 90 | 954.00 | 6.93 | 924.00 | 20.08 | 933.33 | 19.22 |

Graphs of Observed Means by Exceptionality Status

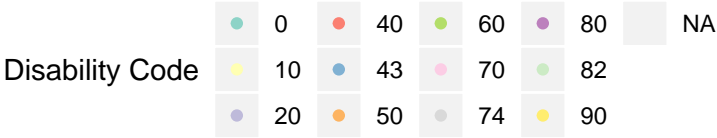
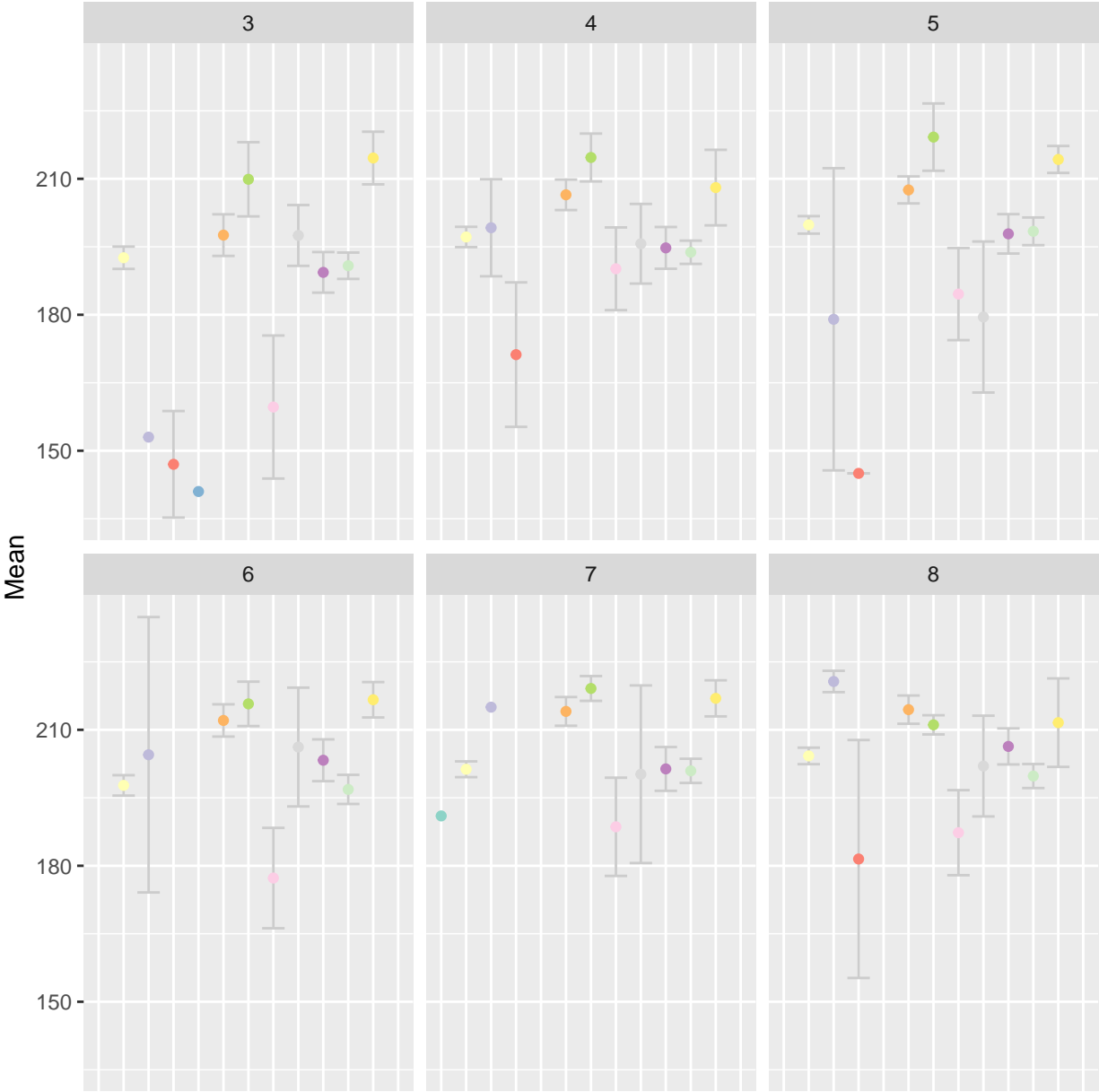
The graphs below visually convey information similar to that shown in Tables 36-43, above. The graphics include 95% confidence interval error bars, so determining which subgroups performed in a manner that is statistically significantly different (better or worse) than others is readily apparent by looking at the location of the error bars. Error bars that do not overlap in terms of the y-scale are significantly different, whereas those that do overlap are not. As noted above, while raw scores indicate that students identified with ED, SLD, and CD generally outperformed other groups across grades and content areas, and that students identified VI and OI generally underperformed relative to other groups, when measurement error is accounted for, few groups actually performed statistically different from one another.

Means by Disability Category

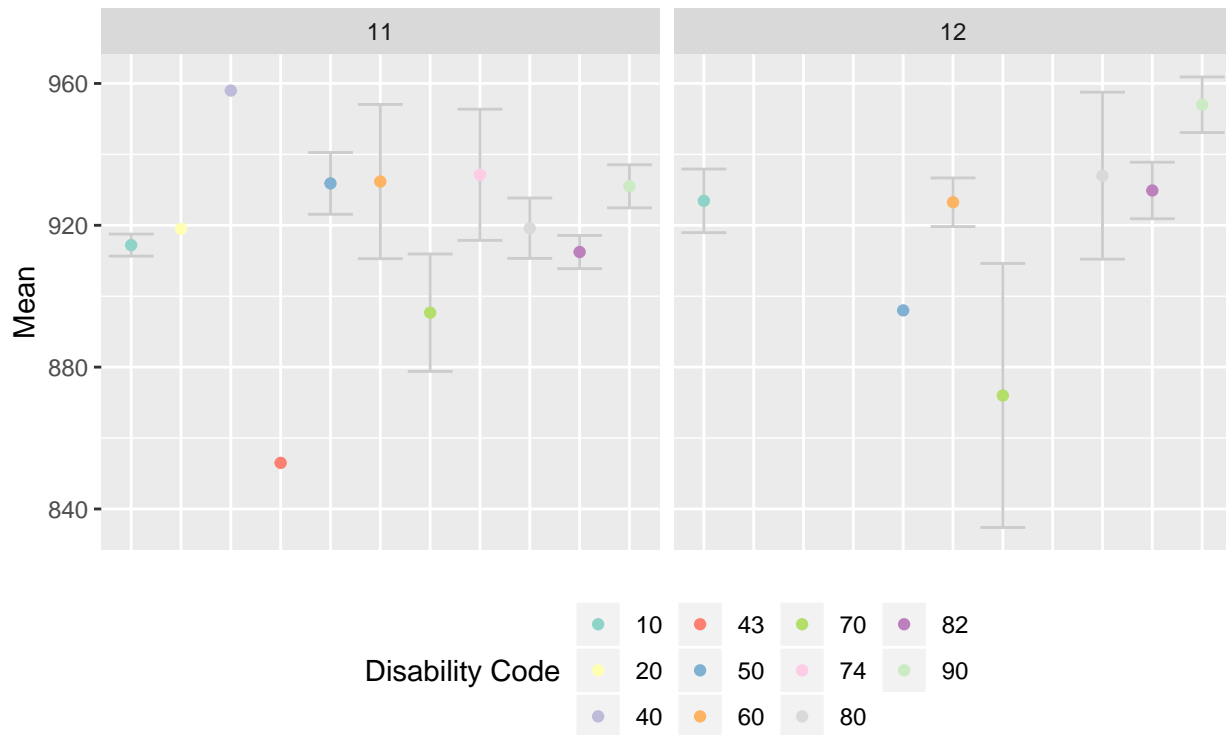
English/Language Arts



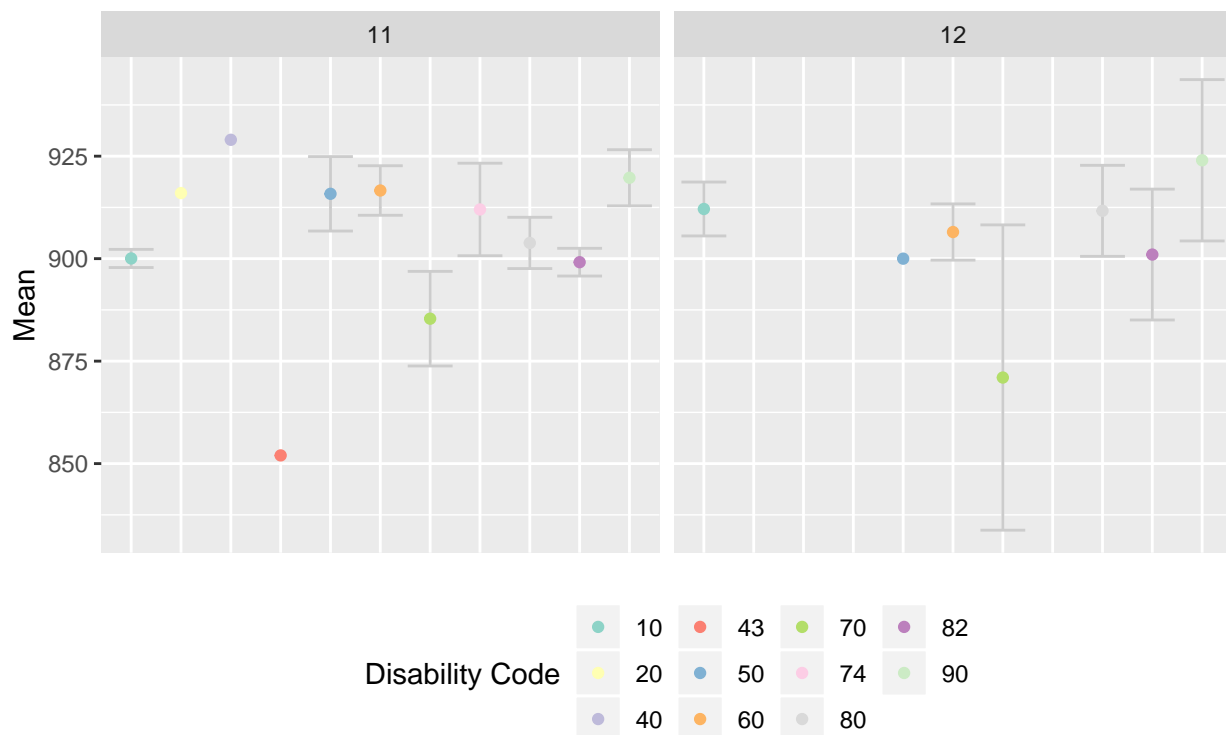
Means by Disability Category
Math



Means by Disability Category
English/Language Arts

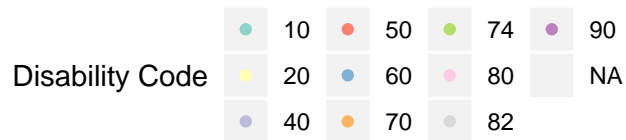
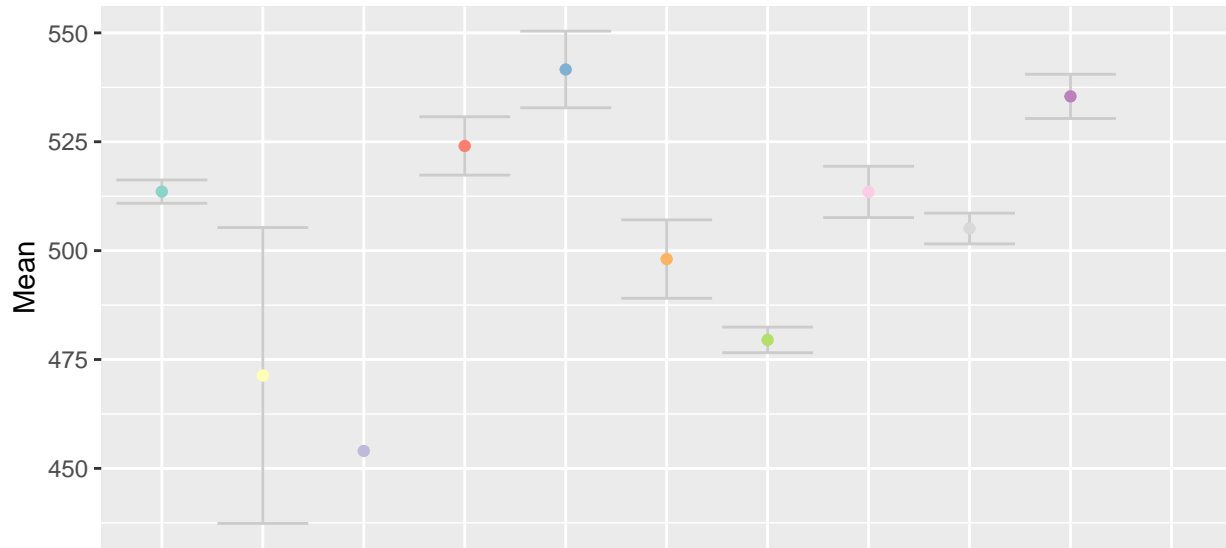


Means by Disability Category
Math



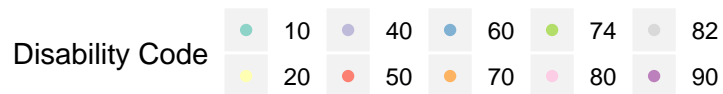
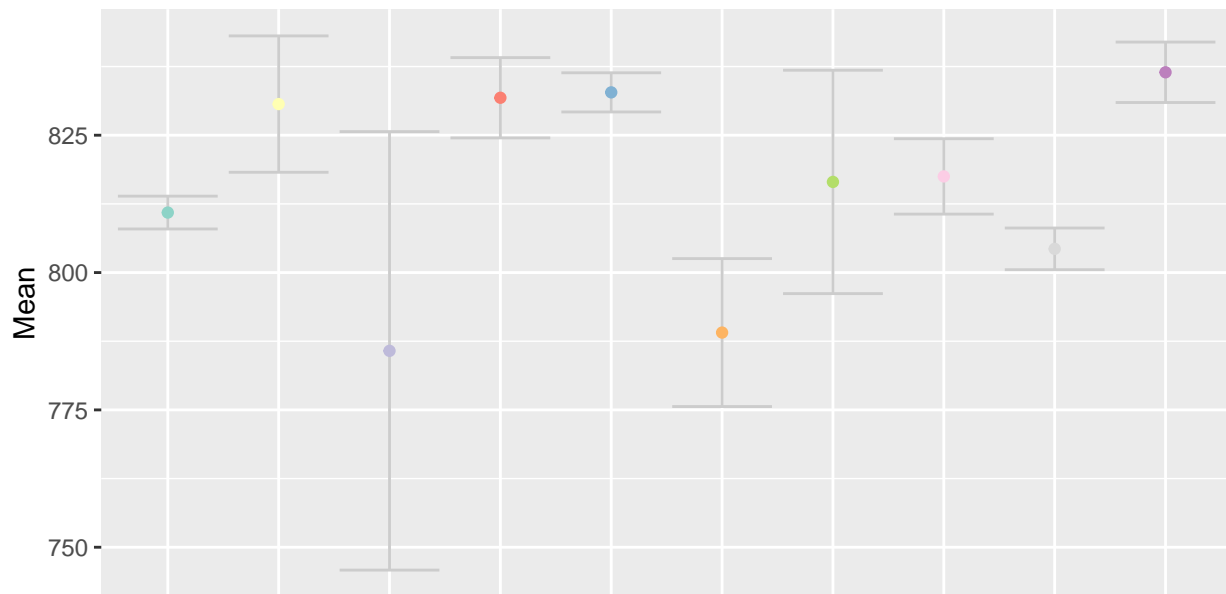
Means by Disability Category

Science: Grade 5



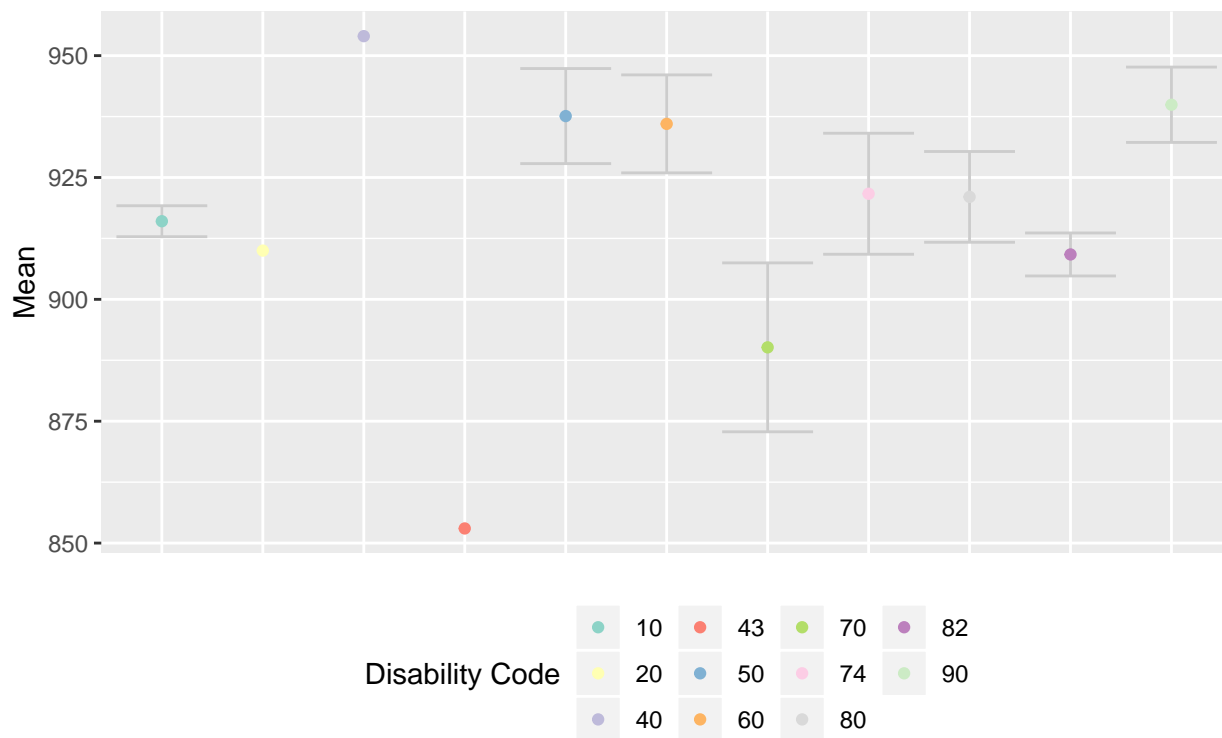
Means by Disability Category

Science: Grade 8



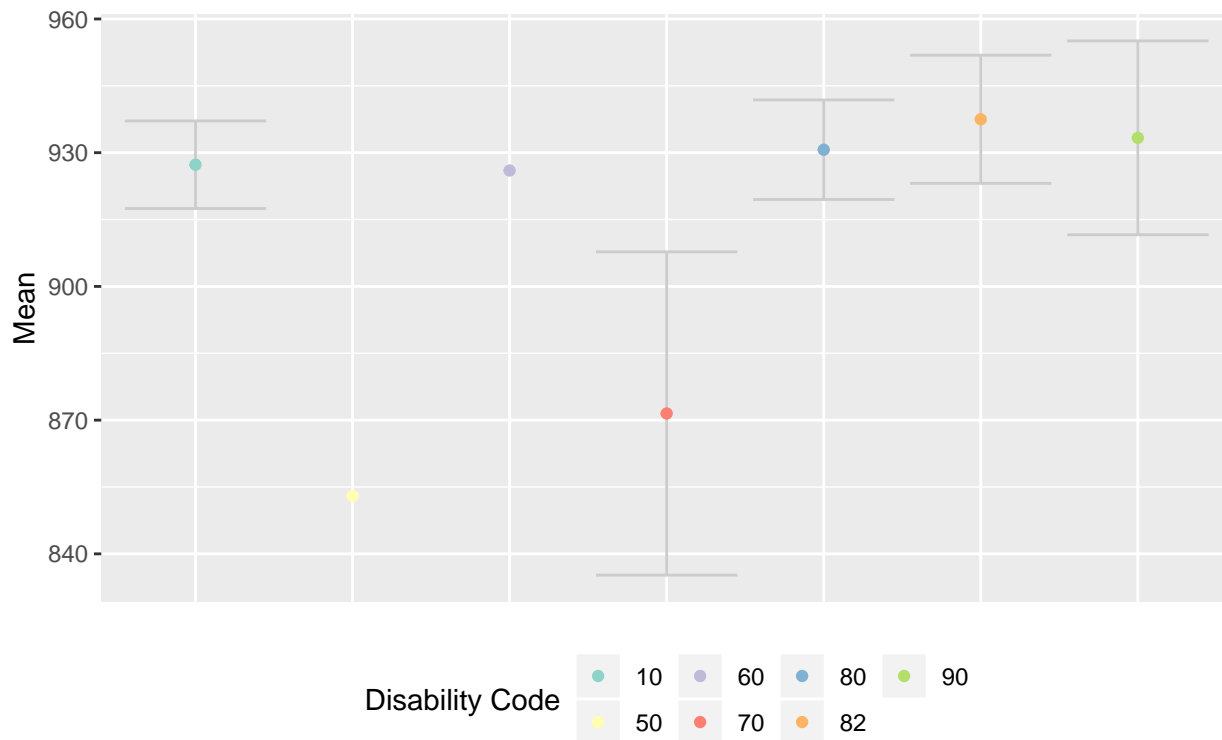
Means by Disability Category

Science: Grade 11



Means by Disability Category

Science: Grade 12



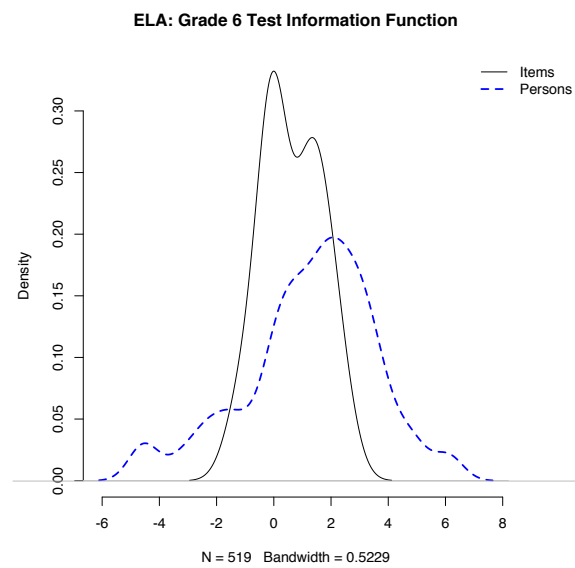
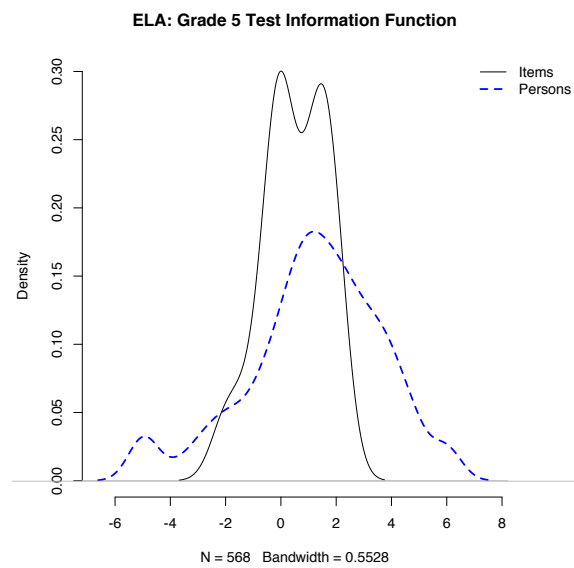
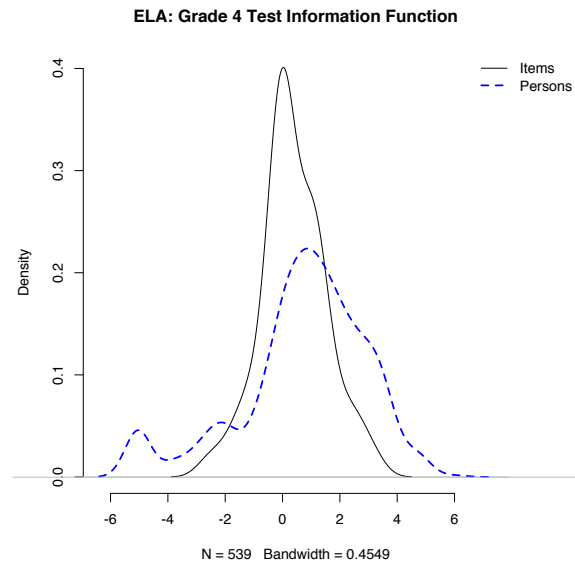
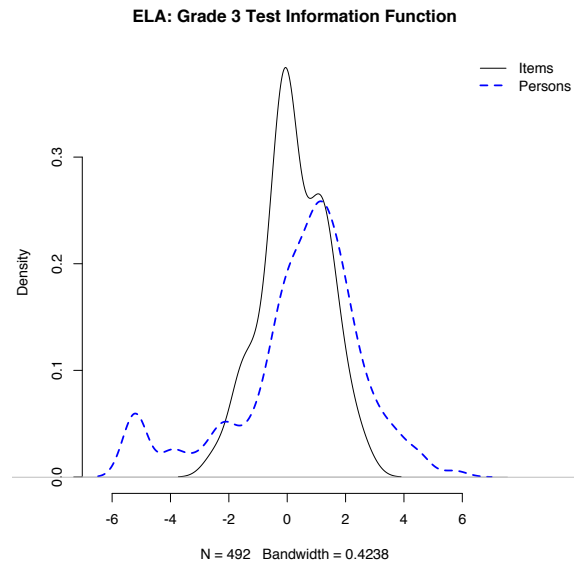
4.3 Full Performance Continuum

The ORExt is designed to sample the Common Core State Standards in English language arts (Reading, Writing, and Language) and Mathematics, as well as the Oregon Science Standards and Next Generation Science Standards in science in a purposive, validated manner. The ORExt test blueprints convey the balance of representation exhibited by the assessment (see *Appendix 2.1B*). These test blueprints are supported by the [ORExt Extended Assessment Frameworks](#), which define the assessable content on the ORExt that has been reduced in depth, breadth, and complexity (RDBC) using our defined process (see *Appendix 2.3A.3*). The decisions regarding which standards to target for essentialization, as well as the strength of linkage between the Essentialized Standards and the CCSS/ORSci/NGSS has been validated by Oregon teachers, as well (see *Appendix 3.1A*).

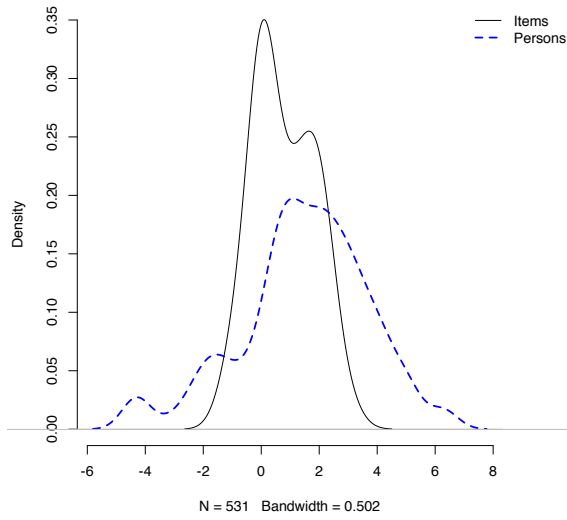
Though a simplified and standardized approach was taken to design items, and efficiency and access to the assessment increased for the majority of students (as evidenced by the decreased percentages of zero scores across all content areas), a small subgroup of students remains who cannot access an academic assessment. This is true even though items have been significantly RDBC at three levels of complexity (low-medium-high difficulty). As a response, ODE commissioned BRT to design and implement an observational rating scale for this group of very low-performing students, called the Oregon Observational Rating Assessment (ORora) for the spring 2016 administration. The ORora targets communication (expressive and receptive) and basic skills (attention/joint attention and mathematics) and provides documentation of student progress outside of our clearly defined academic domains.

Items on all assessments were scored on a 2-point scale, with 1 point awarded for a correct response and 0 points awarded for an incorrect response. Plots are provided below for each content area and grade level, including the person ability and item difficulty distributions. In general, the descriptive statistics suggest that the test had an appropriate range of item difficulties represented, from easy to difficult, with item difficulties generally ranging from -4.0 to +4.0 on the Rasch scale. The assessments performed as expected across all grades and content areas. The item-person distributions, provided in the graphs below, demonstrate that grade-level ORExt assessments (within each of ELA, Math, and Science) are providing an appropriate amount of information across the student performance (ability) continuum (note the peaks of each distribution rather tightly aligning, except at the lowest end of each grade- and subject-level person distribution, where student ability [per the knowledge and skills tested] is quite low).

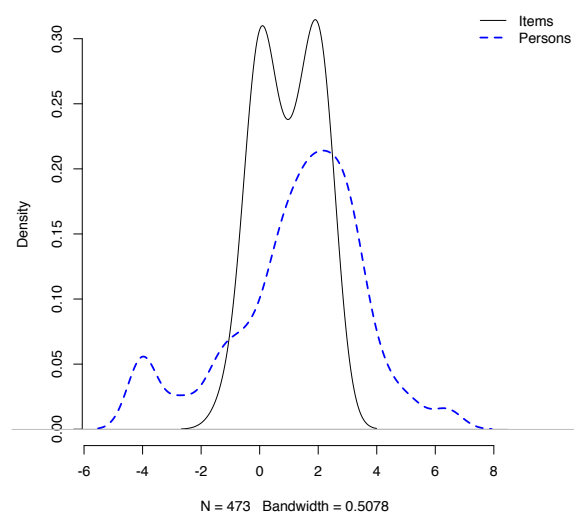
English Language Arts Person/Item Distributions



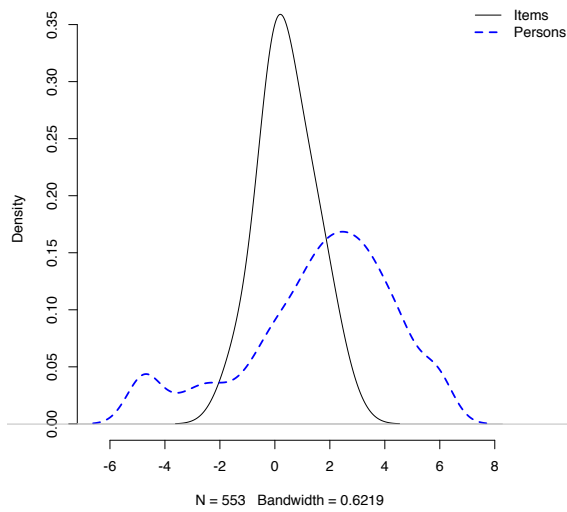
ELA: Grade 7 Test Information Function



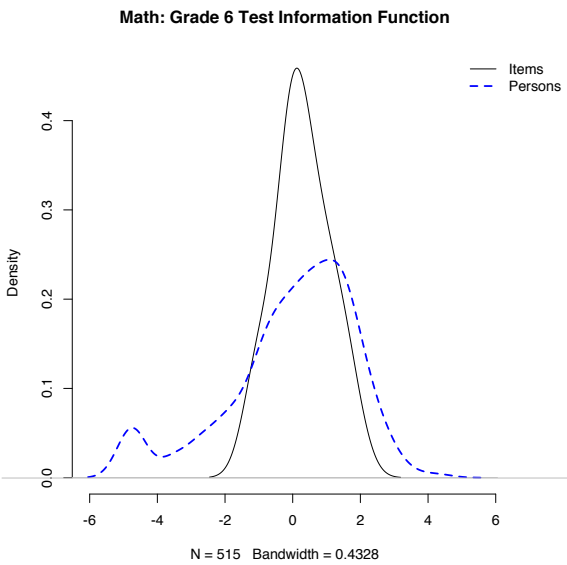
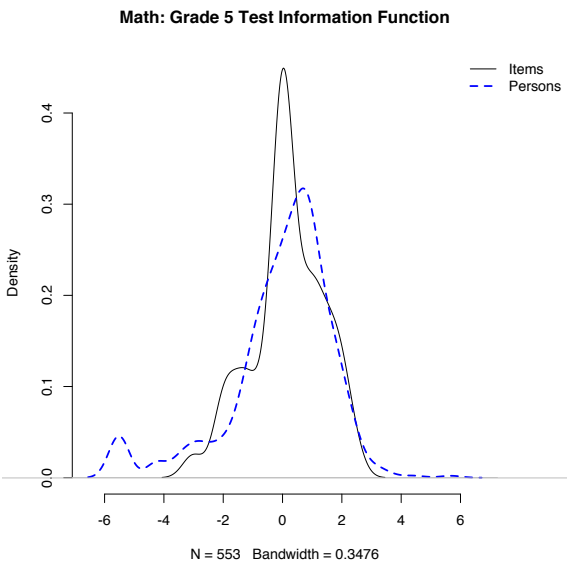
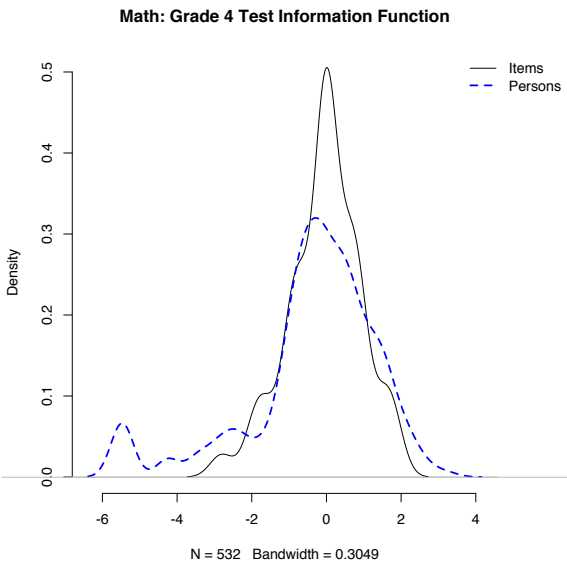
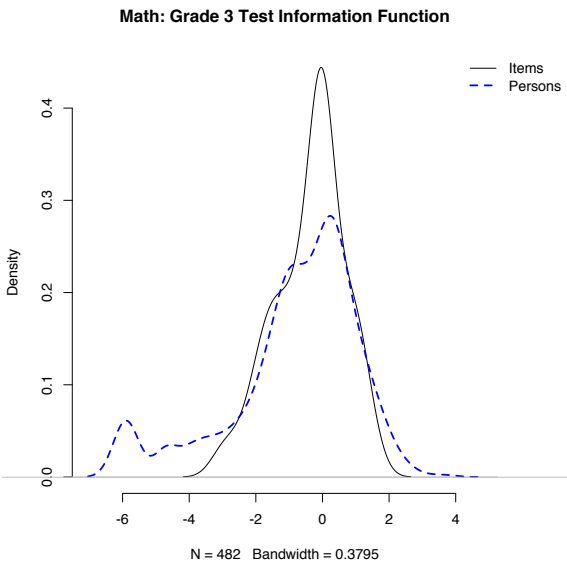
ELA: Grade 8 Test Information Function



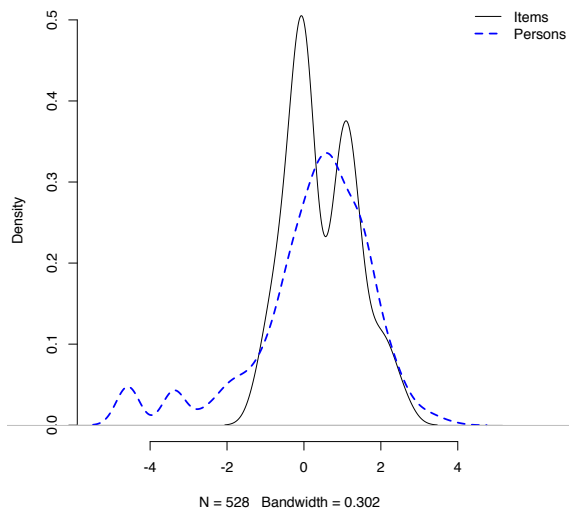
ELA: Grade 11 Test Information Function



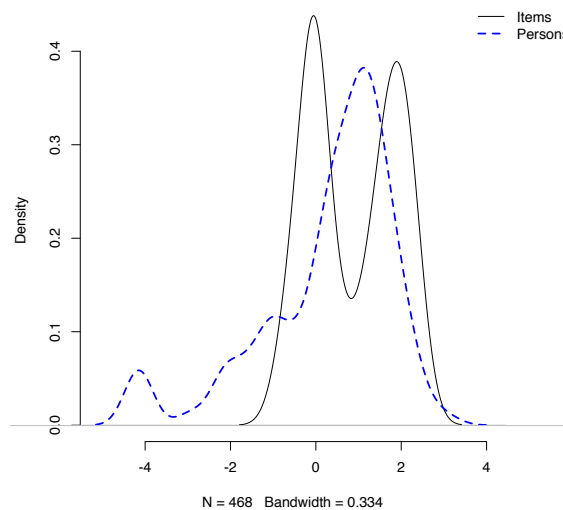
Mathematics Person/Item Distributions



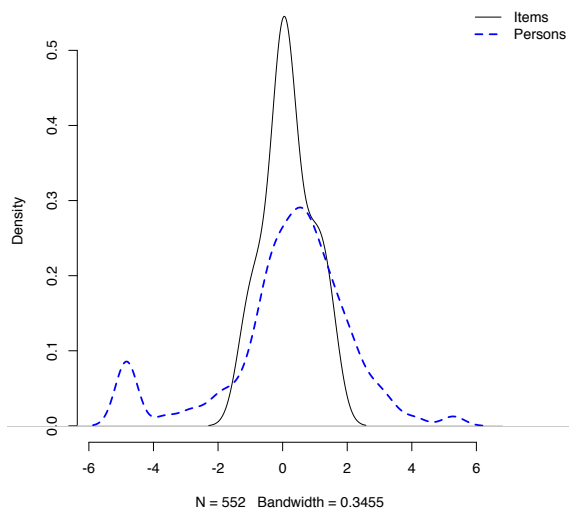
Math: Grade 7 Test Information Function



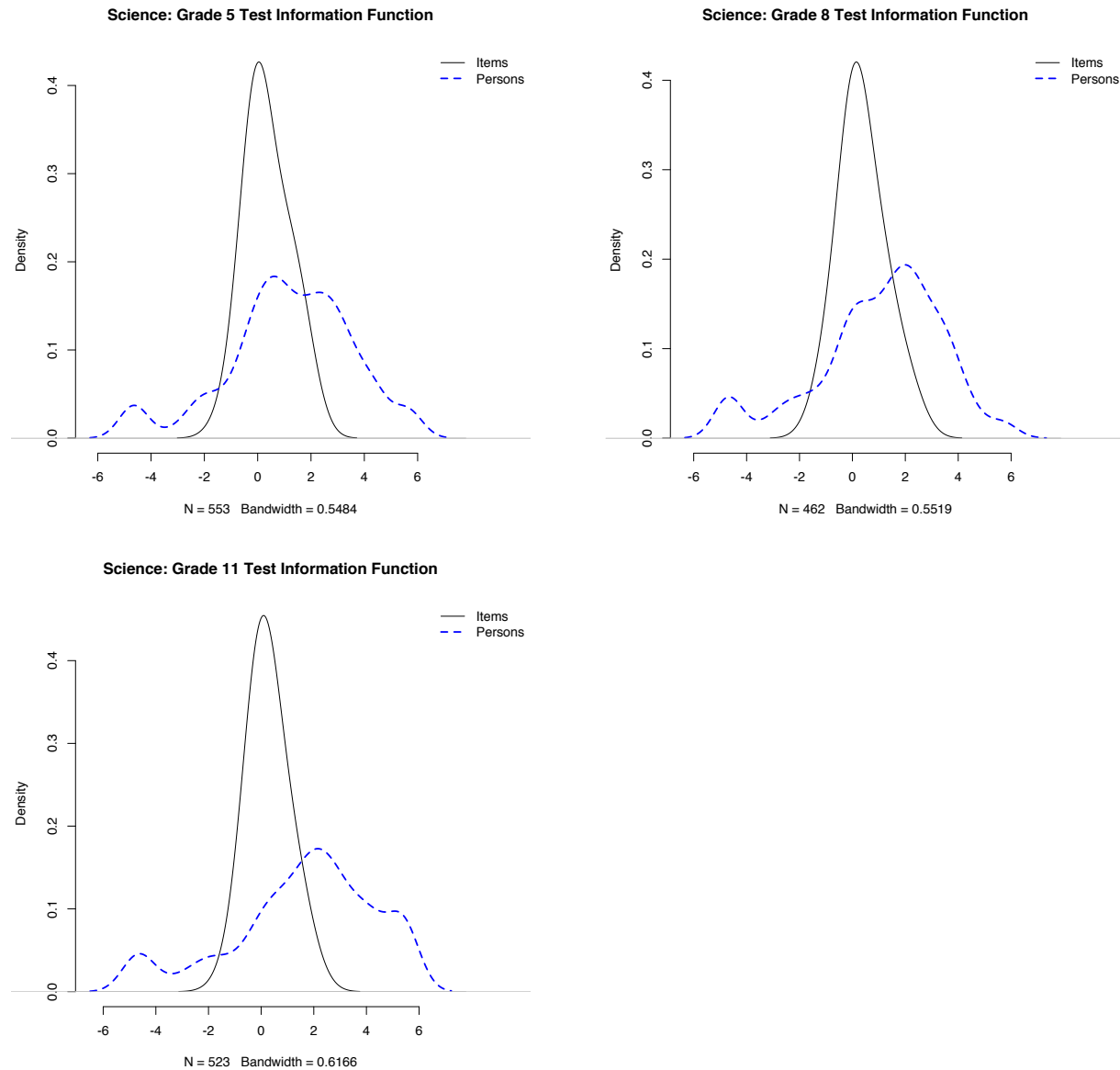
Math: Grade 8 Test Information Function



Math: Grade 11 Test Information Function



Science Person/Item Distributions



4.4 Scoring

All scoring expectations for the OREx are established within the Administration Manual (see *Appendix 2.3*, p. 14). The scoring procedures for the new OREx have been simplified, with students receiving a 0 for an incorrect response or a 1 for a correct response. Input from the field gathered from Consequential Validity studies demonstrates that the assessment scoring procedures are much more clear and easier to implement than prior scoring approaches (see *Appendix 2.3B.10*). BRT was also commissioned to develop a scaled score interpretation guide, which describes specific strategies for interpreting student test scores and sub-test scores in Reading and Writing, and Achievement Level Descriptors (ALDs) published within the Individual Student Reports (see *Appendix 6.4C*) for annual performance, growth, and as part of Essential Skills requirements for very low performing students (see *Appendix 2.1A*).

4.5 Multiple Assessment Forms

The ORExt was administered in only form per subject area and grade level for the 2017-18 school year, with 36 operational items arranged in order of empirical difficulty and 12 embedded field test items.

4.6 Multiple Versions of An Assessment

The ORExt is provided in the standard format, but is also available in Large Print and Brailled formats. Test content is identical across all three versions, with an occasional item being eliminated on the Braille version due to inaccessibility. These items do not count for or against the student in reporting. Substantive test comparability analyses are not feasible, given the small n-sizes of the samples involved in the alternative versions.

4.7 Technical Analyses and Ongoing Maintenance

The ORExt technical analyses that document reliability and validity are included in this technical report (see Sections 3 and 4, respectively). ODE and BRT staff review these analyses annually. Necessary adjustments to the assessment are determined prior to implementation of the subsequent year's work plan, which elaborates the areas of improvement as well as aspects of the testing program that will be maintained. This decision-making is supported by input from the field gathered from the Consequential Validity study (see *Appendix 2.3B.10*).

Within our system of ongoing improvement is continuation of the development of additional curricular and instructional resources. This addresses an area of concern expressed by stakeholders. Training modules and templates continue to be developed to connect assessment results from the ORExt and ORora with curricular resources and instructional strategies aligned to the standards.

Contents

| | |
|--|--|
| Critical Element 5 - Inclusion of All Students | |
| 5.1 Procedures for Including SWDs | |
| 5.1A Clear Explanations of the Differences Between Assessments | |
| 5.1B Eligibility Decisions Made by IEP Teams | |
| 5.1C Guidelines for Assessment Selection | |
| 5.1D Information on Accessibility Options | |
| 5.1E Guidance Regarding Appropriate Accommodations | |
| 5.1F All SWDs Eligible for the ORExt | |
| 5.1G Parents Informed of AA-AAAS Consequences | |
| 5.1H State Ensures ORExt Promotes Access to the General Education Curriculum . . | |
| 5.2A - 5.2C Procedures for Including ELs | |
| 5.3 Accommodations | |
| 5.3A Appropriate Accommodations are Available for SWD/ Section 504 | |
| 5.3B Appropriate Accommodations are Available for ELs | |
| 5.3C Accommodations are Appropriate and Effective | |
| 5.3D Accommodations are Appropriate and Effective | |
| 5.4A - 5.4E Monitoring Test Administration for Special Populations | |

Critical Element 5 - Inclusion of All Students

5.1 Procedures for Including SWDs

The Oregon assessment system provides explicit guidance regarding the participation of all public school students in its statewide assessment program (see Section 1.4).

5.1A Clear Explanations of the Differences Between Assessments

The assessment options for all public school students in Oregon are elaborated in the Oregon Test Administration Manual (see *Appendix* 1.4.2, p. 7). These options include the Smarter Balanced Assessment in English language arts and mathematics in Grades 3-8 & 11, the Oregon Assessment of Knowledge and Skills in science in Grades 5, 8, & 11, and in the same content areas and grade levels for SWSCD who take the ORExt (see *Appendix* 1.4.2, p. 92-93). Social studies assessment is a district option within the OAKS portal, as well. In addition, expectations for the English Language Proficiency Assessment (ELPA) and the Kindergarten Assessment are provided.

5.1B Eligibility Decisions Made by IEP Teams

A student's IEP team determines how a student with disabilities will participate in the Oregon Statewide Assessment program. The IEP team must address the eligibility criteria for participation in the ORExt before determining that the assessment is the appropriate option (see *Appendix* 5.1B).

5.1C Guidelines for Assessment Selection

As noted earlier, IEP teams make decisions regarding how students with disabilities participate in the Oregon statewide assessment program. At present, students participate in one of three options: (a) student takes the general assessment with or without universal tools. (b) student takes the general assessment with designated supports and/or accommodations, or (c) student takes the ORExt. Guidelines for making universal support, designated support, and accommodations decisions for the general assessments are provided in *Appendix 2.3A.1*. Guidelines for making these determinations for SWSCD who participate in AA-AAAS are provided in *Appendix 5.1B*.

5.1D Information on Accessibility Options

Information regarding accessibility options for the general assessment can be found with the general assessment Peer Review evidence. For the ORExt, accessibility is treated holistically, with universal design for assessment concepts embedded in the item design and a wide variety of accommodations also available if needed. Items are crafted to be visually simple and clean. Graphic supports, which are always black/white line drawings, are embedded in all items at the low level of complexity but are phased out as items become more complex. Items are designed to incorporate simplified language unless specific academic vocabulary and concepts is what is being tested (see *Appendix 2.3A.3*). The items on the ORExt are all selected response, with three response options allowing for multiple modes of access (e.g., saying the answer, pointing to the answer, eye gaze, switch, etc.). All text presented to students is at least 18-pt font (larger, of course, in the large print version). Sample items are presented in *Appendix 2.2.3*. All accessibility supports, designated supports, and accommodations for the ORExt are published in *Appendix 2.3A.1*, p. 36-43. For students who have very limited to no communication and are unable to access even the most accessible items on the ORExt, an Oregon Observational Rating Assessment (ORora) was implemented in 2015-16. The ORora 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. The administration instructions and 2018-19 results for the ORora are included in *Appendix 5.1D*.

5.1E Guidance Regarding Appropriate Accommodations

Guidance regarding appropriate accommodations is published in *Appendix 2.3A.1*. District and School Test Coordinators provide annual training on test security and administration. The ORExt approaches access as part of test design, as noted above in Section 5.1D. The complexity of SWSCD communication systems demands such an approach. In addition, comprehensive accommodations are allowed in order to decrease the chances that a disability may interfere with our ability to measure the student's knowledge and skills.

5.1F All SWDs Eligible for the ORExt

ODE's eligibility guidelines make it clear that all SWDs are eligible for the ORExt, regardless of disability category, and that specific disability category membership should not be a determining factor for considering participation (see *Appendix 5.1B*).

5.1G Parents Informed of AA-AAAS Consequences

The Parent FAQ section of the General Administration Manual makes it clear that parents must be informed of the potential consequences of having their child assessed against alternate achievement standards, including diploma options. Parents are also informed that alternate achievement standards are designed to reflect a significant reduction in depth, breadth, and complexity and are therefore not comparable to general academic achievement standards (see *Appendix 2.3*, p. 28-32).

5.1H State Ensures ORExt Promotes Access to the General Education Curriculum

The ORExt is strongly linked to the CCSS/ORSci/NGSS, as evidenced by our linkage study results (see *Appendix 3.1A*). The claim is based on the following warrants: (a) ORExt items are aligned to the Essentialized Standards; (b) the Essentialized Standards are strongly linked to the grade level content standards; therefore (c) the ORExt items are strongly linked to grade level content expectations. It is thus expected that the ORExt promotes access to the general education curriculum by assessing general education content that has been reduced in depth, breadth, and complexity yet maintains the highest possible standard for SWSCD.

In addition, ODE commissioned BRT to work with Oregon teachers of SWSCD in the 2015-16 school year to develop a variety of curricular and instructional resources that are aligned to the Essentialized Standards. These resources include: (a) curricular templates, (b) video tutorials, and (c) supporting documents that provide specific guidance regarding how to develop lesson plans, Present Levels of Academic and Functional Performance (PLAAFP) statements, and Individualized Education Program (IEP) goals and objectives that are aligned with the Essentialized Standards. It is also expected that the essentialization process will generalize to many students who are performing off grade level, not merely to SWSCD. All resources are published on a [BRT-sponsored website](#).

5.2A - 5.2C Procedures for Including ELs

In addition to the programmatic guidance provided in *Appendix 1.4A.1* related to EL program eligibility and services, ODE also provides guidance relevant to the inclusion of ELs in the statewide assessment program in *Appendix 1.4.2*. Though the ORExt is currently published in English, an appropriately qualified interpreter can provide the assessment to any SWSCD from diverse language backgrounds, including American Sign Language. ODE has developed a training module to increase the standardization of [ASL administration](#) for its statewide assessments.

Additional information regarding the inclusion of ELs in Oregon's general assessments is provided in the general assessment Peer Review evidence.

5.3 Accommodations

All statewide accommodation guidance is published in the Accessibility Manual (see *Appendix 2.3A.1*), outlining the universal tools and designated supports available to all students, and accommodations, available only to students with disabilities or students served by Section 504 Plans. In addition, the manual defines the supports as embedded, where they are provided by the online test engine (e.g., calculator, text-to-speech), or non-embedded, where they must be provided by a qualified assessor (e.g., read aloud, scribe). The manual also makes it clear that these supports are content-area specific, as a universal tool in one content area may be an accommodation in another.

5.3A Appropriate Accommodations are Available for SWD/ Section 504

Appropriate accommodations for the ORExt are published in *Appendix 2.3A.1*, p. 36-43. Additional accommodations for all statewide assessments are also published in this manual. The Oregon Accommodations Panel reviews the appropriateness of the supports listed annually. Practitioners may also request the addition of an accommodation through a formal process (see *Appendix E: Approval Process for New Accessibility Supports* within the manual, *Appendix 2.3A.1*, p. 100-102).

5.3B Appropriate Accommodations are Available for ELs

As noted in Sections 5.2A-C, the ORExt is accessible in any communication modality through the use of an interpreter. Appropriate accommodations for the ORExt are published in *Appendix 2.3A.1*, p. 36-43. Additional accommodations for all statewide assessments are also published in this manual. The Oregon

Accommodations Panel reviews the appropriateness of the supports listed annually. Practitioners may also request the addition of an accommodation through a formal process (see *Appendix E: Approval Process for New Accessibility Supports* within the manual, *Appendix 2.3A.1*, p. 100-102).

5.3C Accommodations are Appropriate and Effective

In addition to the evidence gathered during the linkage study (see *Appendix 3.1A*), which suggests that the ORExt items were accessible and free of bias even before final editing, the appropriateness of the supports listed in *Appendix 2.3A.1* is reviewed annually by the Oregon Accommodations Panel. Practitioners may also request the addition of an accommodation through a formal process (see *Appendix E: Approval Process for New Accessibility Supports* within the manual, *Appendix 2.3A.1*, p. 100-102). ODE is collecting accommodations codes for the ORExt from Qualified Assessors who opt to enter this information in order to make performance comparisons feasible. Accommodations information was collected in this year's assessment. A study on the effect of the use of different accommodations will be conducted and reported in the 2018-19 technical report.

5.3D Accommodations are Appropriate and Effective

ODE has a formal process stakeholders can use to request accommodations that are not already published in the Accessibility Manual (see *Appendix E: Approval Process for New Accessibility Supports* within the manual, *Appendix 2.3A.1*, p. 100-102).

5.4A - 5.4E Monitoring Test Administration for Special Populations

ODE monitoring of test administration in its districts and schools is elaborated within the general assessment Peer Review evidence and is therefore not addressed here.

Contents

| | |
|--|--|
| Critical Element 6 - Academic Achievement Standards and reporting | |
| 6.1 State Adoption of Alternate Academic Achievement Standards for SWSCD | |
| 6.1A State Formally Adopted Alternate Academic Achievement Standards | |
| 6.1B State Applies AAAS to All Public School SWSCD in Tested Grades | |
| 6.1C State's AAAS Include At Least Three Levels, ALDs, and Cut Scores | |
| 6.2 Achievement Standard Setting | |
| 6.3 Challenging and Aligned Academic Achievement Standards | |
| 6.4 Reporting | |
| 6.4A Public Reporting | |
| 6.4B State Reports Interpretable Results | |
| 6.4C1 - C5 State Provides Individual Student Reports | |
| Conclusions and Next Steps | |

Critical Element 6 - Academic Achievement Standards and reporting

6.1 State Adoption of Alternate Academic Achievement Standards for SWSCD

The Oregon Extended assessment (ORExt), Oregon's Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS), is part of the Oregon Statewide Assessment System. The ORExt is administered to Oregon students with the most significant cognitive disabilities (SWSCD) 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 Measurable 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 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 2.2.1*.

6.1A State Formally Adopted Alternate Academic Achievement Standards

The State Board of Education formally adopted the AAAS and achievement level descriptors (ALDs) on June 25, 2015 (see *Appendix 6.1A.1*). The ELA, Math, and Science AAAS, including both the ALDs and the requisite cut scores are included in *Appendix 6.1A.2*.

6.1B State Applies AAAS to All Public School SWSCD in Tested Grades

The state applies the AAAS to all public school-served SWSCD who participate in the ORExt in Grades 3-8 & 11 in English language arts and mathematics, and in Grades 5, 8, & 11 in science.

6.1C State's AAAS Include At Least Three Levels, ALDs, and Cut Scores

The alternate academic 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 academic 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. The alternate 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).

6.2 Achievement 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 by R.L. Brennan (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. Six changes were 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 6.2.2*.

6.3 Challenging and Aligned Academic Achievement 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 3.1A*.

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.

6.4 Reporting

Oregon's reporting system facilitates appropriate, credible, and defensible interpretation and use of its assessment data. With regard to the ORExt, the purpose is 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 Sections 3 and 4). In addition, the state makes it clear that results from the Oregon Extended are not comparable to results from the SBA/OAKS (see *Appendix 2.3*, p. 29-31). Nevertheless, the test meets rigorous reliability expectations (see Section 4.1). 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 ORExt assessment (see *Appendix 2.3B.10*).

6.4A Public Reporting

Oregon reports participation and assessment results for all students and for each of the required subgroups in its reports at the school, district, 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 2.6C*).

6.4B State Reports Interpretable Results

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 4.1B. Also, see the mock-up ISR in *Appendix 6.4C*.

6.4C1 - C5 State Provides Individual Student Reports

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 Section 4.1. 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 AAAS that is relevant for that content area and grade level (see Section 4.4 and *Appendix 6.4C*). 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 2.1A*.

Conclusions and Next Steps

In sum, the rigor of the procedural development and statistical outcomes of the ORExt were substantive and support the assessments intended purpose. Procedural evidence includes essentialized standards development, item development, item content and bias reviews, an independent alignment study and item selection based upon item characteristics. Outcome-related evidence included measure reliability analyses, point measure biserials, outfit mean squares, item difficulty and person ability distributions, and convergent and divergent validity evidence. These sources of evidence were all 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, an independent auditor evaluated alignment in 2016-17. Documentation collected in the alignment study report suggests that the ORExt assessment system is aligned based on five evaluation components: a) standard selection for essentialization, b) strength of linkage between essentialized standards and grade level content standards, c) alignment between items and essentialized standards, d) alignment between the essentialized standards and the achievement level descriptors, and e) alignment between the achievement level descriptors and the ORExt test items. 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, as evidenced in our consequential validity study by teacher support of the academic content on the ORExt as well as the behaviors sampled during test administration.

The test reliabilities for the ORExt were quite 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. The classification consistency analyses demonstrate that the ORExt is appropriately categorizing students into the proficient category, and capable of doing so in a consistent manner. The vertical scale developed in 2014-15 appears to be modeling incremental growth across Grades 3-8 in ELA and mathematics, as intended. The Grade 5 mathematics test demonstrated sufficient item difficulties across the ranges medium and high item complexity. However, low level items must again be amended in the 2019-20 school year. The ELA and science assessments could continue to benefit from the addition of more difficult items, as evidenced by comparisons of the average person abilities and item difficulties. Mathematics assessments appear to be functioning quite well in terms of person abilities and item difficulties.

The Oregon Observational Rating Assessment (ORora) results demonstrate that approximately 13-25% of the SWSCD who participated in the ORExt also took the ORora, depending upon grade level. A total of 850 students were administered the ORora in 2018-2019 school year. The participants were primarily students with multiple, severe disabilities with very limited communication systems. Analyses of missing data patterns for the ORExt demonstrated that QAs were generally able to adhere to the discontinuation rules. Quantitative results indicate that a total of 850 students across all tested grades were administered the ORora. Response patterns on the ORExt were compared to ORora results to determine what percentages of QAs were administering the ORora due to the minimum participation rule and what percentage were administering the ORora of their own volition. Analyses showed that 416 students were eligible to take the ORora in English language arts, 320 students were eligible to take the ORora in mathematics, and 114 were eligible to take the ORora in science. This means that about 30 students per grade, per content area received five or fewer correct responses within the first 15 items administered on the ORExt. Of the 932 test records that met ORora eligibility requirements, 82 were not administered the ORora. In addition, there were 52 students in ELA and Math, respectively, who were administered the ORora without having participated in the ORExt (44 of those students were the same students, across each content area, with eight students unique to each content area, respectively).

The 2017-18 Oregon Consequential Validity study provides important information for future administrations of the ORExt. Results indicate historical concerns that are not possible to address, such as the ongoing tension between assessing life skills and academics, but also to some actionable steps with a focus toward continuous improvement. Respondents pointed to positive attributes of the ORExt, especially those involving test administration and design and felt somewhat positive regarding various educational impacts of the ORExt.

During the 2018-19 ORExt testing window, feedback from the field and the number of students administered the tablet based ORExt indicated assessors preferred administration of the tablet/web-based assessment versus paper/pencil. Benefits expressed by the field indicated increased student engagement, improved standardization, ease of use by teachers, and resource protection (i.e., time, printing, expense). Practice tests were available to familiarize teachers and students to the tablet format prior to administration of the secure tests. Based on the 2018-19 testing window, enhancements are in process to improve the tablet/web-based administration for the 2019-20 testing window. These improvements include updates to make administration/data entry more efficient for assessors and additional alerts if devices are no longer online. The 2018-19 testing window was the first year all data entry was held on the BRT servers. ODE no longer provides a paper/pencil data entry platform.

Documenting evidence of validity remains an ongoing and continuous process. Our efforts to continue to improve the assessment system are outlined below, as well as in Sections 3 and 4 above. We also have studies planned over the course of the next three years that will help to solidify the evidence that is accumulating. 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.

As mentioned above in Section 3.1A, data are presented to support the claim that Oregon's AA-AAAS 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 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 reliability evidence, and ORExt consequential validity evidence. Further analyses over the coming years are planned to continue the development of technical documentation for overall construct validity of the ORExt.

Oregon Extended Analyses: 2019

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Contents

| | |
|------------------------------------|--|
| Appendix Descriptions | |
| Appendix 1.1 | |
| Appendix 1.2 | |
| Appendix 1.4.1 | |
| Appendix 1.4.2 | |
| Appendix 1.4A.1 | |
| Appendix 1.4A.2 | |
| Appendix 1.5 | |
| Appendix 2.1 | |
| Appendix 2.1A | |
| Appendix 2.1B | |
| Appendix 2.1C | |
| Appendix 2.2.1 | |
| Appendix 2.2.2 | |
| Appendix 2.2.3 | |
| Appendix 2.3 | |
| Appendix 2.3A.1 | |
| Appendix 2.3A.2 | |
| Appendix 2.3A.3 | |
| Appendices 2.3B.1-2.3B.2 | |
| Appendix 2.3B.4 | |
| Appendix 2.3B.5 | |
| Appendix 2.3B.6 | |
| Appendix 2.3B.7 | |
| Appendix 2.3B.8 | |
| Appendix 2.3B.9 | |
| Appendix 2.3B.10 | |

| | |
|---------------------------|--|
| Appendices 2.6 | |
| Appendices 2.6A | |
| Appendix 2.6C | |
| Appendix 3.1A | |
| Appendix 3.1B | |
| Appendices 4.1 | |
| Appendix 4.1B | |
| Appendix 4.2 | |
| Appendix 5.1B | |
| Appendix 5.1D | |
| Appendix 6.1A.1 | |
| Appendix 6.1A.2 | |
| Appendix 6.2.1 | |
| Appendix 6.2.2 | |
| Appendix 6.4C | |

Appendix Descriptions

Appendix 1.1

Appendix 1.1 explains the development process and intended uses for the Essentialized Assessment Frameworks (EAFs). The EAFs are the essentialized standards (EsSt), which are linked to grade level content standards. The ORExt is aligned to the EAFs, as well. While the EAFs primarily guide item development, they are also intended to be used in the development of appropriate Present Levels of Functional and Academic Performance (PLAAFP) statements and Individualized Education Program (IEP) goals and objectives.

Appendix 1.2

Appendix 1.2 conveys the evaluation conducted by researchers at the Fordham Institute, which compared then-current state standards to the CCSS in terms of rigor. The findings generally show that the CCSS are as rigorous or more rigorous than state standards.

Appendix 1.4.1

Appendix 1.4.1 is the Executive Memo from the Governor of Oregon regarding parent opt-out expectations.

Appendix 1.4.2

Appendix 1.4.2 is the test administration manual (TAM) for all assessments in the Oregon statewide assessment system, including the SBA, OAKS, the ORExt, the Kindergarten Assessment, and the ELPA. The TAM elaborates all relevant test security and administration procedures.

Appendix 1.4A.1

Appendix 1.4A.1 is ODE's English Learner Program Guide, outlining English learner (EL) system requirements in the areas of student identification, services, reporting, and assessment for ELs in Oregon's public schools, including ELs who are SWD.

Appendix 1.4A.2

Appendix 1.4A.2 is Oregon's regulations that require ODE to provide translated OAKS assessments for populations at or above 9% in grades K-12 within three years after the school year in which the language exceeds the threshold.

Appendix 1.5

Appendix 1.5 is Oregon's annual report to the state legislature for the 2017-18 school year. The report includes student demographics and information on student groups, school funding and staff information, test results, graduation and drop out rates, charter school data and information on alternative education programs, early childhood data, and attendance and chronic absenteeism data.

Appendix 2.1

Appendix 2.1 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 2.1A

Appendix 2.1A 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.

Appendix 2.1B

Appendix 2.1B is the test blueprint for the ORExt, conveying the balance of representation of domains across the content areas and grade levels assessed. Operational items are selected to reflect the representation percentages included in the test blueprint.

Appendix 2.1C

Appendix 2.1C describes the eight-step item development process used to develop items for the ORExt, from standard selection to test booklet formation. The item development process is specific and explicit in order to increase transparency.

Appendix 2.2.1

Appendix 2.2.1 is the set of PPT slides that were used to train item writers for the ORExt. Item writers were also provided an orientation to the test specifications as part of training.

Appendix 2.2.2

Appendix 2.2.2 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 2.2.3

Appendix 2.2.3 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 2.3

Appendix 2.3 is ODE's General Administration and Scoring Manual for 2017-18. 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, and Information for Teachers. The manual provides three appendices that provide guidance regarding the provision of supports, parent questions and answers, and a glossary.

Appendix 2.3A.1

Appendix 2.3A.1 is the 2017-18 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 2.3A.2

Appendix 2.3A.2 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 2.3A.3

Appendix 2.3A.3 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 2.1*. 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.

Appendices 2.3B.1-2.3B.2

Appendices 2.3B.1 and 2.3B.2 are the PowerPoint (PPT) trainings that were used by ODE and BRT trainers to train new qualified assessors (QAs) and qualified trainers (QTs) in four regionally hosted trainings in November 2017. QTs also used the package to train New Qualified Assessors for the 2017-18 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 2017-18?", "2018 Test Window", "Eligibility - which students take AA-AAAS?", "Test administration", "Student Confidentiality & Test Security", "Test Administration (Physical & Logistic)", "Scoring & Data Entry", "Reports & Sharing Results with Parents", "Navigating the Training and Proficiency website", and "Resources."

Appendix 2.3B.4

Appendix 2.3B.4 is the test calendar for the entire Oregon statewide assessment program, including the SBA, OAKS, the ORExt, the ELPA, the Kindergarten Assessment, and the NAEP.

Appendix 2.3B.5

Appendix 2.3B.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 2.3B.6

Appendix 2.3B.6 is the list of instructions provided to new QAs and QTs regarding how to access the online training and proficiency website.

Appendix 2.3B.7

Appendix 2.3B.7 is the list of responsibilities associated with being a QT for the ORExt assessment.

Appendix 2.3B.8

Appendix 2.3B.8 is the document that contains the most commonly fielded questions and answers from stakeholders, including parents and teachers.

Appendix 2.3B.9

Appendix 2.3B.9 is the Helpdesk log 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 2.3B.10

Appendix 2.3B.10 is the consequential validity report for the spring 2017 consequential validity study conducted by BRT. The report provides documentation of the perceptions in the field related to both intended and unintended academic and social consequences of the ORExt.

Appendices 2.6

Appendix 2.6 is the data entry guide. The guide explains the paper/pencil data entry process located on ODE's secure server.

Appendices 2.6A

Appendix 2.6A is the ORExt Test Application User Guide. With 2017-18 the first year the tablet/web-based platform was available for all grade level and subject area tests, this guide walked through the system requirements, download/login instructions, testing process, and troubleshooting.

Appendix 2.6C

Appendix 2.6C is the manual defining the state of Oregon's policies and procedures regarding how students are included in AMO reporting, including how achievement, growth, and graduation rates are reported for student groups and subgroups.

Appendix 3.1A

Appendix 3.1A is a document that summarizes the independent alignment study 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 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. The results of the 2014-15 Linkage Study, which was not independent but run by BRT researchers, are also included.

Appendix 3.1B

Appendix 3.1B is a document that describes the Distributed Item Review (DIR) website used by Oregon teachers to evaluate the alignment between test items for the ORExt with Essentialized Standards. In addition, reviewers rated the items for potential bias and access concerns. All data was gathered using the DIR website, supported by a webinar training and ongoing technical assistance.

Appendices 4.1

Appendix 4.1 is the Inter-rater Reliability Study Observation form completed by study participants.

Appendix 4.1B

Appendix 4.1B conveys the historical development of the ORExt from 1999 to the present, including the grade levels/bands assessed, content areas assessed, and the targeted content standards.

Appendix 4.2

Appendix 4.2 includes the most current published state level data regarding Oregon's ethnic diversity.

Appendix 5.1B

Appendix 5.1B is the revised and rigorous guidance that ODE has provided to IEP teams to assist them in making appropriate assessment eligibility determinations for students with disabilities.

Appendix 5.1D

Appendix 5.1D includes a summary report of the statewide results and the administration and scoring instructions for the new Oregon Observational Rating Assessment (ORora). The ORora is administered to all students whose ORExt testing was discontinued. It provides information regarding student progress in terms of functional skills in adaptive and communication domains for the small subgroup of students who are unable to meet the academic expectations in the ORExt.

Appendix 6.1A.1

Appendix 6.1A.1 is the agenda and minutes that document the hearing and adoption of the AAAS for the ORExt on June 25, 2015.

Appendix 6.1A.2

Appendix 6.1A.2 includes all of the achievement level descriptors (ALDs) and cutscores that define performance for the ORExt in qualitative and quantitative fashions, respectively. These Alternate Academic Achievement Standards (AAAS) describe what students should know and be able to do based upon their performance on the ORExt.

Appendix 6.2.1

Appendix 6.2.1 is the PPT slides used to train standard setters during the June 2015 standard setting meetings for ELA, math, and science.

Appendix 6.2.2

Appendix 6.2.2 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 6.4C

Appendix 6.4C 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 1.1

Essentialized Assessment Frameworks (EAFs)
2015-16 User Guide

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Background

Essentialized Assessment Frameworks (EAFs) were developed by Behavioral Research & Teaching (BRT) at the University of Oregon in consultation with the Oregon Department of Education (ODE). The development process included review and feedback from Oregon teachers, both general and special education, in three steps. First, the frameworks were linked to grade level content in the Common Core State Standards (English language arts & Math) and dually-linked to the Next Generation Science Standards (NGSS)/OR Science Standards. Second, they were designed to reflect grade level content that was reduced in terms of depth, breadth, and complexity (RDBC) in order to increase accessibility, as well as overall academic expectations, for students with significant cognitive disabilities (SWSCDs) in Oregon. Third, the EAFs formed the basis for developing new Oregon Extended Assessment items (ORExt) using a scaling technique that allows for modeling growth over grades.

Intended Uses

Educators in the field should use the EAFs as examples of the essentialization process. However, essentialization is an individualized process that should be conducted for each student based upon the student's present levels of functioning. Our intent is not to have teachers use the EAFs in a copy/paste fashion. Rather, the EAFs provide the field with additional information on the process for essentializing standards and multiple examples. The EAFs also are clearly related to the content of the ORExt and therefore provide a link between instruction and assessment. Ideally, educators can also use the essentialization process to develop Present Levels of Academic and Functional Performance (PLAAFPs), as well as Individualized Education Program (IEP) goals and objectives for SWSCDs. In fact, the essentialization process can generalize to all students to target instruction based on individual student needs.

Essentialization Process

The end result of the essentialization is a three-part statement that is based on targeted content, intellectual operations, and key delimiters to the content. Nouns are used to identify key content, verbs reflect the intellectual operation, and critical delimiters are conditional phrases or the object of the sentence. We have used the following conventions during the essentialization process: (a) content (nouns) is **boxed**, (b) intellectual operations (verbs) are underlined (with complex verbs bold), and (c) delimiters (of content or intellectual operations) are *italicized*. Additional reductions in depth, breadth, and complexity are made by limiting the scope of the content and/or changing the process (abstract) verb to be more accessible by using a product (concrete) verb.

Example of Essentialization with a Fraction Problem

4.NF.2.3.a (Grade 4, Number and Operations – Fractions, Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers, Standard 3a)

"Understand addition *and* subtraction *of fractions as joining and separating parts referring to the same whole."*

Essentialized Standard: "Add two same-unit fractions."

N.B. The original grade level standard has been reduced in terms of depth, breadth, and overall complexity. The essentialized standard remains reflective of grade level content, however. It is still focused on performing an operation with fractions, though the performance is limited to adding same unit fractions. This approach is critical, as the goal of essentialization is to maintain a strong link to grade level content while increasing accessibility for each student.

Caveat to EAF Structure: Each EAF document (ELA, Math, & Science) conveys the Essentialized Standards used to develop the new ORExt. However, not all CCSS and NGSS/ORSci standards were essentialized. Rather, standards were identified that were either (a) the most important to learn or (b) given the most opportunity to learn. Standards that were not essentialized have been highlighted in red. In the end, all EAFs have been vetted and approved by Oregon teachers in terms of their selection as well as their adaptation (content and structure). In some cases, this process resulted in very close relations among the grade level standards reflecting essentially the same core content across multiple standards (highlighted in green and a Essentialized Standard code to which they link).

Essentialized Standard Exemplars: The spreadsheets demonstrate the determined linkages with grade level content of Essentialized Standards mapped out into three levels of difficulty: Low (L), Medium (M), and High (H).

The EAF documents are available at the following link, copyrighted © by Behavioral Research & Teaching (BRT) and Oregon Department of Education (ODE):

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

For questions or comments regarding the EAFs, please contact Dan Farley (dfarley@uoregon.edu)– BRT.

Appendix 1.2

The State of State Standards— and the Common Core—in 2010

**By Sheila Byrd Carmichael,
Gabrielle Martino,
Kathleen Porter-Magee,
and W. Stephen Wilson**

With Daniela Fairchild,
Elizabeth Haydel, Diana Senechal,
and Amber M. Winkler

Foreword by Chester E. Finn, Jr.
and Michael J. Petrilli

JULY 2010

Contents

| | |
|---|-----------|
| Contents | 1 |
| Foreword | 1 |
| Executive Summary | 6 |
| Introduction and National Findings | 12 |
| Analysis | 17 |

COMMON CORE REVIEWS

| | |
|---|----|
| Common Core • English Language Arts..... | 22 |
| Common Core • Mathematics..... | 28 |

STATE REVIEWS

| | |
|--|-----|
| Alabama • English Language Arts..... | 33 |
| Alabama • Mathematics..... | 36 |
| Alaska • English Language Arts..... | 40 |
| Alaska • Mathematics..... | 43 |
| Arizona • English Language Arts..... | 46 |
| Arizona • Mathematics..... | 49 |
| Arkansas • English Language Arts..... | 52 |
| Arkansas • Mathematics..... | 55 |
| California • English Language Arts..... | 58 |
| California • Mathematics..... | 61 |
| Colorado • English Language Arts..... | 64 |
| Colorado • Mathematics..... | 67 |
| Connecticut • English Language Arts..... | 70 |
| Connecticut • Mathematics..... | 73 |
| Delaware • English Language Arts..... | 76 |
| Delaware • Mathematics..... | 79 |
| District of Columbia • English Language Arts..... | 82 |
| District of Columbia • Mathematics..... | 86 |
| Florida • English Language Arts..... | 89 |
| Florida • Mathematics..... | 92 |
| Georgia • English Language Arts..... | 95 |
| Georgia • Mathematics..... | 98 |
| Hawaii • English Language Arts..... | 101 |
| Hawaii • Mathematics..... | 104 |
| Idaho • English Language Arts..... | 107 |
| Idaho • Mathematics..... | 110 |
| Illinois • English Language Arts..... | 113 |
| Illinois • Mathematics..... | 116 |
| Indiana • English Language Arts..... | 119 |
| Indiana • Mathematics..... | 122 |
| Iowa • English Language Arts..... | 125 |
| Iowa • Mathematics..... | 129 |
| Kansas • English Language Arts..... | 132 |
| Kansas • Mathematics..... | 135 |
| Kentucky • English Language Arts..... | 138 |

| | |
|--|-----|
| Kentucky • Mathematics..... | 141 |
| Louisiana • English Language Arts..... | 144 |
| Louisiana • Mathematics..... | 147 |
| Maine • English Language Arts..... | 150 |
| Maine • Mathematics..... | 153 |
| Maryland • English Language Arts..... | 156 |
| Maryland • Mathematics..... | 159 |
| Massachusetts • English Language Arts..... | 162 |
| Massachusetts • Mathematics..... | 167 |
| Michigan • English Language Arts..... | 172 |
| Michigan • Mathematics..... | 176 |
| Minnesota • English Language Arts..... | 179 |
| Minnesota • Mathematics..... | 182 |
| Mississippi • English Language Arts..... | 185 |
| Mississippi • Mathematics..... | 188 |
| Missouri • English Language Arts..... | 191 |
| Missouri • Mathematics..... | 195 |
| Montana • English Language Arts..... | 198 |
| Montana • Mathematics..... | 201 |
| Nebraska • English Language Arts..... | 205 |
| Nebraska • Mathematics..... | 208 |
| Nevada • English Language Arts..... | 211 |
| Nevada • Mathematics..... | 215 |
| New Hampshire • English Language Arts..... | 218 |
| New Hampshire • Mathematics..... | 222 |
| New Jersey • English Language Arts..... | 225 |
| New Jersey • Mathematics..... | 228 |
| New Mexico • English Language Arts..... | 231 |
| New Mexico • Mathematics..... | 234 |
| New York • English Language Arts..... | 236 |
| New York • Mathematics..... | 239 |
| North Carolina • English Language Arts..... | 242 |
| North Carolina • Mathematics..... | 246 |
| North Dakota • English Language Arts..... | 249 |
| North Dakota • Mathematics..... | 252 |
| Ohio • English Language Arts..... | 255 |
| Ohio • Mathematics..... | 258 |
| Oklahoma • English Language Arts..... | 261 |
| Oklahoma • Mathematics..... | 264 |
| Oregon • English Language Arts..... | 267 |
| Oregon • Mathematics..... | 270 |
| Pennsylvania • English Language Arts..... | 273 |
| Pennsylvania • Mathematics..... | 276 |
| Rhode Island • English Language Arts..... | 279 |
| Rhode Island • Mathematics..... | 282 |

Contents (Continued)

South Carolina • English Language Arts.....285

South Carolina • Mathematics.....288

South Dakota • English Language Arts291

South Dakota • Mathematics.....294

Tennessee • English Language Arts.....297

Tennessee • Mathematics301

Texas • English Language Arts304

Texas • Mathematics.....307

Utah • English Language Arts310

Utah • Mathematics.....314

Vermont • English Language Arts317

Vermont • Mathematics321

Virginia • English Language Arts324

Virginia • Mathematics.....327

Washington • English Language Arts.....330

Washington • Mathematics334

West Virginia • English Language Arts337

West Virginia • Mathematics341

Wisconsin • English Language Arts.....344

Wisconsin • Mathematics.....348

Wyoming • English Language Arts351

Wyoming • Mathematics.....354

APPENDICIES

Appendix A • Grading and Criteria.....357

Appendix B • Detailed Grades.....366

Appendix C • 2005 to 2010 Comparisons369

Foreword

Chester E. Finn, Jr. and Michael J. Petrilli

Fordham's very first publication, released in July 1997, was Sandra Stotsky's *State English Standards*.¹ One of us wrote at the time:

Unlike earlier (and often controversial) efforts to set "national standards" for education, the discussion about standards that matters most—and that this report focuses on—is the discussion taking place at the state level. Constitutional responsibility for providing education rests with the states, and it is the states that (in most, though not all, cases) have finally begun to accept the obligation to set academic standards and develop tests and other assessments keyed to those standards.

In the thirteen years since, we returned several times to examine state standards—both in English language arts (ELA) and in math, science, U.S. history, world history, and geography. Mostly, these were exercises in disappointment, as we repeatedly found few states willing and able to set clear, rigorous, content-rich expectations for their students. By 2006, we were nearly ready to give up on the states²:

We're left with a dilemma: the few jurisdictions that implement standards-based reform will see great results. Yet most states muck it up—and the situation hasn't improved in at least six years. Pushing and prodding states to get their act together hasn't worked...So what else? The only way to fundamentally solve this problem, as we see it, is to build on the success of states like Massachusetts and move to a system of national standards and tests.

We understand that national standards would face the same perils as state standards. If written by committee, or turned over to K-12 interest groups, they could turn out to be vague, politically correct, encyclopedic, and/or fuzzy. If linked with real consequences for schools, they could be pressured downward. They could even wind up doing more harm than good.

But if done right, they could finally put the entire country on the sturdy path of standards-based reform. And if great standards can be written in Sacramento or Indianapolis or Boston, perhaps they could be created in Washington, D.C.

Mirabile dictu, sometimes things *do* change in education—and not always at glacial speed. By the end of this summer, dozens of states are expected to replace their own standards with those promulgated by the Common Core State Standards Initiative. As longtime supporters of national standards and tests, we're excited by the possibilities that this creates. But we're wary, too, because, as we wrote four years ago, national standards could turn out to be just as bad as state standards. (In a few much-discussed episodes in the early 1990s, what passed for national standards turned out to be appalling.)

Now, however, we can replace such speculation with analysis. A live set of "common" standards is upon us for review, inspection, and possible adoption. And we can now compare those standards with the versions in place in the fifty states (and the District of Columbia). We can thereby assist state officials to determine whether their students might be better off under a K-12 education regime aligned with the common standards, or whether they may be wise to keep those they've already got—which is exactly what we do in these pages.

The centrality of standards...and their limitations

As we've argued for a dozen-plus years now, standards are the foundation upon which almost everything else rests—or should rest. They should guide state assessments and accountability systems; inform teacher preparation, licensure, and professional development; and give shape to curricula, textbooks, software programs, and more. Choose your metaphor: Standards are targets, or blueprints, or roadmaps. They set the destination: what we want our students to know and be able to do by the end of their K-12 experience, and the benchmarks they should reach along the way. If the standards are

vague, watered-down, or misguided, they can point our schools down perilous paths. If there are no standards worth following, there is no education destination worth reaching.

Yet everyone also knows that standards often end up like wallpaper. They sit there on a state website, available for download, but mostly they're ignored. Educators instead obsess about what's on the high-stakes test—and how much students actually have to know in order to pass—which becomes the *real* standard. After making the most superficial adjustments, textbook publishers assert that their wares are “aligned” with the standards. Ed schools simply ignore them.

So it's no great surprise that serious analysts, recently including the Brookings Institution's Russ Whitehurst, have found no link between the quality of state standards and actual student performance.³ That's because standards seldom get real traction on the ground. Adopting good standards is like having a goal for your cholesterol; it doesn't mean you will actually eat a healthy diet. Or like purchasing a treadmill; owning that machine only makes a difference if you tie on your sneakers and run.

But when great standards are combined with smart implementation, policy makers can move mountains. That's the lesson we take from Massachusetts, with its commendable expectations, well-designed assessments, tough-minded (yet humane) accountability system, rigorous entrance requirements for teachers, and “high-stakes” graduation requirements for students.⁴ It should surprise no one that the Bay State now tops the charts of the National Assessment of Educational Progress (NAEP) in reading and math in both fourth and eighth grades, or that it's posted solid gains for its neediest students. Furthermore, when Massachusetts students took the international TIMSS exam in 2007, Bay State fourth graders scored among the world's elite in mathematics, behind only Singapore and Hong Kong and tied with Taiwan and Japan. So standards do matter—but only when implemented aggressively.

Yet the vast majority of states have failed even to adopt rigorous standards in the first place, much less take the actions that give them traction in thousands of classrooms. It's not just the “content standards” that our previous reports have found to be lacking, but also the “performance standards”: how much kids have to know and demonstrate in order to pass the test. In 2007, we published a groundbreaking study with the Northwest Evaluation Association, *The Proficiency Illusion*, which used a common metric to compare states’ “proficiency” standards to one another.⁵

The results were more than disturbing: In some states, students could score below the tenth percentile nationally and still be considered “proficient.” In other states, meanwhile, they had to reach the seventy-seventh percentile to wear the same label. And this was just the tip of the iceberg; quoting ourselves again:

Those who care about strengthening U.S. K-12 education should be furious. There's all this testing—too much, surely—yet the testing enterprise is unbelievably slipshod. It's not just that results vary, but that they vary almost randomly, erratically, from place to place and grade to grade and year to year in ways that have little or nothing to do with true differences in pupil achievement. America is awash in achievement “data,” yet the truth about our educational performance is far from transparent and trustworthy. It may be smoke and mirrors. Gains (and slippages) may be illusory. Comparisons may be misleading. Apparent problems may be nonexistent or, at least, misstated. The testing infrastructure on which so many school reform efforts rest, and in which so much confidence has been vested, is unreliable—at best.

Moving toward national standards and tests entails risks, no doubt about it. But so does standing still.

Fordham's reviews: What's new in this report

Even though we took a five-year break from appraising state ELA and math standards, we haven't been idle. In 2007, we examined the curricular content of the Advanced Placement and International Baccalaureate programs to determine whether they deserve their “gold star” status. (For the most part, they do.) For that project, we revised the criteria we previously used to judge state standards. We revised them again last year for our landmark study, *Stars by Which to Navigate? Scanning National and International Education Standards in 2009*, in which we judged the content tested on the NAEP, TIMSS, and PISA exams.⁶ For that exercise, we wanted to be able to make comparisons across subject areas, as well as between test frameworks and standards documents. So we simplified, standardized, and strengthened our criteria. And those are the criteria, with a few more small tweaks, that we used for the present report. (They are available for your review in Appendix A.) They are—let's be clear about this—*not* the same as we used in examining state standards five years ago. But they're better. (See Appendix C for a brief summary of the 2005 criteria.)

For example, we can now make fairer and more precise comparisons between ELA and math. We can more easily compare state standards with the Common Core and with NAEP, PISA, and other test frameworks. The correspond-

ing downside is that comparisons over time become trickier. While the spirit and orientation of our criteria haven't changed, the details have. Readers should keep that in mind when presented with longitudinal data about the quality of state standards. (It also means that a handful of states received slightly different grades this year for standards that didn't actually change since 2005.)

Also new since 2005 are our reviewers. For ELA, Sheila Byrd Carmichael is this year's primary examiner. She has been a leading figure in the standards movement for almost two decades. She served as the deputy executive director of the California Academic Standards Commission and as founding director of the American Diploma Project. But she's hardly new to Fordham's efforts in this area, as she also penned the ELA reviews for our AP/IB report, and last year's *Stars by Which to Navigate* study.

Assisting Byrd were Elizabeth Haydel and Diana Senechal. Haydel has worked for numerous education organizations, including Achieve and the American Institutes for Research. No stranger to the standards movement, she assisted in drafting the *Ohio Academic Content Standards* in ELA and served as the project manager for Indiana University's Center for Innovation in Assessment. Senechal served on the English Language Arts Work Team for the Common Core State Standards Initiative after having taught English and theatre in New York City Public Schools. She holds a Ph.D. in Slavic Languages and Literatures from Yale and has written extensively for *Education Week*, *American Educator*, and various education blogs.

Our math reviews this year were led by W. Stephen Wilson, professor of mathematics at Johns Hopkins University. He, too, is a Fordham veteran, having been part of our six-member math review team in 2005 as well as the math analyst for our *Stars* report. He has participated in numerous projects on standards, curricula, and textbooks. He received his Ph.D. in mathematics from M.I.T. and has published over sixty mathematics research papers in the field of algebraic topology. Wilson was joined by Gabrielle Martino, who has worked as an adjunct mathematics instructor, writer, and consultant. In 2009, she coauthored *Doing the Math*, a report comparing high school mathematics curricula and college expectations in Maryland. She received her Ph.D. in mathematics from Johns Hopkins University.

Shepherding this massive undertaking was Fordham's own Kathleen Porter-Magee, who had overseen our last standards reviews before heading off to serve as director of professional development and recruitment for the District of Columbia Catholic Schools. She went on to Achievement First, where she oversaw development of AF's nationally recognized system of interim assessments and managed professional development for the network's more than 500 teachers. Also providing much editorial assistance and methodological oversight was Amber Winkler, Fordham's research director, who holds a Ph.D. in education policy and evaluation from the University of Virginia and previously served as senior study director at Westat. She has published widely on education accountability, teacher quality, and technology, among other topics, and began her career as a high school English teacher.

The main takeaways

What's the state of state standards in 2010? And how does the Common Core compare?

The Common Core math standards earn a grade of A-minus while the Common Core ELA standards earn a B-plus, both solidly in the honors range. Neither is perfect. Both are very, very strong.

Indeed, the Common Core standards are clearer and more rigorous than the ELA and math standards presently used by the vast majority of states. Out of 102 comparisons—fifty-one jurisdictions times two subjects—we found the Common Core clearly superior seventy-six times.

But the story gets more complicated, because we also discovered that the present ELA standards of three jurisdictions—California, the District of Columbia, and Indiana—are clearly better than the Common Core. (To be precise, these ELA standards earned straight As, compared to the Common Core's B-plus.) Furthermore, the ELA standards of eleven other states are roughly equivalent in quality to the Common Core, or “too close to call.” That means they earned grades of B, B-plus, or A-minus, in the same range as Common Core's B-plus. As for math, the current standards of eleven states plus the District of Columbia are roughly equivalent in quality to the Common Core, also “too close to call.” That's because these state math standards earned grades of B-plus, A-minus, or A, in the same range as Common Core's A-minus.

Frankly this is more states in pretty good shape on the standards front than we expected.

What does this mean for the adoption decisions currently facing many states? In this report, we do not make recommendations. Much as we would love to see every state with high standards—as good as or better than the Common Core—and as many advantages as we see in America having a uniform set of core academic expectations for its students,

we're also aware that the quality of the standards—and the uniformity of the standards—is not the only factor that state educators and officials must ponder.

The several states with “clearly superior” ELA standards, plus the larger number of “too close to call” states in both ELA and math, face a bona fide quandary. There are plenty of benefits to signing on with Common Core, including potential savings from scale, the advantages of comparability, the expectation that forthcoming Common Core assessments will also be good, and the national resources that will be made available to teachers. (Of course, there's also the Race to the Top (RTT) money....) On the other hand, states with good standards of their own that have recently invested *beaucoup* bucks in teacher training and diagnostic assessments tied to those standards might have reason to pause, and wait and see how the Common Core effort plays out over the next few years.

But that's not all, at least not if the present move toward common standards is to be more than lip-service—a façade of “adoption” that conceals the same old teachers teaching the same old stuff and assessing it via the same old tests. Policy makers should also ask themselves:

- » Does the state (and its districts) have the political, organizational, and financial capacity to infuse new and different standards throughout its K-12 system—and all the other systems that connect to it?
- » If the new standards are indeed more demanding than the old, and assuming that these loftier expectations are mirrored by new assessments and definitions of “proficiency,” do state (and local) leaders have the intestinal fortitude to deal with the likeliest short-term consequence, namely a lot more kids *not* being promoted or graduated?
- » Does the state have the resolve—and the means—to do all this in ELA and math without short-changing the rest of what educated people must learn in school: science and history, obviously, but also the arts, civics, health, languages, and more?
- » How, if at all, will the state augment the Common Core with additional standards (or examples, reading lists, etc.) that it deems especially valuable? (CCSSI says that states may add up to 15 percent—a limit that we doubt anybody will actually enforce.)

States will do their kids no favor if they mess up this decision or just go through the motions of embracing new standards, maybe only long enough to qualify for RTT funding. In short order, everyone in those jurisdictions will recognize that this was a false messiah—and educators and voters alike will grow even more cynical about standards-based education reform.

And then there's Massachusetts

As for the singular case of Massachusetts, there we find the state that has led the nation in achievement gains over the past decade, thanks in large part to its excellent standards—and their serious implementation. (A similar case cannot be made for California or Indiana, where lackluster follow-through has left excellent standards without traction. And it's too early to know what impact D.C.'s standards, adopted just a few years ago, might be having in the nation's capital, though encouraging hints can be found in the latest NAEP results.)

We understand the position of the “MCAS stalwarts” in the Bay State: Why fix something that isn't broken? On the other hand, Massachusetts has a chance to play a key role in developing a new assessment pegged to the Common Core, which could result in even stronger achievement in the Bay State and better implementation of standards nationwide. We can't resolve this tension on Beacon Hill. But we can declare that the Common Core standards are in the same ballpark as those already on the books in Massachusetts. In some ways, they are stronger; in other ways they don't quite measure up. We note, too, that the recently drafted revisions of Massachusetts's decade-old state standards are, for the most part, even stronger than the version in use today.

What lies ahead?

Is this the end of the road for Fordham's work on state standards, considering that, within a few months, perhaps only a handful of states will have retained their own distinctive standards? Hardly. In the fall, we'll update and amplify our *Stars by Which to Navigate* report to include appraisals of *all* of the major national and international standards and testing frameworks across *all* major subjects. Early in 2011, we'll release an updated review of state standards in science and U.S. history. After all, the Common Core is currently only focused on ELA and math. And while these subjects are critical and foundational, they hardly embody all we want students to know and be able to do. (We're mindful of stirrings already underway with respect to “common” science standards.)

We're also busy on the "governance" front, contemplating the thorny issues that will determine the *long-term* viability of the Common Core endeavor. Simply stated: In 2020, who will be in charge of the multi-state standards-and-testing effort? What will they do? Who will pay for it?

These aren't just mundane questions of organizational ownership and budget. States considering the Common Core are legitimately concerned about how it will work tomorrow. Will those standards get dumbed down? Ratcheted up? Joined by curriculum? Will they reach from ELA and math into other subjects? Will universities take them seriously? Employers?

Critics and doubters are also eyeing governance, asking what will keep the Common Core from slipping under Uncle Sam's control, and fretful, too, that the loopiest of educationists will infiltrate until they are in control of academic expectations that will then drown in dubious fads like whole-language reading and "rain forest" math.

How this venture is governed (or misgoverned) in the future will do more than anything else to deter—or invite—such a fate. We've already published some excellent background papers to stir discussion about this critical topic.⁷ We've been querying experts for their wise counsel in this regard. And we'll be back with some of our own ideas in the fall. Stay tuned.

Acknowledgments

Generous support for this massive undertaking came from four sources: the Bill & Melinda Gates Foundation, the Louis Calder Foundation, The Brookhill Foundation, and our own sister organization, the Thomas B. Fordham Foundation. We are grateful to one and all.

We'd also like to thank the many individuals who made this endeavor possible. First and foremost, we are deeply grateful to our content-area experts and report authors, Sheila Byrd Carmichael for ELA, and W. Stephen Wilson and Gabrielle Martino for math. Besides providing thoughtful analysis of the state concrete suggestions for improving the Common Core draft, they worked on exceptionally tight deadlines to ready these insightful reviews before the August 2, 2010, Race to the Top CCSS adoption deadline.

We are grateful as well to Diana Senechal, Elizabeth Haydel, and Douglas Lasken (for ELA) and to Bastiaan J. Braams (for math), who served as independent reviewers of many of our analyses, for their excellent counsel and guidance.

At the Fordham end, a special thanks goes to Daniela Fairchild who helped steer this project toward the finish line, working long hours and ensuring that each of the 106-plus moving parts was completed well and on deadline. Thanks also to interns Kyle Kennedy and Saul Spady who pitched in to ready reviews for copyedit and generally helped to ensure that all loose ends were tied up, and to interns Jack Byers and Shelly Cheung who worked diligently to gather the states' standards.

We are also grateful to Marci Kanstoroom, Kathryn Ciffolillo, and to Fordham research assistant Janie Scull for the help they supplied in editing several of the state reviews.

Special thanks go as well to the Fordham production team—Stafford Palmieri, Amy Fagan, and Laura Pohl—for the work they did to ensure the final report was properly edited, published, and disseminated. And to Erin Montgomery and Alton Creative for their help with copyediting and layout (respectively) of the final report.

Executive Summary

This review of state English language arts (ELA) and mathematics standards is the latest in a series of Fordham evaluations dating back to 1997. It comes at a critical juncture, as states across the land consider adoption of the Common Core State Standards. (At press time, roughly half of states had already done so.)

Here are our major findings:

- » Based on our criteria, the Common Core standards are clearly superior to those currently in use in thirty-nine states in math and thirty-seven states in English. For thirty-three states, the Common Core is superior in *both* math and reading.
- » However, three jurisdictions boast ELA standards that are clearly superior to the Common Core: California, the District of Columbia, and Indiana. Another eleven states have ELA standards that are in the same league as the Common Core (or “too close to call”).
- » Eleven states plus the District of Columbia have math standards in the “too close to call” category, meaning that, overall, they are at least as clear and rigorous as the Common Core standards.

Figure 1: State English Language Arts Standards Compared to the Common Core

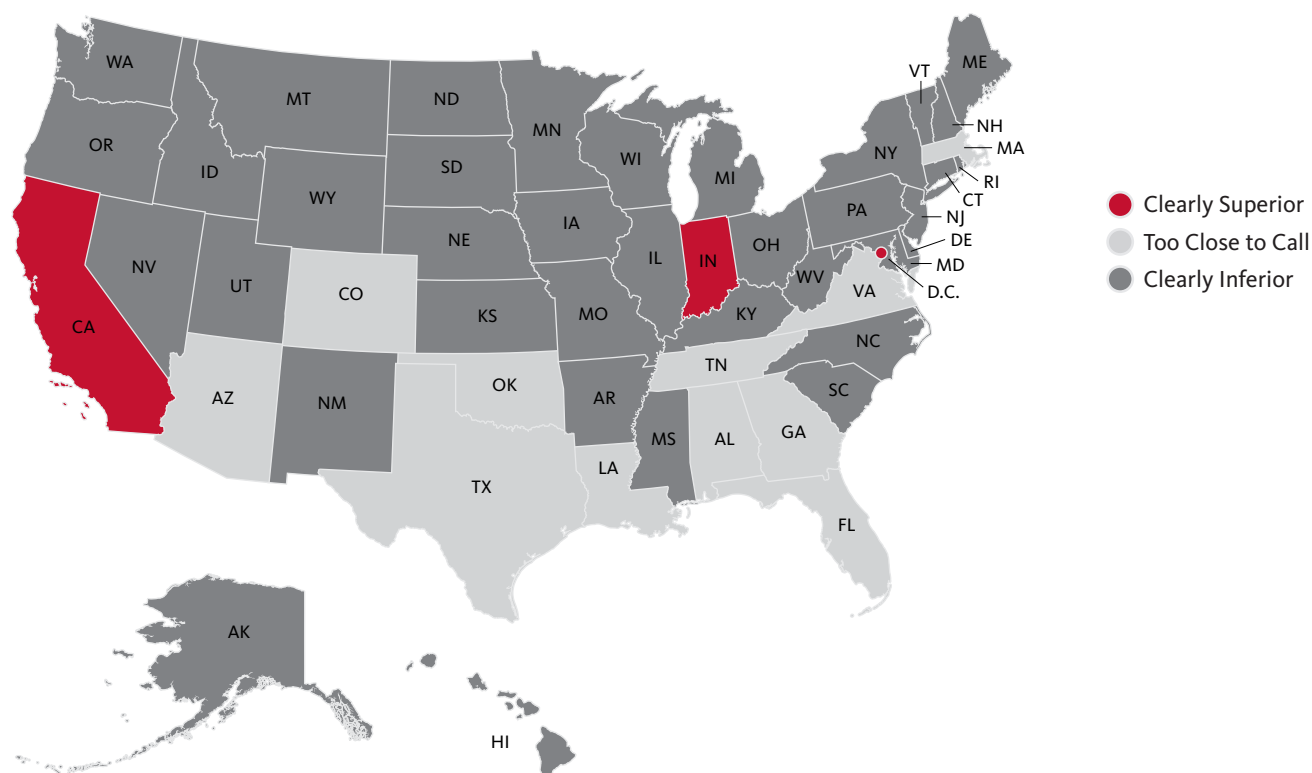


Figure 2: State Mathematics Standards Compared to the Common Core

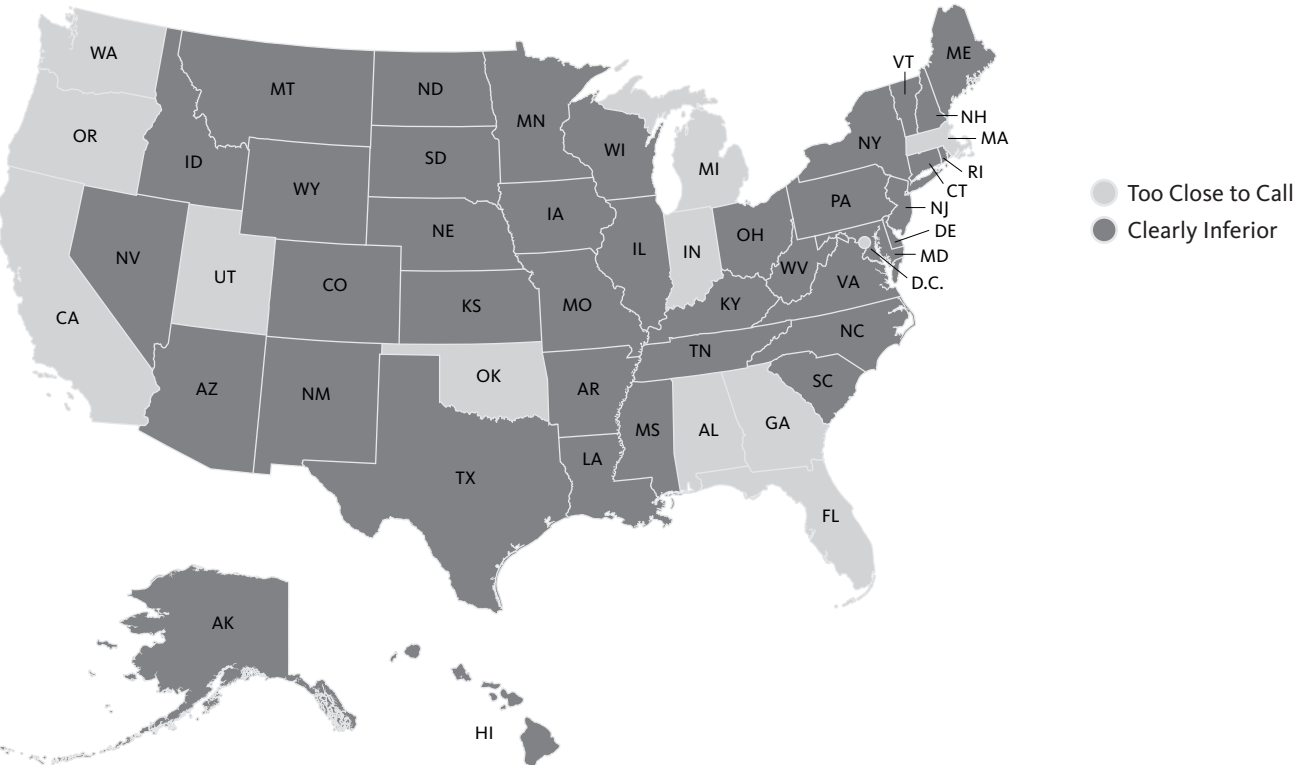


Table 1: State English Language Arts and Mathematics Standards Compared to the Common Core

| Jurisdiction | English Language Arts | Math |
|----------------------|-----------------------|---------------------|
| Alabama | ≈ Too Close to Call | ≈ Too Close to Call |
| Alaska | ⋖ Clearly Inferior | ⋖ Clearly Inferior |
| Arizona | ≈ Too Close to Call | ⋖ Clearly Inferior |
| Arkansas | ⋖ Clearly Inferior | ⋖ Clearly Inferior |
| California | + Clearly Superior | ≈ Too Close to Call |
| Colorado | ≈ Too Close to Call | ⋖ Clearly Inferior |
| Connecticut | ⋖ Clearly Inferior | ⋖ Clearly Inferior |
| Delaware | ⋖ Clearly Inferior | ⋖ Clearly Inferior |
| District of Columbia | + Clearly Superior | ≈ Too Close to Call |
| Florida | ≈ Too Close to Call | ≈ Too Close to Call |
| Georgia | ≈ Too Close to Call | ≈ Too Close to Call |
| Hawaii | ⋖ Clearly Inferior | ⋖ Clearly Inferior |
| Idaho | ⋖ Clearly Inferior | ⋖ Clearly Inferior |
| Illinois | ⋖ Clearly Inferior | ⋖ Clearly Inferior |
| Indiana | + Clearly Superior | ≈ Too Close to Call |
| Iowa | ⋖ Clearly Inferior | ⋖ Clearly Inferior |
| Kansas | ⋖ Clearly Inferior | ⋖ Clearly Inferior |
| Kentucky | ⋖ Clearly Inferior | ⋖ Clearly Inferior |
| Louisiana | ≈ Too Close to Call | ⋖ Clearly Inferior |

Executive Summary

| Jurisdiction | English Language Arts | Math |
|----------------|-----------------------|-------------------|
| Maine | Clearly Inferior | Clearly Inferior |
| Maryland | Clearly Inferior | Clearly Inferior |
| Massachusetts | Too Close to Call | Too Close to Call |
| Michigan | Clearly Inferior | Too Close to Call |
| Minnesota | Clearly Inferior | Clearly Inferior |
| Mississippi | Clearly Inferior | Clearly Inferior |
| Missouri | Clearly Inferior | Clearly Inferior |
| Montana | Clearly Inferior | Clearly Inferior |
| Nebraska | Clearly Inferior | Clearly Inferior |
| Nevada | Clearly Inferior | Clearly Inferior |
| New Hampshire | Clearly Inferior | Clearly Inferior |
| New Jersey | Clearly Inferior | Clearly Inferior |
| New Mexico | Clearly Inferior | Clearly Inferior |
| New York | Clearly Inferior | Clearly Inferior |
| North Carolina | Clearly Inferior | Clearly Inferior |
| North Dakota | Clearly Inferior | Clearly Inferior |
| Ohio | Clearly Inferior | Clearly Inferior |
| Oklahoma | Too Close to Call | Too Close to Call |
| Oregon | Clearly Inferior | Too Close to Call |
| Pennsylvania | Clearly Inferior | Clearly Inferior |
| Rhode Island | Clearly Inferior | Clearly Inferior |
| South Carolina | Clearly Inferior | Clearly Inferior |
| South Dakota | Clearly Inferior | Clearly Inferior |
| Tennessee | Too Close to Call | Clearly Inferior |
| Texas | Too Close to Call | Clearly Inferior |
| Utah | Clearly Inferior | Too Close to Call |
| Vermont | Clearly Inferior | Clearly Inferior |
| Virginia | Too Close to Call | Clearly Inferior |
| Washington | Clearly Inferior | Too Close to Call |
| West Virginia | Clearly Inferior | Clearly Inferior |
| Wisconsin | Clearly Inferior | Clearly Inferior |
| Wyoming | Clearly Inferior | Clearly Inferior |

- » The Common Core ELA standards, which earned a B-plus in our review, are particularly strong when it comes to providing useful and explicit guidance about the quality and complexity of reading and writing that should be expected of students each year, including providing annotated samples of student writing. On the other hand, those states with “clearly superior” standards tend to treat both literary and non-literary texts with more systematic detail, addressing the specific genres, sub-genres, and characteristics of both text types.
- » The Common Core mathematics standards, which received an A-minus from our reviewers, set arithmetic as a clear priority in the elementary grades and develop the often-difficult subject of fractions with clear and careful guidance. On the other hand, compared to many of the “close call” states, the presentation of high school content is disjointed and mathematical coherence suffers.
- » Several states made great improvements to their math standards since we last reviewed them in 2005. However, similar progress was generally not visible for ELA. (In 2005, we reported the opposite: States had made greater improvements to their ELA standards, but not their math standards, since 2000.)

Executive Summary

Table 2: Grades for State English Language Arts Standards, 2005 and 2010^A

| Jurisdiction | 2010 | 2005 |
|----------------------|------|------------------|
| Alabama | B | A |
| Alaska | F | D |
| Arizona | B | B |
| Arkansas | D | C |
| California | A | A |
| Colorado | B+ | C |
| Connecticut | D | F |
| Delaware | F | C |
| District of Columbia | A | C |
| Florida | B | C |
| Georgia | B+ | B |
| Hawaii | C | C |
| Idaho | C | B |
| Illinois | D | B |
| Indiana | A | A |
| Iowa | F | N/A ^B |
| Kansas | C | C |
| Kentucky | D | C |
| Louisiana | B+ | A |
| Maine | C | C |
| Maryland | C | C |
| Massachusetts | A- | A |
| Michigan | D | D |
| Minnesota | C | B |
| Mississippi | D | B |
| Missouri | D | C |
| Montana | F | F |
| Nebraska | F | C |
| Nevada | C | B |
| New Hampshire | C | B |
| New Jersey | C | C |
| New Mexico | C | D |
| New York | C | B |
| North Carolina | D | B |
| North Dakota | D | C |
| Ohio | C | C |
| Oklahoma | B+ | C |
| Oregon | C | B |
| Pennsylvania | D | C |
| Rhode Island | D | C |
| South Carolina | D | B |
| South Dakota | C | B |
| Tennessee | A- | D |
| Texas | A- | B |

Executive Summary

| Jurisdiction | 2010 | 2005 |
|---------------|------|------|
| Utah | C | C |
| Vermont | D | C |
| Virginia | B+ | B |
| Washington | C | F |
| West Virginia | D | C |
| Wisconsin | D | C |
| Wyoming | D | F |

^A Please see the *Foreword* and *Appendix C* for a discussion of how our criteria changed from 2005 to 2010. This complicates any comparison over time.

^B Iowa adopted its first set of state standards in ELA and math in 2007.

Table 3: Grades for State Mathematics Standards, 2005 and 2010^A

| Jurisdiction | 2010 Grade | 2005 Grade |
|----------------------|------------|------------------|
| Alabama | B+ | B |
| Alaska | D | D |
| Arizona | B | C |
| Arkansas | C | F |
| California | A | A |
| Colorado | C | D |
| Connecticut | D | F |
| Delaware | B | F |
| District of Columbia | A | D |
| Florida | A | F |
| Georgia | A- | B |
| Hawaii | C | F |
| Idaho | B | D |
| Illinois | D | C |
| Indiana | A | A |
| Iowa | C | N/A ^B |
| Kansas | F | F |
| Kentucky | D | C |
| Louisiana | C | C |
| Maine | C | D |
| Maryland | D | C |
| Massachusetts | B+ | A |
| Michigan | A- | C |
| Minnesota | B | D |
| Mississippi | C | D |
| Missouri | D | F |
| Montana | F | D |
| Nebraska | C | D |
| Nevada | C | C |
| New Hampshire | D | F |
| New Jersey | C | D |
| New Mexico | C | B |

Executive Summary

| Jurisdiction | 2010 Grade | 2005 Grade |
|----------------|------------|------------|
| New York | B | C |
| North Carolina | D | C |
| North Dakota | C | C |
| Ohio | C | D |
| Oklahoma | B+ | C |
| Oregon | B+ | D |
| Pennsylvania | F | D |
| Rhode Island | D | F |
| South Carolina | C | D |
| South Dakota | C | C |
| Tennessee | C | D |
| Texas | C | C |
| Utah | A- | D |
| Vermont | F | D |
| Virginia | C | C |
| Washington | A | F |
| West Virginia | B | C |
| Wisconsin | F | D |
| Wyoming | F | F |

^A Please see the *Foreword* and *Appendix C* for a discussion of how our criteria changed from 2005 to 2010. This complicates any comparison over time.

^B Iowa adopted its first set of state standards in ELA and math in 2007.

Introduction and National Findings

This study examines the English language arts (ELA) and mathematics content standards of the fifty states and the District of Columbia, and compares their rigor and clarity to those recently published by the Common Core State Standards Initiative (CCSSI). The bulk of this report provides detailed reviews of 104 sets of standards (fifty states plus the District of Columbia, plus the Common Core standards times two—for ELA and math). In the next few pages, we provide a brief overview of the study’s methodology and our national findings.

Please note that this report focuses solely on the quality of the standards themselves, not on whether they are being effectively implemented in the schools or driving improvements in student achievement. We are critiquing the cookbook, so to speak, not the dish itself.

Methodology

Our approach, as in past Fordham reviews of state standards, is straightforward. We gather the most recent versions of academic standards from all the states and ask trusted content experts to apply a set of criteria to them. We’ve already described (in the *Foreword*) our reviewers and their updated criteria for 2010. (More on this can be found in the Appendices.) It’s worth saying a few words about the standards documents themselves.

Identifying a state’s ELA or mathematics standards is no easy task, because there is very little state-to-state consistency about what materials constitute the essential academic “standards.” In some states, a concise list of expectations suffices. Elsewhere, states deliberately pair standards with assessment frameworks. And in a few places, standards and assessment frameworks are accompanied by a third set of documents—curriculum frameworks—that are meant to be viewed together to paint the complete picture of what students should know and be able to do.

What’s more, states use this terminology interchangeably. In some places, traditional standards documents are called “curriculum frameworks” or even “assessment frameworks.” Adding to the confusion, standards documents can be slippery. In many states, they are live documents, posted clearly on websites, but subject to change—sometimes often and without notice.

Because our purpose was to analyze each state’s most recently adopted standards and compare them to the Common Core, it was vital to navigate this confusion. So, beginning in spring 2009, Fordham staff searched state department of education websites and downloaded all of the relevant and up-to-date standards documents posted. (Twice during the study period, most recently in May 2010, Fordham staff re-checked available standards, updating states that had adopted new standards since the initial collection, and making every effort to review each state’s most-recently adopted standards.) Then, we contacted content-area experts in every state department of education to verify the accuracy of what we had found.

This exhaustive search yielded, for some states, hundreds of pages worth of documents, consisting of everything from standards to assessment materials to curriculum guides. All of these documents were sent to our expert reviewers for their consideration.

Working together with the Fordham team, our expert reviewers—Sheila Byrd Carmichael for ELA, and W. Stephen Wilson and Gabrielle Martino for math—identified the following broad guidelines to determine which of those documents would be reviewed as part of this standards analysis:

1. The documents are readily available or distributed to teachers for use in the classroom;
2. The documents are meant to guide instruction and not simply test preparation or assessment; and
3. The documents are used to define student outcomes and are not focused primarily on guiding pedagogy.

These were the documents we examined, as designated in each of the state reviews. To the best of our knowledge, they were current as of May 2010.

Introduction and National Findings

Our content experts then applied a set of criteria to the standards. (The criteria themselves are available in Appendix A.) They assigned two scores to each set of standards: one for “Content and Rigor,” the other for “Clarity and Specificity.” Content and Rigor is scored on a 0-7 point scale while Clarity and Specificity is scored on a 0-3 point scale.

To get full points for Content and Rigor, standards had to be top-notch in terms of the content chosen. Furthermore:

The coverage of the subject is suitable, good decisions have been made about what topics to include, and nothing of importance has been overlooked. (No more than 5 percent of the content outlined in the subject-specific content expectations is missing.)

In ELA, for example, the standards would include specific expectations for reading excellent literary and non-literary texts. And in mathematics, for example, the standards would expect high school geometry students to understand proofs, including the Pythagorean Theorem.

To get full points for Clarity and Specificity, standards had to be coherent, clear, and well organized. Furthermore:

The scope and sequence of the material is apparent and sensible. They provide solid guidance to users (students, teachers, curriculum directors, test developers, textbook writers, etc.) about the content knowledge and skills required to do well on the exam. The right level of detail is provided. The document(s) are written in prose that the general public can understand and are mostly free from jargon. The standards describe things that are measurable (i.e., can lead to observable, comparable results across students and schools). The standards as a whole clearly illustrate the growth expected through the grades.

Scores for Content and Rigor and Clarity and Specificity were added together and translated into letter grades as follows:

Table 4: Grading Scale

| Grade | Points |
|-------|------------|
| A | 10 |
| A- | 9 |
| B+ | 8 |
| B | 7 |
| C | 5 or 6 |
| D | 3 or 4 |
| F | 0, 1, or 2 |

One major objective of this study was to make fair comparisons between the CCSSI standards and those currently in place in each of the states. We decided that our criteria and grading scale were not sensitive enough to declare, with confidence, that a set of standards earning just one point more than another set was clearly superior. So we adopted the following decision rule: To be considered “clearly superior,” standards had to best another set of standards by at least two points.

As a result, the Common Core ELA standards, which earned eight points, or a B-plus, are “clearly inferior” to state standards that earned a ten (or a straight A), “clearly superior” to those that earned a six or lower (a C, D, or F), and “too close to call” for those that earned seven, eight, or nine points (B, B-plus, or A-minus). And the Common Core math standards, which earned nine points, or A-minus, are “clearly superior” to those that earned a seven or lower (a B, C, D, or F), and “too close to call” for those that earned eight, nine, or ten points (B-plus, A-minus, or A). (In math, no state’s standards were “clearly superior” to CCSSI.)

Findings

The Common Core standards are clearly superior to those in place in the vast majority of states. But there are some notable exceptions, as detailed in Tables 5 and 6.

Introduction and National Findings

Table 5: 2010 Grades for English Language Arts Standards

| Jurisdiction | 2010 Grade | |
|----------------------|------------|--|
| California | A | + States whose ELA standards are “clearly superior” compared to the Common Core. |
| District of Columbia | A | |
| Indiana | A | |
| Massachusetts | A- | ≈ States whose ELA standards are “too close to call” compared to the Common Core. |
| Tennessee | A- | |
| Texas | A- | |
| Common Core | B+ | |
| Colorado | B+ | |
| Georgia | B+ | |
| Louisiana | B+ | |
| Oklahoma | B+ | |
| Virginia | B+ | |
| Alabama | B | |
| Arizona | B | < States whose ELA standards are “clearly inferior” compared to the Common Core. |
| Florida | B | |
| Hawaii | C | |
| Idaho | C | |
| Kansas | C | |
| Maine | C | |
| Maryland | C | |
| Minnesota | C | |
| Nevada | C | |
| New Hampshire | C | |
| New Jersey | C | |
| New Mexico | C | |
| New York | C | |
| Ohio | C | |
| Oregon | C | |
| South Dakota | C | |
| Utah | C | |
| Washington | C | |
| Arkansas | D | |
| Connecticut | D | |
| Illinois | D | |
| Kentucky | D | |
| Michigan | D | |
| Mississippi | D | |
| Missouri | D | |
| North Carolina | D | |
| North Dakota | D | |
| Pennsylvania | D | |
| Rhode Island | D | |
| South Carolina | D | |
| Vermont | D | |

Introduction and National Findings

| Jurisdiction | 2010 Grade |
|---------------|------------|
| West Virginia | D |
| Wisconsin | D |
| Wyoming | D |
| Alaska | F |
| Delaware | F |
| Iowa | F |
| Montana | F |
| Nebraska | F |



States whose ELA standards are
“clearly inferior”
compared to the Common Core.

Table 6: 2010 Grades for State and Common Core Mathematics Standards

| Jurisdiction | 2010 Grade |
|--------------------|------------|
| California | A |
| D.C. | A |
| Florida | A |
| Indiana | A |
| Washington | A |
| Common Core | A- |
| Georgia | A- |
| Michigan | A- |
| Utah | A- |
| Alabama | B+ |
| Massachusetts | B+ |
| Oklahoma | B+ |
| Oregon | B+ |
| Arizona | B |
| Delaware | B |
| Idaho | B |
| Minnesota | B |
| New York | B |
| West Virginia | B |
| Arkansas | C |
| Colorado | C |
| Hawaii | C |
| Iowa | C |
| Louisiana | C |
| Maine | C |
| Mississippi | C |
| Nebraska | C |
| Nevada | C |
| New Jersey | C |
| New Mexico | C |
| North Dakota | C |
| Ohio | C |



States whose math standards are
“too close to call”
compared to the Common Core.



States whose math standards are
“clearly inferior”
compared to the Common Core.

Introduction and National Findings

| Jurisdiction | 2010 Grade |
|----------------|------------|
| South Carolina | C |
| South Dakota | C |
| Tennessee | C |
| Texas | C |
| Virginia | C |
| Alaska | D |
| Connecticut | D |
| Illinois | D |
| Kentucky | D |
| Maryland | D |
| Missouri | D |
| New Hampshire | D |
| North Carolina | D |
| Rhode Island | D |
| Kansas | F |
| Montana | F |
| Pennsylvania | F |
| Vermont | F |
| Wisconsin | F |
| Wyoming | F |



States whose math standards are
“clearly inferior”
 compared to the Common Core.

Analysis

As should be clear by now, most state standards are woefully inadequate. What makes them so? Let's take a look.

English language arts

In one important respect, state ELA standards are much stronger than they were a decade ago. Thanks no doubt to the recommendations of the National Reading Panel, most states now include reasonably strong and detailed expectations for phonemic awareness, phonics, comprehension, fluency, and vocabulary. However, in many other respects, most ELA standards still have a long way to go. Here are the five most common, and most pernicious, shortfalls.

Problem #1: A focus on metacognition instead of essential content

While early reading standards are generally strong, too many states prioritize metacognitive reading strategies over mastery of essential reading content. Such standards, which often ask students to “activate prior knowledge” or “ask and answer questions” to aid in comprehension, focus more on dubious pedagogical suggestions than they do on clearly defining measurable student outcomes.

For example, while a student may be struggling through a text because (s)he isn't engaging in close reading or pausing to ensure that (s)he's understood what (s)he has read, comprehension challenges are more likely due to a lack of critical content knowledge. State standards should, therefore, place a greater emphasis on defining the essential content that students must master to become proficient readers than on suggesting strategies that may or may not help them to comprehend complex texts.

Problem #2: Skimpy genre-specific and grade-specific expectations

Few states sufficiently delineate genre-specific standards for reading or writing. Instead, many seem to give a perfunctory nod to this important content by saying something fairly general about comparing genres of prose, identifying literary elements, or recognizing the structures of informational text. They sometimes follow those statements with an example or two, but usually fail to go any deeper or to adequately scaffold this content across grades.

Many states have standards that convey no content at all, as in “Respond to a variety of literary (or informational) texts” or “Write for a variety of purposes.” On the other hand, we also see overstuffed standards like this fourth-grade one:

Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks) (grade 4, Nebraska)

In this standard, while some genres are named, the content is a mess. Literary and informational texts are conflated when each should be treated separately. Too many genres are addressed together, especially for fourth grade, when students do not yet have a firm grasp of essential differences among important genres. And nowhere else in the standards are critical genre-specific characteristics themselves identified. Such standards, therefore, leave little confidence that students will learn the differences between genres, and even less confidence that they'll become proficient readers of these genres as the texts themselves increase in complexity.

Done well, such standards would address genres and their characteristics systematically and distinctly, as Indiana does in this exemplary eleventh-grade standard:

Analyze characteristics of sub-genres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

- Satire: using humor to point out weaknesses of people and society
- Parody: using humor to imitate or mock a person or situation
- Allegory: using symbolic figures and actions to express general truths about human experiences
- Pastoral: showing life in the country in an idealistic—and not necessarily realistic—way (grade 11, Indiana)

Problem #3: What happened to American literature?

Few states prioritize or even mention American literature specifically. The few that do generally include a standard at eleventh grade only, the year in which many students take an American literature course (and, often, a concurrent U.S. history course). There is a rich body of American literature to which students should be exposed beginning much earlier and, in order to help produce well-read and culturally literate citizens, state standards should prioritize the study of our common literary heritage throughout the grades.

Problem #4: Where are the reading lists?

The study of literature is only as rigorous as the texts that students read. Unfortunately, few states provide adequate—or any!—guidance about the quality and complexity of reading that they expect of students. Many merely mention that students should be reading “grade-appropriate” texts, an empty caveat that leaves far too much room for interpretation.

Problem #5: Vague expectations for student writing

Too few states provide adequate guidance regarding the quality of writing expected of students. In some states, the writing standards are written in vague language that fails to clearly delineate what, precisely, students should know or be able to do. Instead, many merely provide a long list of genres students should study, as in this example from Iowa:

Write using different formats:

- Letter
- Journal
- Narrative
- Expository paragraph
- Research report
- Poetry
- News article/editorial
- Script
- Radio announcement
- Blog (grades 3-5, Iowa)

Such standards are so vague as to be instructionally meaningless.

Even when states attempt to clarify some genre-specific content, they frequently fall woefully short, as in this example from Mississippi:

The student will compose formal persuasive texts, providing evidence as support (grade 11, Mississippi)

To be sure, persuasive writing should provide evidence as support, but there is *much* more that students need to master to become proficient writers of different genres.

What’s more, in order to paint a complete picture of the quality of writing expected of students at each grade level, states should provide annotated examples of student writing; few states presently provide such guidance.

Finally, very few states adequately prioritize the genres that students should focus on each year. A rigorous K-12 writing program would logically start in the early grades with a focus on personal narrative, narrative, and letter writing, but would build through the years to focus on more complex genres such as persuasive writing and advanced literary

analysis. While many states do thoughtfully introduce persuasive, literary analysis, and research writing at appropriate grades, few clearly indicate that, as these new genres are introduced, they should take priority over the narrative writing that was emphasized in the early grades.

Comparison to the Common Core

The Common Core State Standards admirably avoid some of the pitfalls noted above. They generally avoid the pernicious problem of overemphasizing metacognitive reading strategies, particularly in the early grades; they prioritize essential writing genres, and provide annotated samples of student writing; and they include explicit guidance—including a list of exemplar texts—about the quality and complexity of reading that should be expected.

Unfortunately, like too many state standards, the Common Core fails to address the specific genres, sub-genres, and their characteristics for both literary and non-literary text. And, once again, we find only a single eleventh-grade standard that explicitly addresses American literature.

Mathematics

What are some of the reasons that so many state mathematics standards come up short? Here are five problems found in many, and in some cases most, of the standards documents that we reviewed.

Problem #1: Arithmetic is not a priority

In order to ensure that students are prepared early for rigorous math courses, K-12 standards in the elementary grades should emphasize critical arithmetic content, including arithmetic development and general number sense. Many states include solid arithmetic standards, but these are buried among a multitude of distracting and less important content. By failing to clearly prioritize this essential content, states fail to ensure that it gets the attention it deserves. Only a few states either explicitly or implicitly set arithmetic as a top priority. More often, states devote fewer than 30 percent of their standards in crucial elementary grades to arithmetic. The best states, however, devote more than 50 percent.

Furthermore, the four arithmetic operations for whole numbers cannot be mastered if the single-digit addition and multiplication facts (and corresponding subtraction and division facts) have not been learned to automaticity. For multiplication and division, only eleven states (plus Common Core) use key words or phrases such as automaticity, memorize, instant, or quick recall. Another fifteen states either fail to mention these “math facts” or specify only that students be able to compute them. But “fluency” with calculating the basic facts is not the same as instant recall. The other twenty-five states lie in between, usually because they say something that can be interpreted either way, for example:

| Demonstrate fluency with basic addition and subtraction facts to sums of 20 (grade 2, Colorado)

This can be interpreted as either computational fluency or instant recall. This lack of specificity means that some students might not be required to actually internalize the basic facts.

Problem #2: States duck the standard algorithms

Arithmetic forms the foundation of K-16 mathematics, and whole-number arithmetic forms the foundation of arithmetic. The proper goal for whole-number arithmetic is fluency with (and understanding of) the standard algorithms. Only seven states explicitly expect students to know the standard algorithm for whole-number multiplication as their capstone standard for multiplication of whole numbers. (This is a marked improvement from the number of states that included similar standards in our previous review!) But twenty-four states explicitly undermine this goal by offering, even expecting, alternatives to the standard algorithm, as demonstrated by this New York example:

| Use a variety of strategies to multiply three-digit by three-digit numbers (grade 5, New York)

This standard fails even to mention the standard algorithm, and thus leaves little confidence that students across the state will master this essential content.

Other states pay homage to the standard algorithm while still avoiding the goal:

| Solve multi-digit whole number multiplication problems using a variety of strategies, including the standard algorithm, justify methods used (grade 4, West Virginia)

Here, while the standard algorithm is mentioned, students can clearly move on without having mastered it, leaving open the possibility that teachers will accept any strategy that yields the correct answer. The problem, of course, is that a strategy that yields the correct answer in fourth grade will likely become less and less effective as students progress to more advanced mathematics.

Problem #3: States fumble fractions

If the basic necessities of whole-number arithmetic are hard to find in state standards, the development of fractions is even more difficult to see done well. Most states require students to learn the arithmetic operations for fractions, but many continue to eschew the standard algorithms, instead allowing students to use a “variety of strategies,” or even to “develop” their own approach to computing fractions. Still others just remain silent on how the operations should be performed.

After the foundation of whole-number arithmetic, fractions form the core of mathematics. Only fifteen states even mention common denominators, something essential in the development for adding and subtracting fractions. Likewise, standards specifying fractions as division are rare. Good development of this essential content is simply missing from most states’ standards.

There are a few notable exceptions. The Common Core admirably builds a short course on fractions into its standards, and California does the same in its curriculum framework.

Problem #4: Calculator clutter

Impressively, more than twenty states have purged calculators entirely from their elementary school standards, thus demonstrating that students should master basic computation without the use of technology. Unfortunately, for those states that have kept them, a typical standard is:

Use a variety of methods and appropriate tools for computing with whole numbers; e.g., mental math, paper and pencil, and calculator (grade 4, Ohio)

Nothing but “appropriate” specifies when a calculator should or should not be used, and what is “appropriate” is not well established. It could mean anything a reader wants it to mean. But, by having calculators in the standard, they will be used and, when calculators are an option, they undermine the development of fluency with the standard algorithms.

Problem #5: Dysfunctional on functions

The study of functions has a place toward the end of high school mathematics to help unify what has been learned about linear, quadratic, exponential, logarithmic, and other equations to help make the transition to calculus. Unfortunately, many states introduce the concept of function before it can be of much mathematical use. This causes a number of problems.

We begin with an outrageous example:

Explain how one variable produces a change in another variable (grade 2, West Virginia)

This would be considered too vague and too general if stated as a high school standard, but it is just ludicrous in the second grade. At that stage, students have learned nothing about the different types of equations (mentioned above), and so it is inappropriate to introduce the concept of functions and variables.

Similar problems exist in high school standards, as, for example:

Provide a convincing argument (or proof) regarding the inverse relationship of two functions (Advanced Algebra, Mississippi)

As it stands, this standard is essentially useless. It is not possible to know if it is intended that students know the inverse trigonometric functions.

These standards fail because they are both vague and missing essential prerequisite content.

Comparison to the Common Core

The Common Core standards are exemplary in many ways. The K-8 standards avoid many of the common pitfalls mentioned above. In particular, they are admirably focused on the most important content and provide clear and careful guidance on what exactly needs to be included. They do not include a lot of inflationary statements of the kind strewn through many states' standards. There are no mentions of calculus in Kindergarten, for example. For the most part, they do not exhort elementary-age children to become algorithm developers, or statistical experts, but focus instead on asking them to master basic mathematics that will prepare them to continue learning mathematics. They do not promote the use of technology over the use of reasoning and brain power, but insist on mathematical coherence and proficiency with the basics. This insistence on mathematical rigor is refreshing in the landscape of standards. Equally refreshing is the restraint shown in asking for inappropriate levels of sophistication from young children.

The high school material is somewhat less satisfactory. In a presumed attempt to provide guidance that would suit many different curricular approaches, the content is not really organized in a way that reflects mathematical topics. The specific content is almost always there, but it is often not presented in a way that outlines a clear and coherent curricular approach. Statements about mathematical topics, such as quadratic equations, are not always presented together so as to promote the rigorous development of the topic as a whole. The crucial material is generally included, but there is little guidance implicit in the organization to outline an appropriate, cohesive approach.

Conclusion

Clearly, state standards vary dramatically—something we've known for more than a decade and have demonstrated on multiple occasions. A small handful of them are strong, but most lack the content and clarity needed to provide a solid foundation for effective curriculum, assessment, and instruction. Averaged together, the standards now in place in states across the U.S. earn a C in both ELA and math. The Common Core standards, by contrast, merit a B-plus and an A-minus, respectively. For most states, they present a significant improvement and a rare opportunity. Still, much as a solid foundation does not guarantee a great structure atop it, getting standards right is not enough to ensure a great education for America's students. Yet it is a critical starting point in our effort to drive outstanding student achievement.

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 - 2 Chester E. Finn, Jr., Michael J. Petrilli, and Liam Julian, *State of State Standards 2006* (Washington, D.C.: Thomas B. Fordham Foundation, 2006), http://www.edexcellence.net/detail/news.cfm?news_id=358&id=.
 - 3 See, for example: Grover J. "Russ" Whitehurst, "Don't Forget Curriculum," *Brown Center Letters on Education*, no. 3, Brookings Institution, October 2009, http://www.brookings.edu/papers/2009/1014_curriculum_whitehurst.aspx.
 - 4 For more, see here: Charles D. Chieppo and James T. Gass, "Accountability Overboard: Massachusetts Poised to Toss out the Nation's Most Successful Reform," *Education Next* 9, no. 2 (Spring 2009), <http://educationnext.org/accountability-overboard/>.
 - 5 John Cronin, Michael Dahlin, Deborah Adkins, G. Gage Kingsbury, *The Proficiency Illusion* (Washington, D.C.: Thomas B. Fordham Institute, 2007), http://www.edexcellence.net/detail/news.cfm?news_id=376&id=.
 - 6 Sheila Byrd Carmichael, W. Stephen Wilson, Chester E. Finn, Jr., Amber M. Winkler, and Stafford Palmieri, *Stars by Which to Navigate? Scanning National and International Education Standards in 2009* (Washington, D.C.: Thomas B. Fordham Institute, 2009), http://www.edexcellence.net/doc/20091008_NationalStandards.pdf.
 - 7 These background papers can be found here: http://www.edexcellence.net/index.cfm/news_common-education-standards-tackling-the-long-term-questions.

Common Core • English Language Arts

DOCUMENTS REVIEWED

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. June 2, 2010.
Accessed from: <http://www.corestandards.org/the-standards/english-language-arts-standards>

Overview

The *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* seek to provide “the next generation of K-12 standards in order to ensure that all students are college- and career-ready in literacy no later than the end of high school.”¹ Fordham reviewed an earlier draft of these standards in March 2010, and a number of improvements have been made since that iteration.²



| | |
|--------------------------|-------------|
| Clarity and Specificity: | 2/3 |
| Content and Rigor: | 6/7 |
| Total Score: | 8/10 |

These final standards indeed reflect a thoughtful attempt to define skills in each area of English language arts, (ELA) as well as an effort to define how those skills might be nurtured in “history/social studies, science and technical subjects.” Although they would be more helpful to teachers if they attended as systematically to content as they do to skills, especially in the area of reading, the standards—accompanied by a well-aligned and content-rich curriculum—could provide a valuable tool to classroom teachers.

General Organization

The document includes two categories of standards. The first is a list of “College and Career Readiness” (CCR) standards in each of four strands (reading, writing, listening and speaking, and language). These CCR standards are broad statements about what students should know and be able to do in each strand by the time they graduate from high school. The second category includes grade-appropriate learning expectations for each grade, K-12. These expectations are designed to provide “additional specificity” by translating the CCR standards into detailed, grade-specific learning objectives.

In grades 6-12, the standards also include a section devoted to “literacy for history/social studies, science, and technical subjects,” which breaks the reading and writing CCRs into grade-level expectations for history and science teachers. (Note, though, that this review focuses on the core standards for ELA.)

Finally, the standards include three appendices. The first provides definitions of text complexity, more detailed guidance about early reading foundations, and definitions of text types. The second lists “exemplar” literary and informational texts by grade spans, as well as “sample performance tasks,” which describe suggested instructional activities involving some of the cited texts. The third provides annotated student writing samples that demonstrate what kind of writing is expected of students at each grade. The appendices must be considered components of the standards themselves in order for the standards to be effective.

Clarity and Specificity

For the most part, the standards are fairly specific about the skills that students should master each year, as in the following examples:

Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events) (grade 3)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used (grades 11-12)

In other places, however, the language of the standards is a bit bloated or confusing, as in this vocabulary standard:

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) (grade 4)

It is hard to imagine which words are not included in this all-encompassing standard, and it is not clear how using words “that signal precise actions, emotions, or states of being” should be counted among “general academic” and “domain-specific” words. Moreover, what is the expected student outcome here, and how could it be measured?

Similarly puzzling standards can be found here and there, including the following:

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting (grade 5)

How would a teacher measure students’ “interacting and collaborating with others”? Are students collaborating with others to produce and publish writing or for some other purpose?

In the following conventions standard, it is difficult to determine how a teacher would use this directive to drive instruction:

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations (grades 9-10)

This standard implies that a writer can “add interest” simply by using different phrases and clauses. Most uninteresting sentences, by virtue of being sentences, have phrases and clauses. Sometimes, interest is much better generated with simple, straightforward language. Encouraging students to overcomplicate their sentences to make them seem more interesting seems like confusing, if not misguided, advice. Depending on the genre, word choice might, for example, be a better technique than sentence construction for “adding interest.” It looks as though this standard is designed to unnecessarily rationalize the study of “clauses and phrases” by assigning it an artificial purpose.

In other cases, the language is repeated verbatim across grades, for example:

Provide an objective summary of the text (grades 7-12)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings... (grades 6-12)

Such standards should either be included only as a capstone standard in a particular grade, or should be scaffolded from grade to grade to demonstrate a clear progression of rigor.

Finally, the organization of the reading standards is hard to follow. They are organized into four categories: “Key Ideas and Details,” “Craft and Structure,” “Integration of Knowledge and Ideas,” and “Range of Reading and Level of Text Complexity.” This framework creates a false sense of separation between inextricably linked characteristics, such as themes in a literary text (treated under “Key Ideas”) and point of view (treated under “Craft and Structure”). Since many kinds of texts, genres, sub-genres, and their characteristics are discussed in each category, it is also difficult to determine whether a logical sequence covering all of this important content has been achieved. What’s more, because the standards often offer a choice of genres to teachers, as in “Analyze how particular elements of a story *or* drama interact,” (emphasis added) coverage of essential genre-specific content is even harder to track.

Clarity and Specificity Conclusion

Where clarity and specificity are concerned, the standards are an improvement on the March draft. In some strands, they illustrate more clearly the growth expected across grades. Still, the organization of the reading strand, as well as the instances of vague and unmeasurable language, mean that the standards do not ultimately provide sufficient clarity and detail to guide teachers and curriculum and assessment developers effectively. They therefore earn two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Reading

As noted in Fordham’s review of the March draft, the standards lay a clear foundation for reading acquisition in the early grades by outlining straightforward expectations in phonemic awareness, phonics, and fluency. It should be noted, however, that the useful examples included in the March draft (about the progression of specific phonological awareness skills, for example) have been moved to the standards’ Appendix A, making it somewhat less likely that teachers will use these critical examples as a guide for instruction.

The standards for vocabulary development are mostly thorough; they consistently address word analysis and etymology. They maintain, however, that students should choose “flexibly from a range of strategies” to “determine or clarify the meaning of unknown words...,” suggesting that the strategies mentioned (the use of context clues, word analysis, and consulting a dictionary) are all equally useful. In grades 6-12, students “verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary” (emphasis added). This statement appears tautological, since an inferred meaning and a preliminary determination would likely be the same thing. The dictionary is the place for verification.

To illustrate the quality and complexity of what students should read, the standards include lists of “exemplar” texts for grade spans K-1, 2-3, 4-5, 6-8, 9-10, and 11-12. These lists include some welcome additions to the March draft, particularly in high school, such as Voltaire, Kafka, and Sophocles at grades 9-10, and Hawthorne, Poe, and Melville in grades 11-12. The lists now represent a range of solid literature and informational texts, as well as titles for “history/social studies” and “science, mathematics, and technical subjects.”

The exemplar text lists also include “sample performance tasks,” designed to “illustrate specifically the application of the standards to texts of sufficient complexity, quality, and range.” For example, this task is listed following the informational text exemplars for grades 2 and 3:

Students explain how the main idea that Lincoln had “many faces” in Russell Freedman’s *Lincoln: A Photobiography* is supported by key details in the text (grades 2-3)

The task cites the standard to which it is tied. These simple examples throughout the appendix are minimalistic but helpful additions for teachers.

Common standards for U.S. students should emphasize the importance of reading grade-appropriate works of outstanding American literature that reflect our common heritage. The standards now include one clear and rigorous standard that prioritizes this essential content:

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (grade 11)

In addition, the “informational text” strands include the analysis of essential American documents:

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and topics (grades 9-10)

Although it would be ideal to find standards focused on American literature in all grades, these high school standards are welcome additions. In most cases, they cite essential texts specifically and leave little doubt in teachers’ minds about what knowledge and skills students need to master.

In other places, however, the reading standards for both literature and informational text fail to address the specific text types, genres, and sub-genres in a systematic intersection with the skills they target. As written, the standards often address skills as they might apply to a number of genres and sub-genres. As a result, some essential content goes missing.

For example, CCR reading standard number one states:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (reading, CCR 1)

The grade-specific articulation of these CCRs are intended to illustrate how the standard should be applied when dealing with different text types, such as literary and informational, yet in many places they fail to do so. Take, for example, the following standards addressing literary texts for grades 3-5:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (grade 3)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (grade 4)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (grade 5)

The related standards for grades 6-12 continue in this vein, exhibiting only minor distinctions across the grades, such as citing evidence “to support analysis of what the text says explicitly as well as inferences from the text.”

Several problems surface here. First, these standards don’t properly scaffold skills from grade to grade. For example, quoting from text is arguably easier than paraphrasing, but the standards require mastery of paraphrasing first.

Second, these standards are also repeated verbatim in the informational text strand, thus making no distinction between applying this skill to literary and informational text. To illustrate how the standards apply to different text types, and to determine the true rigor of these standards, they should be more explicitly linked to specific genres and sub-genres in each category.

What’s more, while some genres are mentioned occasionally in the standards, others, such as speeches, essays, and many forms of poetry, are rarely if ever mentioned by name. Similarly, many sub-genres, such as satires or epic poems, are never addressed. While the appended list of exemplar texts can be helpful in shaping teachers’ choices about texts, the standards themselves should provide specific guidance about the genres and sub-genres to be prioritized at each grade level to ensure that students are exposed to a wide range of literary and non-literary texts across the grades. Without such guidance, students could easily end up reading novels almost exclusively, year after year.

Many defining characteristics of the various genres are also rarely, if ever, mentioned. For example, the standards don’t specifically address the use of alliteration and extended metaphors in speeches, or internal rhyme in poetry.

Where literary elements *are* mentioned, their treatment is spotty. CCR reading standard number three, for example, is a wide-ranging statement: “Analyze how and why individuals, events, and ideas develop and interact over the course of a text.” The grade-specific standards for literature in this category deal largely with the literary elements of plot, setting, and characterization, but not in a systematic progression across grades. Students are never asked, for example, to define plot, nor to identify the elements of a plot so that they would be capable of doing what the standards ultimately demand of them in the upper grades, such as this broadly worded—and ambitious—standard for grades 11-12:

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama...(grades 11-12)

This seems like a fine skill for students to acquire and practice, but on closer examination, we can’t be sure which elements of the story *or* drama students should know and analyze: Symbolism? Characterization? Stage directions? How are teachers to ensure that sufficient attention is given to all literary elements over the course of twelve years if these are not specified and if no systematic treatment is afforded them?

The treatment of informational text is similarly problematic in places. Although the standards do a decent job of asking students to trace the reasoning in arguments, the types of reasoning, such as inductive and deductive (including the reli-

ability of each), are not named. Logical fallacies, such as *ad hominem* attacks and appeals to pity, are also never named, meaning that students will have no common language for wrestling with the skills that the standards ask them to master later, such as “identifying false statements and fallacious reasoning” in grades 9-10.

Writing

The Common Core Writing standards are somewhat repetitive, but they do include much essential content, especially by cross-referencing the Language standards for grammar, usage, and mechanics throughout. The rigor of the Writing standards is illuminated by student work samples that help teachers understand the kind of writing that is expected of students across the grades for the three genres they include: “arguments,” “informative/explanatory texts,” and “narratives.” The writing samples are also annotated to help clarify the general expectations laid out in the grade-specific standards.

On the other hand, the Writing standards include too many expectations that begin with the phrase, “With guidance and support from adults....” For example, in grade 2:

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (grade 2)

Such standards are problematic because they fail to adequately scaffold or clearly delineate what *students* should be able to do. There are certainly revision and editing skills that students can master independently in second grade. For example, they could revise for word choice, or for capitalization and end marks. Unfortunately, by merely stating that students should revise and edit “with guidance and support,” teachers themselves are left with very little guidance about what grade-appropriate skills they should be working to ensure students master.

One troublesome aspect of the writing standards is the persistently blurry line between an “argument” and an “informative/explanatory essay.” Appended material seeks to clarify the distinction, and summarizes by saying that “arguments are used for persuasion and explanations for clarification.” Yet not all explanations clarify (“because I said so!”) and not all arguments must be persuasive. An argument merely introduces, develops, and establishes a claim by providing evidence to support the claim, as in a literary analysis. Here, however, a literary analysis is not an argument; it is categorized as an informative/explanatory essay, which is arguably another category altogether. Still, if arguments here are all persuasive, then they should include the essential characteristics of persuasive writing in their description, such as a recommendation or call to action—and the category should in fact be called “persuasion.” As they are, these new definitions are likely to confuse teachers, curriculum developers, and publishers.

Listening and Speaking

The Common Core standards for Speaking and Listening have improved since the March draft, in which standards for discussion versus group work were not clearly delineated. Now the standards for “Comprehension and Collaboration” more clearly address both seminar-style and other kinds of classroom discussions (including those that are teacher-led), in addition to standards for collaborating to accomplish a task.

The standards for “Presentation of Knowledge and Ideas” include expectations for making oral presentations but are vague regarding the specific products required of students, citing “a range of formal and informal tasks,” even in grades 11-12. It would be more helpful to teachers if specific student outcomes were described.

Oral and Written Language Conventions

Oral and written language conventions are systematically addressed in the Language strand. Conventions are addressed in grade-by-grade expectations with acknowledgment of the fact that some will need to be addressed repeatedly across grades, such as subject-verb and pronoun-antecedent agreement. In most ways, these standards reflect a marked improvement over the March draft by specifying more grammar content in a more logical progression across grades.

Research and Media

Research and media are both addressed, though more could be done in both areas, given the emphasis they receive nowadays from employers and postsecondary faculty. The research expectations are embedded in the Writing section and, on the plus side, many key elements of the research process are discussed, as in this standard:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (grades 9-10)

The standards assert in introductory material that “research and media skills and understandings are embedded throughout the standards,” yet the embedding of the media standards does not appear to be systematic. They are sporadic in their rigor. For example, a rather vague grade 6 standard says:

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study (grade 6)

In that same strand, however, a more rigorous standard appears at grade 8:

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation (grade 8)

Greater consistency (and perhaps a separate media strand) would have improved these standards.

Content and Rigor Conclusion

The final Common Core standards represent an improvement over the March draft, although some problems remain to be set right in later editions. Most are relatively minor, but the overwhelming focus on skills over content in reading combined with the confusion about the writing standards, the lack of detail about oral presentations, and the sporadic rigor of the media standards leaves as much as 15 percent of the essential content missing, thus earning the Common Core standards six points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Despite their imperfections, the Common Core ELA standards are far superior to those now in place in many states, districts, and classrooms. They are ambitious and challenging for students and educators alike. Accompanied by a properly aligned, content-rich curriculum, they provide K-12 teachers with a sturdy instructional framework for this most fundamental of subjects.

1 *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (Washington, D.C.: Common Core State Standards Initiative, 2010), p. 3. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

2 See Sheila Byrd Carmichael, Gabrielle Martino, and W. Stephen Wilson, *Review of the Draft K-12 Common Core Standards* (Washington, D.C.: Thomas B. Fordham Institute, 2010), http://www.edexcellence.net/doc/20100323_CommonCoreReview.pdf.

Common Core • Mathematics

DOCUMENTS REVIEWED

Common Core State Standards for Mathematics. June 2, 2010.

Accessed from: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Overview

The final version of the Common Core State Standards for math is exemplary in many ways. The expectations are generally well written and presented, and cover much mathematical content with both depth and rigor. But, though the content is generally sound, the standards are not particularly easy to read, and require careful attention on the part of the reader.



Clarity and Specificity: 2/3

Content and Rigor: 7/7

Total Score: 9/10

The development of arithmetic in elementary school is a primary focus of these standards and that content is thoroughly covered. The often-difficult subject of fractions is developed rigorously, with clear and careful guidance. The high school content is often excellent, though the presentation is disjointed and mathematical coherence suffers. In addition, the geometry standards represent a significant departure from traditional axiomatic Euclidean geometry and no replacement foundation is established.

Despite some weaknesses, the Common Core standards provide a solid framework for learning rigorous mathematics.

General Organization

The K-8 standards are organized into grade-specific content “domains” such as “Numbers and Operations—Fractions” and “Expressions and Equations.” The domains are further divided into grade-specific topic “clusters,” and the grade-level standards are listed within these topic clusters. Each grade includes an overview that describes the most important content for that year.

The high school standards follow a slightly different structure. First, they are organized into five “conceptual categories,” such as “functions” and “algebra.” Each category comes with an introduction to the mathematics covered in that category and the list of topics. The standards are then presented by topic, and more advanced standards (“that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics”) are given a special label.

Finally, the standards are introduced with a set of eight overarching “Standards for Mathematical Practice,” which are basically process standards and are intended to be integrated into the teaching of mathematics at all levels.

Clarity and Specificity

With some exceptions, the K-8 standards are well organized. While many states apply one set of strands or topics to all grade levels, the Common Core varies the content domains and topic clusters from grade to grade, which results in relatively few extraneous or overly inflated standards.

Many standards are clear and specific. In addition, they make frequent and exemplary use of examples to clarify intent, such as:

Tell and write time in hours and half-hours using analog and digital clocks (grade 1)

Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure (grade 4)

Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? (grade 6)

Though the standards are not succinct, which detracts from the ease of reading, careful reading reveals that they are generally both literate and mathematically correct—a rare combination in standards. The following excessively specific standard illustrates this:

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps (grade 1)

Unfortunately, despite the inclusion of examples, some standards are not specific enough to determine the intent, and they are subject to quite a bit of interpretation on the part of the reader. For example:

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time (grade 6)

This dense standard is difficult to follow, and the example does not provide enough guidance to help the reader understand what, precisely, students should know and be able to do.

The high school standards, in particular, are often too broadly stated to interpret. For example:

Define appropriate quantities for the purpose of descriptive modeling (high school)

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods (high school)

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant (high school)

The high school standards also manifest organizational problems. Grouping them into conceptual categories rather than by content artificially separates standards covering related topics. A clearer organizational structure would group such standards together in a mathematically coherent way.

The treatment of quadratics illustrates this problem. A complete and coherent analysis of quadratics provides students with experience with deep mathematics and exposure to many real-world applications, yet the basic analysis of quadratics is not placed in one coherent section. Instead, standards dealing with quadratics appear in three conceptual categories, and are even further separated by topic within the conceptual category of “algebra.” An example of this is the following two closely related standards. The first is found under algebra, and the second under functions:

Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form (algebra)

Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context (functions)

This presentation is artificial; it would be improved by presenting these related standards together to reflect a rigorous development of theory and techniques.

The conceptual category of “functions” is particularly problematic. Ideally, linear functions and equations should be grouped together, and quadratic equations and functions should be grouped together. The Common Core, however, includes expectations that lump all of this content together. Take, for example, the following:

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

a. Graph linear and quadratic functions and show intercepts, maxima, and minima (functions)

In this standard, linear and quadratic functions are inappropriately lumped together and then maxima and minima are asked for, and this only applies to quadratics.

Clarity and Specificity Conclusion

The K-8 Common Core standards are generally well organized and presented. An excellent feature is their use of examples to clarify intent. However, the standards are often long and difficult to read, and some of them are not clear. In addition, in high school, the presentation is not always coherent. The standards “do not quite provide a complete guide to users” and therefore receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Standards should clearly articulate what is most important for students to learn. Many existing standards, however, fail to explicitly set priorities for the content, which leaves the reader with no guidance about which standards are most important. This is unfortunate, particularly in the elementary grades, because the early development of arithmetic is the foundation for future mathematics and should be distinguished as the most important content. For example, crucial standards about learning to add should take priority over predicting the result of playing with dice (or spinners). Unfortunately, both of these are frequently mentioned in the early grades and, in the absence of any guidance, appear to have equal priority.

Common Core avoids this widespread problem. It sets excellent priorities that are expressed both explicitly and implicitly. The grade-level overviews for elementary school offer explicit guidance by identifying the three or four areas that students are expected to master in each grade and making it clear that arithmetic is the most important topic in the early grades. This is further supported by the standards themselves, of which well over half deal with arithmetic. This prioritization of arithmetic, which provides the foundation for the subsequent study of mathematics, is exemplary.

Content Strengths

The standards have many strong features and cover a lot of rich mathematics. The K-8 standards are well presented and not overly numerous. In particular, and in marked contrast to many existing state standards, they are not overwhelmed with extraneous standards in the early grades. In addition, they are generally mathematically sound, and the content is usually presented coherently.

Arithmetic is well covered. Instant recall of the number facts is required for addition and multiplication, though, as noted below, not for corresponding subtraction and division facts. The capstone standards for whole-number arithmetic are stated clearly and unambiguously:

Fluently add and subtract multi-digit whole numbers using the standard algorithm (grade 4)

Fluently multiply multi-digit whole numbers using the standard algorithm (grade 5)

Fluently divide multi-digit numbers using the standard algorithm (grade 6)

Properties of the arithmetic operations are well developed and covered thoughtfully.

Fractions are developed rigorously and with a great deal of specificity. (In fact, the excellent guidance included here would improve the presentation of fractions in most textbooks.) The often-confused concept of fractions as numbers is introduced early and clearly, as demonstrated by the third-grade topic, “Developing an understanding of fractions as numbers.” The arithmetic of fractions is carefully developed using mathematical reasoning. For example, part of the sequence is:

Understand a fraction as a number on the number line; represent fractions on a number line diagram

- a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line
- b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line (grade 3)

Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$ (grade 4)

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$) (grade 5)

Fractions are considered as division, and the standards include multiplying fractions by whole numbers, and then by fractions. They also include dividing unit fractions by whole numbers and whole numbers by unit fractions, and then, finally, fractions by fractions. This careful and rigorous development is seldom seen in standards.

The standards develop place value quite well. Decimals are defined as special fractions and connected to place value. The goal of the operations is fluency with the standard algorithms for decimals.

Word problems are introduced early and appear throughout the standards, including multi-step problems. In the middle grades, the exemplary work with fractions and decimals is well utilized in the coverage of proportions, percents, rates, and ratios, which are covered with rigor and include many strong standards.

Area is begun nicely with:

A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area (grade 3)

Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths (grade 3)

Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor (grade 4)

The high school material, despite its sometimes incoherent presentation, is often strong. The coverage of linear equations, which begins in eighth grade, includes some rigorous standards. For instance, the Common Core standards expect students to know that slope is well-defined, a rarity among standards:

Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b (grade 8)

Quadratic functions are well covered. For geometry, while there are some issues (discussed below), much of the content is well covered. Classical theorems of geometry are explicitly included *and* proven:

Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point (high school)

The important skills of arithmetic operations with rational expressions are included among the high school algebra standards:

Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions (high school)

In addition, the standards cover most STEM-ready topics, including trigonometric identities, series, exponential functions, and inverse trigonometric functions.

Content Weaknesses

The foundation of K-12 mathematics is whole-number arithmetic. The basic number facts are the building blocks for such arithmetic, and instant recall of these facts should be required. Students should not need to concern themselves with computing such facts as they attempt to master more difficult techniques. The Common Core standards require memorization for the addition and multiplication facts but there is no mention of the corresponding subtraction and division facts.

Despite the good beginning for area, no formulas are developed for triangles and parallelograms.

Linear equations are missing point-slope form and an explicit mention of being able to find the equation of a line from two points.

Polar coordinates are not in the standards except briefly in a subservient role for complex numbers under “number and quantity”:

Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number (high school)

High school geometry has very good coverage of content, and proofs are included throughout the standards. There is, however, no obvious foundation for geometry, in part because axioms and postulates are never mentioned. Instead, the standards approach geometry through transformations. Unfortunately, it takes a good deal of work in Euclidean geometry (based on axioms) to work with transformations.

Content and Rigor Conclusion

The Common Core standards cover nearly all the essential content with appropriate rigor. In the elementary grades, arithmetic is well prioritized and generally well developed. In high school, there are a few issues with both content and organization, but most of the essential content is covered including the STEM-ready material. The standards receive a Content and Rigor score of seven points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Despite their imperfections, the Common Core mathematics standards are far superior to those now in place in many states, districts, and classrooms. They are ambitious and challenging for students and educators alike. Accompanied by a properly aligned, content-rich curriculum, they provide K-12 teachers with a sturdy instructional framework for this most fundamental of subjects.

Alabama • English Language Arts

DOCUMENTS REVIEWED

Alabama Course of Study: English Language Arts Including Reading. 2007.
Accessed from: <http://www.alsde.edu/html/sections/documents.asp?section=54&sort=2&footer=sections>

Overview

The Alabama standards cover the critical ELA content and skills, including some essential skills that are often overlooked in state standards, such as vocabulary development, grammar, and the study of American literature. Unfortunately, while much of the essential content is included, the standards themselves could be more systematic and clearer in their detail and organization.

GRADE
B

Clarity and Specificity: 1/3
Content and Rigor: 6/7
Total State Score: 7/10
(Common Core Grade: B+)

General Organization

The *Alabama Course of Study*, as the standards collectively are called, is organized by grade into the strands of Reading, Literature, Writing and Language, Research and Inquiry, and Oral and Visual Communication. Within each strand are standards, followed by bulleted lists of related concepts and skills. In some cases, these bullets are followed by examples. For example:

- Compose narrative texts using an introductory paragraph, specific time frames, clear sequencing of events, and a conclusion...
- Using figurative language to enhance written text
Examples: simile, onomatopoeia, metaphor, alliteration...(writing and language, grade 3)

Grade-level summaries precede the standards at each grade level.

Clarity and Specificity

The organization makes it difficult to track progression of content and skills across grades, and the format of overarching statements and bullets does not work well. In general, the overarching statements cover broad swatches of content and skills, while the bullets underneath only sometimes track directly to what appears above. For example, consider the following fifth-grade writing standard:

- Compose expository texts using an introductory paragraph that includes a main idea; supporting paragraphs with a minimum of three reasons, explanations, or steps in a process; and a conclusion.
- Determining purpose and audience prior to writing
Examples: purpose—writer addresses topic in correct mode;
audience—writer uses appropriate tone
 - Demonstrating clarity and organization in a composition
 - Using appropriate transition words in a composition
 - Using appropriate prewriting strategies
Examples: brainstorming, using graphic organizers

- Composing persuasive texts, including a minimum of three reasons that support a stance or position
- Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone
Examples: selected tone—sarcastic, humorous, respectful
- Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion
- While the focus here is ostensibly on expository texts, other types of writing are also referenced in the bullets, making it difficult to understand what the focus really is (grade 5)

In other places, the language is simply difficult to understand. One second-grade reading standard states, “Exhibit vocabulary skills, including explaining simple common antonyms and synonyms and using descriptive words.” The standard itself is weak, exhorting the student as if by fiat to “exhibit vocabulary skills.” This standard also needs to be bolstered with examples of how to create and strengthen vocabulary, rather than bullet points that are scattered in different directions, e.g., “responding to questions” and “recognizing possessive forms.” Also, the meaning of the first-grade Reading standard, “recognizing words in the environment,” is elusive. The *word* is not in the environment; its referent is.

In some cases, the standards are just confusing, as is often the case for the writing and language standards. Although much good content is ultimately addressed, it gets lost in organizational weaknesses. For example, the treatment of clauses is scattered across different grade levels and mixed with other writing skills, making it difficult to track a coherent progression.

For these reasons, the standards earn one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Alabama’s K-2 (primary) standards do a good job of covering the important elements of phonemic awareness and other early reading content and skills identified in the criteria. The elementary standards also address vocabulary development, although they could be improved by better emphasizing etymology and dictionary skills.

The Reading and Literature standards do a commendable job of calling out specific literary genres, elements, and devices. In addition, the standards include recommendations about the quality and complexity of reading by appending sample reading lists organized by genre and grade level. Finally, standards writers attempt to address American literature specifically in several places at the high school level, as in the following tenth-grade standard:

- Compare literary components of various pre-twentieth-century American authors’ styles.
- Identifying examples of differences in language usage among several authors
Examples: Anne Bradstreet, Jonathan Edwards, Phillis Wheatley, Edgar Allan Poe, Henry David Thoreau (grade 10)

Although its treatment of American literature is a little sporadic, and included almost exclusively in grades 9-12, Alabama does much more than most states do to address this essential content at any level of detail.

Alabama’s research strand is generally thorough and thoughtful; it includes references to all aspects of the research process, including proper citation and documentation of sources. The standards for Oral and Visual Communication include important content for recognizing propaganda and persuasive strategies, which are included among the standards for reading informational text as well.

Finally, throughout the grades, the Alabama Writing and Language standards address specific content regarding grammar and usage. They also address writing outcomes by genres appropriate to grade levels, although the characteristics of the genres are not always described systematically or distinctly, as noted under “Clarity and Specificity,” above.

Content Weaknesses

The weaknesses in the Alabama standards are almost all attributable to problems with clarity and specificity, as discussed above, but a few instances of missing content or lack of prioritization also surface.

In grade 2, for example, where it is laudable that the construction of a paragraph is included as content, the standard is stuffed with writing process standards—yet omits the importance of using supporting sentences:

Organize sentences into a paragraph to address a topic or tell a story.

- Sorting information using graphic organizers
- Generating a topic sentence and a concluding sentence in a paragraph
- Drafting a written piece, including an introductory paragraph and a concluding paragraph
- Editing for spelling, punctuation, capitalization, and sentence variety
- Publishing final draft
- Using descriptive, narrative, and expository modes of writing
- Writing free verse poetry to express ideas (grade 2)

Such a standard also makes it hard to tell where Alabama's priorities lie; many standards exhibit the same characteristic.

The Reading standards, for example, appear to place a heavy emphasis on metacognitive reading strategies. In grade 3, two voluminous sets of reading strategy standards are included under Reading, and much of the content and skills there seem heavy handed and repetitious as well. The standards writers appear not to have made tough choices about what to prioritize.

Overall, the content here is good, but some missing content and the lack of prioritization yield six points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Alabama's standards addressing specific literary genres, elements, and devices are generally clearer and more detailed than those in the Common Core. In addition, the standards place a greater emphasis on the study of American literature throughout high school, whereas Common Core mentions it just once, in eleventh grade.

On the other hand, Common Core's standards are generally clearer and more specific than those of Alabama. They also place no emphasis on unmeasurable reading comprehension strategies, which are unnecessarily prioritized among Alabama's reading standards. In order to provide clearer and more explicit guidance about the quality and complexity of reading and writing that is expected of students, Common Core includes both sample student writing and a helpful list of exemplar texts. Such enhancements would significantly improve Alabama's standards.

Alabama • Mathematics

DOCUMENTS REVIEWED¹

Alabama Course of Study: Mathematics. July 2003.

Accessed from: <http://www.alsde.edu/html/sections/documents.asp?section=54&sort=3&footer=sections>

Overview

Alabama's 2003 standards are generally very strong. They are well presented and easy to read and understand. Their main drawback is their weak support for fundamental arithmetic skills. Note, however, the additional review, below, of Alabama's 2009 math standards.²



Clarity and Specificity: 3/3

Content and Rigor: 5/7

Total State Score: 8/10

(Common Core Grade: A-)

General Organization

Alabama's K-8 standards are organized by grade level and content strands such as "algebra" and "geometry." Each grade is introduced with an overview, but these provide little illumination of the mathematics included. The grade-level standards do, however, frequently include bulleted lists that delineate more specific expectations within the standard.

The high school standards are unusually structured. They are organized by course, but the content strands (some of which are also course names) are used to subdivide the standards within the course. For example, the geometry course has a strand called geometry, but also strands for algebra and for data analysis. This structure makes for a disjointed presentation.

Clarity and Specificity

The K-8 standards are well organized and easy to read. There are not too many for each grade, and they are often succinctly stated. They generally give solid guidance about what students should know and be able to do, and some include helpful sample problems to clarify expectations.

As noted above, the high school courses are further divided by strand. This sometimes detracts from their clarity, both by artificially separating related content and by including extraneous content (explained below).

The standards are generally easy to understand and exceptionally clear and specific, despite the organizational flaws in high school. They earn three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Though Alabama does not explicitly prioritize standards within the document, priorities are implicitly set by the number of them devoted to critical content. Using this as a guide, Alabama prioritizes content quite well. The standards are not excessive in number, and the elementary grades devote a near majority of the standards to the crucial development of arithmetic.

Content Strengths

High school content is generally well covered, including STEM-ready standards, such as:

Determining the maximum or minimum values of quadratic functions both graphically and algebraically (Algebra II)
 Determining the amplitude, period, phase shift, domain, and range of trigonometric functions and their inverses (Pre-Calculus)

As noted above, arithmetic is well prioritized and reasonably well covered. In particular, the standards include standards addressing place value for decimals, such as:

Determining the place value of a digit in a whole number through the hundred-thousands and in a decimal to the hundredths (grade 4)

The inclusion of place value is important but rare.

Finally, the state avoids some common pitfalls by requiring students to develop computational fluency without the use of technology.

Content Weaknesses

A few important shortcomings appear mainly in the area of arithmetic. Instant recall of number facts is missing, replaced with:

Demonstrating computational fluency for basic addition and subtraction facts with sums through 18 and difference with minuends through 18, using horizontal and vertical forms (grade 2)
 Demonstrating computational fluency in multiplication and division fact families through 12 (grade 4)

These are appropriate preliminary standards supporting the goal of mastery of number facts, but they are not sufficient. Students must know these facts with automaticity and not have to stop and compute them each time they see them.

The capstone standard for whole-number arithmetic is:

Demonstrating computational fluency with addition, subtraction, multiplication, and division of whole numbers (grade 5)

While this is a desirable standard, a rigorous treatment of it would include the standard algorithms, which are not mentioned at all in Alabama's standards. This omission could result in arbitrary computational techniques, and students without true mastery of whole-number manipulation are at a serious disadvantage as they move on to more difficult topics.

The development of fraction arithmetic is similarly lacking in specificity. While fluency with the arithmetic of fractions is a clearly stated goal, the standards do not offer a clear path to such mastery. The culminating standard for fraction arithmetic is:

Formulating algorithms using basic operations on fractions and decimals
 • Example: [D]etermin[e] a systematic set of steps that can be used to divide fractions (grade 6)

There is no further elaboration or example problems accompanying this standard and, as stated, the algorithms to be formulated are left to student discretion. This potentially leaves students with only their own methods to perform arithmetic rather than requiring them to master efficient and appropriate techniques.

In high school, algebra is generally well covered, including STEM material, though some of the foundational material for lines and quadratic equations is missing. The Geometry course is missing the basic vocabulary of axioms and proofs for Euclidean geometry and some of the standard statements and proofs of geometry are missing.

As noted earlier, the inclusion of strands within the high school courses results in some unfortunate standards. One such example is this standard in the data analysis and probability strand for the geometry course:

Analyze sets of data from geometric contexts to determine what, if any, relationships exist.
 • Example :Collect data and create a scatterplot comparing the perimeter and area of various rectangles. Determine whether a line of best fit can be drawn (Geometry)

This standard is extraneous in a geometry class, and the example asks a meaningless mathematical question; a line of best fit will always exist for a scatterplot, but defining “best fit” and producing the equation for a line of best fit is college-level mathematics.

Overall, Alabama’s standards cover much content well, despite some weakness in high school geometry. The chief problem is with the development of arithmetic. Given the overall simplicity and clarity of these standards, it is unfortunate that instant recall and the standard algorithms are not explicitly required. These “important shortcomings” (see *Common Grading Metric*, Appendix A) result in a score of five points out of seven for Content and Rigor.

The Bottom Line

With some minor differences, Common Core and Alabama both cover the essential content for a rigorous, K-12 mathematics program. Alabama’s standards are briefly stated and usually clear, making them easier to read and follow than Common Core. In addition, the high school content is organized so that standards addressing specific topics, such as quadratic functions, are grouped together in a mathematically coherent way. The organization of the Common Core is more difficult to navigate, in part because standards dealing with related topics sometimes appear separately rather than together.

The chief weakness in Alabama’s standards stems from the lack of specific content expectations in the development of arithmetic. Common Core provides admirable focus and explicitly requires standard methods and procedures, enhancements that would benefit Alabama’s standards.

Alabama 2003 Standards and Updated 2009 Standards Comparison

Introduction

The Fordham team began to review math and ELA standards early in 2009. At the time, the 2003 Alabama standards, reviewed in detail above, were the most recently adopted—and official—documents. Since that time, however, Alabama has adopted new mathematics standards.

Seeking to provide state officials with as much information as possible as they weigh the important decision about whether or not to adopt the Common Core, our content experts have also reviewed the updated 2009 standards. Below is a summary of the differences between the 2003 and 2009 versions.

DOCUMENTS COMPARED

Alabama Course of Study: Mathematics. July 2003.

Accessed from: <http://www.alsde.edu/html/sections/documents.asp?section=54&sort=3&footer=sections>

—COMPARED TO—

2009 Mathematics Course of Study Adopted Draft. 2009.

Accessed from: http://www.alsde.edu/html/sections/doc_download.asp?section=54&id=12208&sort=21

Overview

The new Alabama mathematics standards include several improvements. Many standards have been revised to make them clearer and more readable. In some cases, the content itself has improved.

More importantly, the state has made significant changes in the development of arithmetic. Recall these expectations about basic number facts from the 2003 standards:

- Demonstrating computational fluency for basic addition and subtraction facts with sums through 18 and difference with minuends through 18, using horizontal and vertical forms (grade 2)
- Demonstrating computational fluency in multiplication and division fact families through 12 (grade 4)

The 2009 standards replace these with the much stronger:

Demonstrating computational fluency, including quick recall, of addition and subtraction facts with sums through 20 and differences with minuends through 20 (grade 2)

Demonstrate computational fluency, including quick recall, of multiplication facts through 12 x 12 and division facts with divisors and quotients through 12 (grade 3)

Although those standards are much improved, others appear inconsistent with them. In grade 4, they abandon recall and revert back to “computation strategies” with:

Demonstrating computational fluency in multiplication and division facts with products through 144 and quotients with dividends through 144 using horizontal and vertical forms

- Example: [U]tiliz[e] a variety of mental computation strategies to complete one hundred basic multiplication and division facts with 80 percent accuracy within a five-minute time limit (grade 4)

In addition, standard algorithms are still not required. While the introduction claims they are included in the standards, they are not.

The Bottom Line

The changes made in the updated 2009 Alabama math standards are a mixed bag. While some standards have improved, too many of the original content gaps remain. In addition, some of the changes have introduced inconsistencies that make the progression of content and rigor confusing and difficult to follow. Thus, our final grade of the Alabama standards has not changed.

- 1 In this 2010 review, Fordham reviewed the same standards document as we did in our previous evaluation, the *State of State Math Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, Alabama's math grade improved from a B in 2005 to a B-plus in 2010. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1143#1143.
- 2 On March 10, 2010—after Fordham had reviewed Alabama's math standards—the state adopted its 2009 *Alabama Mathematics Course of Study*, replacing the 2003 version reviewed. To ensure reliability, and to better inform Alabama state officials, we provide a comparison of the 2003 standards to the 2009 version, also in this review.

Alaska • English Language Arts

DOCUMENTS REVIEWED

Content and Performance Standards for Alaska Students. 2006.

Accessed from: <http://www.eed.state.ak.us/standards/pdf/standards.pdf>

Overview

The Alaska standards cover some important content and skills, but gaps exist, and the language is often unclear and repetitive, making prioritization difficult. The format and complex numbering system also make the document nearly impossible to follow. Still, the most egregious problem is that no expectations are included at all for grades 11 and 12. This means that Alaska fails to present college and career-ready standards. Further, listening and speaking standards are completely missing.



Clarity and Specificity: 1/3

Content and Rigor: 1/7

Total State Score: 2/10

(Common Core Grade: B+)

General Organization

Alaska's ELA document is prefaced by a two-page list of "content standards" which are far-reaching statements not organized by grade level. For example, one declares that "a student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information." This laudable list is aligned with up to eight sub-standards that are not much more detailed than their "parent" standard. The document also includes forty-two performance standards/grade-level expectations (PSGLEs) that are organized first by grade span, then by grade level. The link between the content standards and the PSGLEs is tenuous at best. The latter are cross-referenced to the former yet sometimes bear little relationship to one another.

Finally, the individual PSGLEs are repeated across grades and customized at each grade level. For instance, one PSGLE reads "The student reads text aloud." At grade 3, this becomes "The student reads text aloud by: Reading orally with rhythm, flow, and expression showing understanding of punctuation and other conventions of print." And in grade 7, it is "The student reads text aloud by: Orally interpreting short stories, poetry, and drama to an audience." In short, though the organization sometimes makes sense, it is far more convoluted than it needs to be.

Clarity and Specificity

In almost every strand, Alaska's ELA standards are dense and vague, using far more words than necessary to convey expectations, and yet they manage to overlook important content. Then these dense, vague standards are repeated across grade levels. Consider this reading standard repeated across grades 7-10:

The student connects themes by: Making thematic connections between a variety of texts and relating these themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (grades 7-10)

Such expectations make it very difficult to determine what students are actually responsible for producing or mastering. The state earns a score of one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Alaska's standards cover early reading and reading comprehension well, but the coverage of subsequent reading and writing content and skills is sporadic throughout the grades. No standards are provided for listening and speaking. Most

importantly—and mysteriously—no standards appear at all for grades 11 and 12, obviously making it impossible to know what is expected of students in those grades.

Content Strengths

The K-2 standards for reading acquisition are detailed, specific, and rigorous. They address all areas prioritized in the *ELA Content-Specific Criteria* (see Appendix A). Vocabulary development is good, including some etymology.

Content Weaknesses

In many strands, despite volume, important content goes missing. There are many broadly worded expectations in third through tenth grade regarding the study of literature from diverse cultures, for example, but no expectations for the study of American literature. The standards do not define the quality and complexity of reading through the use of reading lists or other exemplars. For example, it is apparently sufficient for students in early grades to “dramatize” a story rather than to retell it, which would be more rigorous. Standards for making inferences are included for grades 3-6, but not for grades 7-10.

No standards for speaking and listening are included. Expectations for oral presentations (included under a standard for “reading texts aloud”) are not defined in any detail by genre or otherwise, as in the following eighth-grade standard:

Giving an oral, formal presentation (e.g., research reports, literature responses) (grade 8)

No other detailed references are made to the research process or research products except general standards about “giving credit for others’ ideas” when writing.

Students are not expected to write a complete paragraph until fourth grade, nor multi-paragraph essays until sixth grade. Specific genres are not addressed in detail; rather, they are mentioned superficially as part of a string of possible writing products. For example, consider the following “genre-free” standard:

The student writes about a topic.

Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion.

Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion (grades 7-10)

More detail is provided under these general standards, but genres are never mentioned. Later, through the writing for a variety of audiences and purposes, standards mention genres, expectations are vague:

The student writes for a variety of purposes and audiences by:

- Writing a narrative using elements of fiction to advance the plot
- Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe, or persuade
- Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)
- Using research-based information and/or analysis in research projects or extended reports (grade 9)

Too many vague standards here mean that both students and teachers are left to define high expectations on their own. It would be better to organize the standards by genre and offer specific details regarding each of the products at various grades.

The grammar standards are superficial and overlook much important content. This seventh-grade standard is typical:

Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure) (grade 7)

From fourth grade on, Alaska requires its students to write “simple and complex sentences,” but never mentions compound sentences. Although there are references to “using commas correctly,” there are none for the complexities of comma usage in compound and complex sentences.

It is hard to imagine what eleventh- and twelfth-grade standards would look like, based on what we see for K-10. That said, omitting them altogether means that Alaska is missing an opportunity to describe more complex literary and informational text analysis, as well as more sophisticated expository writing standards, such as persuasive writing. Therefore, The Last Frontier earns one point out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Alaska's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Last Frontier State has in place today.

Alaska • Mathematics

DOCUMENTS REVIEWED

Content and Performance Standards for Alaska Students. Revised March 2006.
Accessed from: <http://www.eed.state.ak.us/standards/pdf/standards.pdf>

Overview

Alaska's standards are poorly organized and difficult to read. Grade-level standards are only provided through tenth grade, and important content for high school mathematics is largely missing.



| | |
|--------------------------------|-------------|
| Clarity and Specificity: | 1/3 |
| Content and Rigor: | 3/7 |
| Total State Score: | 4/10 |
| <i>(Common Core Grade: A-)</i> | |

General Organization

Alaska's standards are defined across five broad standards—a content standard and four integrated process standards. The content standard is divided into seven strands, such as “numeration” and “functions and relationships.” The strands are first presented with grade-banded overall Performance Standards, and then each strand is further subdivided into topics broken into grade-level expectations for grades 3-10. These are presented in a chart, and the grade-level expectations for a topic all begin with the same phrase, or stem.

Clarity and Specificity

The presentation of the standards is bulky and convoluted. The organization of grade-level material around repeated phrase stems results in many standards that are both awkward and unclear. For example, the standard on basic number facts for multiplication in the fourth grade, with the stem indicated in bold, is unnecessarily wordy:

The student accurately solves problems (including real-world situations) by recalling basic multiplication facts, products to 100, and corresponding division facts efficiently (grade 4) (emphasis original)

This organizational pattern affects the clarity of all the standards. In grades 3-7, students are expected both to estimate and measure various quantities with greater accuracy each year. This results in a completely unreasonable culminating standard on estimation in seventh grade:

The student demonstrates understanding of measurable attributes by estimating length to the nearest sixteenth of an inch or millimeter, volume to the nearest cubic centimeter or milliliter, or angle to the nearest 30 degrees (grade 7) (emphasis original)

The grade-banded Performance Standards are not hampered by the stem structure pattern of grade-level expectations; as such, they are often clearer. For example, the Performance Standard for multiplication facts is:

Recall and use basic multiplication and division facts orally and with paper and pencil and without a calculator (grades 4-6)

Differences between the Performance Standards and the grade-level expectations are usually not significant, but in the worst case, they are contradictory. For example, a Performance Standard for the grade band 9-10 states that students should be able to “add, subtract, and multiply polynomials”; but the grade-level expectations—which should be more specific—make no mention of polynomials at all.

These standards are difficult to read, inconsistent, and confusing. They are not a clear “guide for users” and earn one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Alaska does not offer explicit guidance as to which content is the most important. In the elementary grades, arithmetic standards comprise slightly more than one-third of the whole. This relatively small presence of arithmetic does not give adequate priority to arithmetic.

Content Strengths

Alaska does cover some content well. For example, students are expected to recall the basic number facts, and conversions within measurement systems are explicitly documented.

Content Weaknesses

Alaska's arithmetic standards beg improvement. The development of whole-number arithmetic does not describe appropriate levels of mastery and is missing standard algorithms overall. For example, some standards require that students "accurately solve problems" in arithmetic, but the methods are not specified, and the standards make no mention of fluency. The development of the arithmetic of fractions is also weak. For example, multiplying fractions is jumbled among many other computation specifications:

The student accurately solves problems (including real-world situations) by multiplying whole numbers by two- or three-digit numbers, dividing three-digit numbers by one- or two-digit numbers, or multiplying or dividing decimals that represent money by whole numbers, or multiplying or dividing proper fractions (grade 6) (emphasis original)

Other weak areas include the development of rates, ratios, and formulas for areas. In addition, calculators are explicitly and unnecessarily inserted into the standards in all grades, even appearing in a stem phrase for estimation for grades 1-6:

The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by... (grades 1-6)

Calculator inclusion is more egregious throughout the high school standards. In the following grade band 9-10 Performance Standard, students are asked to use calculators to graph even simple functions that college-bound students should be able to graph without the use of a calculator:

Identify, graph, and describe the graphs of basic families of functions including linear, absolute value, quadratic, and exponential using a graphing calculator (grades 9-10)

The high school standards are missing much essential content. Proofs in geometry are not mentioned explicitly except in the process standards. High school algebra receives minimal attention. Some basics on linear equations are developed, but the standards barely touch upon theory and techniques for quadratic equations—though quadratic equations do appear in a few awkward standards, such as:

The student demonstrates conceptual understanding of functions, patterns, or sequences...including those represented in real-world situations by describing or extending patterns (families of functions: linear, quadratic, absolute value) up to the n th term, represented in tables, sequences, graphs, or in problem situations (grades 9-10)

The student demonstrates algebraic thinking by...selecting and using the quadratic formula to solve problems (grade 10)

This vague treatment offers little guidance on developing the theory of quadratics. These standards make no mention of complex roots, factoring, finding maximum and minimum values, or completing the square. As discussed above, polynomials do not appear in the grade-level standards. Many STEM-ready topics also go unmentioned, including logarithms and the graphs of trigonometric functions.

Alaska does not provide standards for eleventh and twelfth grades, and the material provided for ninth and tenth grades misses much of the essential content for high school. The standards include some treatment of arithmetic, but arithmetic is not prioritized or rigorously developed. These serious shortcomings in the standards result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Alaska's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Last Frontier State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Arizona • English Language Arts

DOCUMENTS REVIEWED¹

Reading Standard Articulated by Grade Level. March 31, 2003.

Accessed from: <http://www.ade.state.az.us/standards/language-arts/>

Writing Standard Articulated by Grade Level. June 28, 2004.

Accessed from: <http://www.ade.state.az.us/standards/language-arts/>

Standard 3: Listening/Speaking. July 8, 1996.

Accessed from: <http://www.ade.state.az.us/standards/language-arts/>

Standard 4: Viewing/Presenting. July 8, 1996.

Accessed from: <http://www.ade.state.az.us/standards/language-arts/>

Overview

The Arizona ELA standards are well written, specific, and thorough, and the organization is user-friendly. Some areas need improvement, but the overall coverage of content and skills is quite good.



Clarity and Specificity: 2/3

Content and Rigor: 5/7

Total State Score: 7/10

(Common Core Grade: B+)

General Organization

Arizona's ELA grade-by-grade standards are divided into four areas: Reading, Writing, Listening/Speaking, and Viewing/Presenting. In Reading and Writing, the standards are broken into "strands," then into "concepts," and then into "performance objectives." Each layer provides an additional level of detail that further defines student expectations. Grade-by-grade standards are also presented all together in one separate chart that shows how the content and skills build upon one another in successive years.

The Listening/Speaking and Viewing/Presenting standards have been retained from an earlier (1996) iteration of the state's standards. They are organized into grade spans: K, 1-3, 4-8, and 9-12. In short, the organization of the standards is clear and user-friendly.

Clarity and Specificity

The Arizona standards are mostly clear and specific. Repetition of standards within some strands, however, weakens the overall effectiveness of the document, as does some unclear language.

In Writing, especially, standards repeat sometimes verbatim at many different grade levels, such as this one which appears in grades 6, 7, and 8:

Develop a sufficient explanation or exploration of the topic (grades 6-8)

This standard, which is vague to begin with, should look different at grade 6 than at grade 8, and the document should provide more specific guidance, perhaps by genre. Including annotated samples of acceptable student writing would also help to illustrate the content and quality of student writing expectations.

Similarly vague standards appear from time to time in the Arizona framework. For example, consider the following fifth-grade reading expectation:

Describe the historical and cultural aspects found in cross-cultural works of literature (grade 5)

Or this “viewing and presenting” standard from grade span 4-8:

Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness (grades 4-8)

This Kindergarten reading comprehension standard is confusing:

Determine whether a literary selection, that is heard, is realistic or fantasy (Kindergarten)

Realism and fantasy are not opposites, nor are they mutually exclusive. Aspects of fantasy can in fact be realistic. This false dichotomy is repeated in various forms in higher grades. That said, such linguistic shortcomings are easily fixed.

Since the standards are “somewhat lacking in coherence, clarity, or organization” (see *Common Grading Metric*, Appendix A), they receive two points out of three for Clarity and Specificity.

Content and Rigor

Content Strengths

Arizona’s Reading standards are generally strong. The early reading standards cover all areas identified in the *English Language Arts Content-Specific Criteria* (see Appendix A): phonemic awareness, phonics, fluency, and comprehension. Students must “decode words, using knowledge of phonics, syllabication, and word parts.” Context clues are not emphasized in the early grades.

Arizona addresses vocabulary systematically and its development starts early, with word categories in Kindergarten, contractions and compound words in grade 1, prefixes and suffixes in grade 2, and dictionary use in grade 3. As the standards unfold, the vocabulary thread progresses with rigor through high school and even includes a welcome dose of etymology—in which students are to “[d]raw inferences about the meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).”

Literary and informational texts are treated distinctly, and both categories are addressed thoroughly. Structures and elements of both literary and non-literary text types are addressed. Informational text is broken into three categories (expository, functional, and persuasive texts), making it easy to understand how reading strategies vary across them. The standards for informational text progress logically. They include specific standards related to arguments, which require students, for example, to cite important aspects of reasoning and rhetorical techniques.

The Arizona Writing standards are also thorough. They address the writing process, “elements” of good writing (including grammar), and writing “applications,” which expect students to understand how genres of writing (expressive, expository, persuasive, etc.) manifest in various products (e.g., speech, editorial, business letter, poem, etc.). Research is also systematically addressed, and the standards are cross-referenced with the standards for informational text, which allows reinforcement of these two related sets of expectations.

Content Weaknesses

Arizona’s Reading standards address American literature and American literary heritage only in the eleventh grade (in strand 2, “Comprehending Literary Text”):

Analyze culturally or historically significant literary works of American literature that reflect our major literary periods and traditions (strand 2, grade 11)

This examination could be strengthened by similar focus on American literature in other grades. Furthermore, students and teachers would benefit if the state were to define the quality and complexity of reading expected at each grade level via the use of reading lists.

The Writing standards, while commendable, attempt to do too much. Students are unnecessarily required to write in all genres at all grades. Students should not, for instance, be required to write personal narratives in every grade level. Some prioritization of writing genres by grade level is needed.

Arizona’s standards for Listening/Speaking, organized by grade span only, are missing essential standards for one-to-one and group discussions. Revising the standards to include grade-specific expectations would likely force incorporation of some of this missing content. More thorough expectations for formal oral presentations would also be welcome.

The standards for Viewing/Presenting read like the “media” standards in many states, though they are outdated by now, having been written in 1996. For example:

Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media (grades 9-12)

Surely, today’s multimedia presentations should include more Internet and video footage, and fewer posters and transparencies! Updating these standards would be advisable, as would delineating them by grade. Particular attention should be paid to cross-referencing them with the research strand, as it is done in the writing standards.

Though most of Arizona’s standards are strong, some crucial content is missing and some is covered in a manner that is less than satisfactory (see *Common Grading Metric*, Appendix A); thus they receive five points out of seven for Content and Rigor.

The Bottom Line

Arizona treats literary and non-literary texts distinctly and thoroughly and in more detail than the Common Core. Genres, sub-genres, and the characteristics of both literary and non-literary text types are addressed. Informational text is broken into three categories, making it easy to understand how reading strategies vary among them.

On the other hand, the Common Core standards more thoroughly address listening and speaking skills, and they include samples of student writing to clarify grade- and genre-specific writing expectations. Common Core also includes a list specifying the quality and complexity of student reading as well as sample student writing. Such enhancements would significantly improve Arizona’s standards.

¹ Arizona’s academic standards have not changed since Fordham’s last evaluation, the *State of State English Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Even through this new lens, Arizona’s ELA grade remained a B. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1032#1032.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Arizona • Mathematics

DOCUMENTS REVIEWED

Arizona Academic Content Standards: Mathematics. June 24, 2008. Accessed from: <http://www.ade.state.az.us/standards/math/Articulatedo8/MathematicsStandard2008.pdf>

Mathematics Standards Articulated by Grade Level, with Explanations and Examples. June 24, 2008. Accessed from: <http://www.ade.state.az.us/standards/math/Articulatedo8/>

Overview

Arizona's standards are generally strong. They are well presented and often include sample problems to enhance clarity. But a serious weakness in these standards is their coverage of arithmetic, which is neither prioritized nor appropriately culminated.



Clarity and Specificity: 3/3
Content and Rigor: 4/7
Total State Score: 7/10
(Common Core Grade: A-)

General Organization

Arizona's standards are divided into five content strands, such as "Geometry and Measurement." Each strand is subdivided into topics called "Major Concepts," and then further separated into grade-level "performance objectives." These performance objectives are what we refer to as standards in this analysis.

One of the five strands, "Structure and Logic," is actually a process strand that is primarily focused on skills, such as problem-solving and reasoning. The skills outlined in this strand are meant to be integrated across all content strands.

The high school standards follow the same organization but combine grades 9-10 and 11-12.

Clarity and Specificity

The standards are well presented: They are generally concise, comprehensible, and easy to read. The "Explanations and Examples" are often quite specific and serve to clarify the standards. The use of sample problems is an excellent feature, demonstrating for the reader exactly what kinds of problems students are expected to be able to do. For example, the following fifth-grade standard is broadly stated and the intent is subject to interpretation:

Use ratios and unit rates to model, describe and extend problems in context (grade 5)

But the explanatory material for this standard includes sample problems, which helps reveal what a student is expected to know:

If you can travel 20 miles in 4 hours on a bicycle, what is the unit rate (the distance you can travel in 1 hour)? (grade 5)

While the standards are generally clear, the explanatory material is not always specific enough to provide sufficient clarification. For example, consider the third-grade standard:

Demonstrate fluency of multiplication and division facts through 10 (grade 3)

It is not clear if fluency means fluency with instant recall or fluency with computation. The distinction is important, as students who do not have instant recall will be at a serious disadvantage as they continue learning multiplication. The additional explanatory material could have served to clarify the intent of the standard, but it is, unfortunately, equally unclear:

Fact fluency includes working with facts flexibly, accurately, and efficiently. This means that students have quick recall using strategies that are efficient (grade 3)

It is not clear from this if students are required to memorize basic facts. The second sentence suggests memory by the use of the word “recall.” However, the need to use “strategies that are efficient” in order to achieve “quick recall” is confusing and undermines any assumption of memorization.

Generally, the standards are clear, and the use of examples is an excellent feature that usually serves to clarify any ambiguity in the statements. Arizona receives three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Arizona does not provide any guidance as to priorities. Worse, each grade has many standards, some of which are not important from a mathematical perspective. For example, from grade 2 through high school, one of the Major Concepts is “Vertex-Edge Graphs”; many standards are devoted to this topic, such as in third grade:

Solve conflict problems by constructing and coloring vertex-edge graphs (grade 3)

This atypical and unimportant content is apparently equally weighted with crucial content such as mastery of arithmetic. More generally, Arizona fails to prioritize arithmetic—only one-third of the elementary school standards are devoted to it.

Content Strengths

The standards are often very strong. They cover some of the basic properties of arithmetic well, including commutativity, associativity, and distributivity. They also explicitly address the inverse relationship of addition and subtraction and of multiplication and division. The geometry standards include the development of formulas for areas, and the development of fractions is covered in some depth, including the use of the number line.

The high school standards cover many topics with both depth and rigor. Much of the STEM-ready content is covered.

Content Weaknesses

The development of arithmetic is Arizona standards’ main weakness. There are many good culminating standards for arithmetic, fluency is mentioned in the explanatory material, and sample problems demonstrate student arithmetic proficiencies. However, the development of arithmetic is not adequately specific. To illuminate this shortcoming, the discussion below traces the development of whole-number multiplication.

As discussed above, instant recall of basic multiplication facts is not explicit. There are some desirable standards on multiplication, such as the fifth-grade capstone standard for whole-number multiplication:

Multiply multi-digit whole numbers (grade 5)

A rigorous treatment of this standard requires fluency with the standard algorithm. However, the explanatory material does not specify any methods. The preceding fourth-grade standard on multiplication is:

Use multiple strategies to multiply whole numbers: two-digit by two-digit and multi-digit by one digit (grade 4)

This standard could appropriately lead to mastery of the standard algorithm. However, the explanatory material for this standard includes four separate ways to multiply whole numbers, none of which is the standard algorithm. This suggests both a lack of exposure to the standard algorithm and a lack of expectation that a student must learn it.

The development of fraction arithmetic is problematic as well. Some standards ask that students manipulate fractions, but methodology is not specified. Common denominators are not mentioned in the standards, though they are mentioned in the explanatory material.

Arizona’s standards have strong high school content, but do not properly develop or prioritize arithmetic. These “critical shortcomings” result in a Content and Rigor score of four points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of B, Arizona’s mathematics standards are decent. Still, those developed by the Common Core State Standards Initiative earn an impressive A-minus, and thus are superior to what the Grand Canyon State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Arkansas • English Language Arts

DOCUMENTS REVIEWED

English Language Arts Curriculum Framework: K-8. 2003.

Accessed from: <http://www.arkansased.org/educators/curriculum/frameworks.html#language>

English Language Arts Curriculum Framework: 9-12. 2006.

Accessed from: <http://www.arkansased.org/educators/curriculum/frameworks.html#language>

Overview

The Arkansas standards include some good content but lack specificity and, in many strands, a clear progression, making it hard to determine real levels of rigor.



Clarity and Specificity: 1/3

Content and Rigor: 3/7

Total State Score: 4/10

(Common Core Grade: B+)

General Organization

The Arkansas standards are divided into four strands: Oral and Visual Communications, Writing, Reading, and Inquiring/Researching. Each strand is broken into standards and sub-standards that are common across all grades. For example, the reading strand is divided into four standards—foundations of reading; comprehension; variety of texts; and vocabulary, word study, and fluency—and each standard is divided into two to seven sub-standards.

Finally, grade-level expectations are provided for each sub-standard for every grade K-12.

Clarity and Specificity

The language of the Arkansas standards is at times bloated, vague, and/or repetitive. For example:

- Discuss poetry to determine meaning (grade 4)
- Demonstrate voice in informal and formal writing (grade 9)

How would a teacher hold students accountable for such unmeasurable standards?

In some places, the language is politically tendentious at the expense of real content, such as:

- Determine the author's purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin (grade 9)

Such standards make for unreasonable reading expectations, and the experience-centric nature of them reduces their rigor.

Finally, due in part to the vague wording of the standards, demanding grade-level progressions are not always evident, as in the following sequence under the standard for "Vocabulary, Word Study, and Fluency":

- Refine the meanings of words through repeated encounters (grade 1)
- Self-monitor reading and self-correct (grade 2)
- Recognize the relationship between a pronoun and its referent (grade 3)
- Explain words with multiple meanings (grade 4)

The combination of vaguely worded, repetitive, and jargon-filled standards leaves Arkansas teachers, curriculum developers, and assessment writers with limited guidance about what students are expected to know and be able to do at any given point in their schooling. As such, the standards earn one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The early-reading standards address reading fluency and comprehension skills. They include specific targets for accuracy and number of words per minute, both of which are laudable skills.

Some high school research standards are clear and rigorous, such as:

- Compare the credibility of authors and reliability of sources for strengths and limitations (e.g., analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions) (grade 11)

Noteworthy “logic” expectations also exist in the reading comprehension standards, such as the following grade 10 standard:

- Use logic to examine fallacies to determine purpose in both inductive and deductive arguments (grade 10)

Finally, an admirable attempt is made to include standards for English language conventions.

Content Weaknesses

The islands of good content in Arkansas’s standards (described above) are surrounded by a sea of disjointed and unclear expectations in almost every strand.

The grade-level expectations provided in the “Utilizing Concepts about Print” and “Developing Phonological Awareness” sub-standards lack sufficient guidance to ensure that students will learn essential early-reading content. For example:

- Apply knowledge of letter and word (Kindergarten)
- Apply knowledge of first and last (i.e., letter, sounds, words, etc.) (Kindergarten)

Furthermore, the expectations provided in other reading sub-standards overemphasize unmeasurable comprehension strategies, such as “Using Prior Knowledge to Make Meaning” and “Using Connections to Make Meaning.” The following is an example from grade 4:

- Form mental pictures reflecting vivid details and personal connections with the text (grade 4)

Finally, in a category called “Meaning-Based Word Recognition,” students in grades 3 and 4 are asked to “use context clues to determine the precise meaning of new words” rather than analyzing the word’s parts and/or referring to a dictionary.

Expectations for vocabulary development are not very systematic and are sprinkled across several strands and sub-strands. More attention should be paid to word families, etymology, and word parts.

Grade-level expectations for reading and analyzing literary and non-literary texts are hard to understand. For example, the standards for “reading, examining and responding to a wide variety of texts” focus more on process than on student outcomes. Consider this grade 4 standard:

- Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals (grade 4)

Occasionally, the standards call out specific genres, structures, literary elements or devices, but these are not systematically addressed.

Quality and complexity of reading are never addressed, nor do the standards include any specific mention of American literature. The following vague standard is the only one that hints at any literary heritage. It is repeated verbatim in grades 9-12:

[Student] [r]eads a variety of literary and content prose including selections from American, British, and/or world literature (grades 9–12)

The Arkansas writing standards emphasize process over products and only nominally address writing conventions. The listening and speaking standards tender a mish-mash of expectations for formal and informal communication; moreover, they do not address formal oral presentations.

These shortcomings leave Arkansas teachers without the guidance they need to plan rigorous curriculum, instruction, and assessment. Consequently, the standards can earn no higher than three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Arkansas's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Natural State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Arkansas • Mathematics

DOCUMENTS REVIEWED

K-8 Mathematics Curriculum Framework. Revised 2004.

Accessed from: http://arkansased.org/educators/pdf/k8_math_may05.pdf

High School Courses Curriculum Framework. Revised 2004; Amended 2006.

Accessed from: <http://arkansased.org/educators/curriculum/frameworks.html#math>

Overview

While Arkansas's standards seem easy to read and understand, they often lack clarity as to the content that is to be covered—particularly in K-8, where arithmetic is neither prioritized nor appropriately culminated. The high school content is thorough and includes most of the STEM-ready material.



Clarity and Specificity: 2/3

Content and Rigor: 3/7

Total State Score: 5/10

(Common Core Grade: A-)

General Organization

Arkansas organizes its math standards into two categories: grades K-8 and high school. Within each, standards are divided into broad content strands such as “Algebra” and “Geometry,” which are further divided into substrands (such as “Triangles” for the Geometry strand). Finally, specific grade-level expectations (GLEs) are provided for each substrand. (It is the GLEs that we refer to as “standards” in this review.)

Clarity and Specificity

Arkansas standards are succinctly stated and are easy to read and understand. Content is easily drawn from some standards, and examples are sometimes included to clarify intent:

Identify the change over time

Ex. We have recorded the morning and afternoon temperatures all week. Which day had the greatest change in temperature? (grade 3)

The use of examples is an excellent feature, and, as the above standard shows, often necessary. Still, many standards are not provided with examples and/or are far too broad:

Describe repeating and growing patterns in the environment (grade 2)

Develop an understanding of the associative and zero properties of multiplication using objects (grade 4)

It is not clear how students might use objects to show that zero times any number is zero.

Furthermore, many other standards pay insufficient attention to language. For example, the following fourth-grade standard implies that the size of a fraction can vary. This is not true.

Utilize models, benchmarks, and equivalent forms to recognize that the size of the whole determines the size of the fraction (grade 4)

In addition to confusing language, the organization of the standards can sometimes be confusing. Related standards may appear under different topics. For example, standards on whole-number addition and subtraction in third grade appear

across many topics, including “Computational Fluency-Addition and Subtraction,” “Whole-number Operations,” and “Application of Computation.”

The standards for high school are generally clearer, for example:

Write an equation in slope-intercept, point-slope, and standard forms given

- two points
- a point and y-intercept
- x-intercept and y-intercept
- a point and slope
- a table of data
- the graph of a line (Algebra I)

There are some serious issues with the clarity of these standards, particularly in K-8. This is somewhat mitigated by the use of examples within the standards, and the high school standards are clearer. But the standards “do not quite provide a complete guide to users,” and receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Arkansas has many standards, generally around fifty per grade. With so many standards, guidance as to the most important content is important. However, there is no explicit setting of priorities. Standards on arithmetic comprise less than a third of the standards in the elementary grades—an insufficiently small presence given the importance of mastering arithmetic skills at this age.

Content Strengths

The standards cover the basic structure of arithmetic—such as the commutative, associative, and distributive properties—as well as the inverse nature of addition and subtraction and of multiplication and division. The number line is used throughout. Although arithmetic is not culminated appropriately, some developmental standards are strong, such as:

Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of whole numbers, using models up to $12/12$ (grade 4)

The high school standards are generally strong. The Algebra and Geometry courses are solid, and the Pre-Calculus course includes much STEM-ready material. Algebra II includes this important standard on the graph of a quadratic:

Determine the maximum or minimum values and the axis of symmetry both graphically and algebraically (Algebra II)

Content Weaknesses

The most glaring problem with Arkansas’s standards is the end product of the study of arithmetic. Automaticity with number facts is covered inadequately with:

Demonstrate computational fluency (accuracy, efficiency and flexibility) in addition facts with addends through 9 and corresponding subtractions (grade 2)

Demonstrate fluency with combinations for multiplication and division facts (12×12) and use these combinations to mentally compute related problems (grade 4)

In the development of whole-number arithmetic, standard methods are not specified. Methods are further undermined by the use of both technology and the “variety of algorithms” that students are expected to develop. The capstone standards for whole-number arithmetic are:

Develop and use a variety of algorithms with computational fluency to perform whole-number operations using addition and subtraction (up to five-digit numbers), multiplication (up to three-digit x two-digit), division (up to two-digit divisor) interpreting remainders, including real-world problems (grade 5)

Apply, with and without appropriate technology, algorithms with computational fluency to perform whole-number operations (+, -, x, /) (grade 6)

This lack of standard procedures and the inclusion of technology continue beyond whole-number arithmetic to fractions:

Develop and analyze algorithms for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without technology, computational fluency in their use and justify the solution [sic] (grade 6)

Common denominators are never mentioned.

The standards are strong in high school, but the use of technology and manipulatives is pervasive. For example, students are expected to solve equations “algebraically (including the use of manipulatives).” Students in high school algebra should have some facility with abstraction, and manipulatives are inappropriate in standards at this level.

Arkansas’s standards are strong in places. High school content is covered well, including STEM-ready content. However, in the elementary grades, arithmetic is not prioritized or appropriately culminated. These serious problems result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Arkansas’s mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Natural State has in place today.

California • English Language Arts

DOCUMENTS REVIEWED¹

California Academic Content Standards: English Language Arts. December 1997.
Accessed from: <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>

Overview

California’s well-sequenced and thorough ELA standards explicitly address all of the essential content that students must master in a rigorous, college-prep K-12 curriculum. With very few exceptions, the standards are clear and concise and exhibit an appropriate level of rigor at each grade. Minor flaws are noted below, but overall these standards are exceptionally strong.



| | |
|--------------------------------|--------------|
| Clarity and Specificity: | 3/3 |
| Content and Rigor: | 7/7 |
| Total State Score | 10/10 |
| <i>(Common Core Grade: B+)</i> | |

General Organization

California’s K-12 standards are organized into four strands: Reading, Writing, Written and Oral Conventions, and Listening and Speaking. Each strand is then broken into sub-strands, and finally into grade-specific standards. The high school grades are grouped into pairs (9-10 and 11-12).

Clarity and Specificity

The standards are very clear and specific, making it easy for teachers and students to understand what students should know and be able to do. For example, while many states merely ask students to distinguish facts from opinions, California goes a step further:

Distinguish facts, supported inferences, and opinions in text (grade 5)

In all strands, the California standards offer specific details and often include examples that help clarify expectations, such as in the following “Literary Response and Analysis” standard in grade 7:

- Narrative Analysis of Grade-Level-Appropriate Text
- Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s)
 - Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters
 - Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)
 - Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work (grade 7)

In a few places, the language is vague, which compromises the readability of the standard and the clarity of the state’s expectation. For example:

Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach) (grades 11-12)

Such exceptions are rare, however, and overall these standards easily earn full marks, or three points out of three, for Clarify and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

California's standards for early reading delineate explicit and systematic expectations for phonemic awareness, phonics, fluency, and comprehension skills. Similarly, the Reading standards across all grades address systematic vocabulary development, including etymology.

Specific expectations for reading and analyzing literary and non-literary texts are included. There is a clear focus on exceptional American literature, though only in grades 11-12. California also supplies recommended reading lists for all grade levels that include many good works of American and other literature.

California admirably includes standards devoted specifically to logic, including:

Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion) (grades 11-12)

Such detail in the reading section helps ensure that students not only understand the essential structures and elements of arguments, but also that they have a meta-language for analyzing those arguments effectively. These skills, essential to citizenship, are missing from many state standards.

The Writing standards address the analysis and production of all writing genres and include rigorous expectations regarding research, as in the following standard from grades 9-10:

- Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)
 - Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents)
 - Integrate quotations and citations into a written text while maintaining the flow of ideas
 - Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*)
 - Design and publish documents by using advanced publishing software and graphic programs (grades 9-10)

The standards for English language conventions are thorough and demonstrate a reasonable progression through the grades.

Standards for Listening and Speaking are also well addressed, including such specific expectations for oral presentations in various genres as:

- Deliver oral responses to literature:
- Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text)
 - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created (grades 9-10)

Content Weaknesses

Minor weaknesses are apparent in each of the content strands. With the exception of the grade 11-12 standards referenced above, both the early reading and the reading standards lack a focus on American literature.

One troublesome aspect of the standards is their inclusion of laudable but unmeasurable goals, such as the extracurricular annual reading goals (up to two million words per year in grade 12). Coupled with the issue of measurability, the fact that accountability lies outside the classroom makes these guidelines unrealistic.

The other three strands—Writing, Written and Oral Conventions, and Listening and Speaking—merit only minor critiques. The Writing standards, for example, do not include samples of acceptable student writing, which could help delineate the rigor of the expectations. The Listening and Speaking strand could be improved by adding expectations for the evaluation of presentations.

Together, these shortcomings represent no more than 5 percent of absent content. The standards earn seven points out of seven in the category of Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

California's standards are clearer, more thorough, and easier to read than the Common Core standards. The essential content is grouped more logically, so that standards addressing inextricably linked characteristics, such as themes in literary texts, can be found together rather than spread across strands. In addition, the California standards treat both literary and non-literary texts in systematic detail, addressing the specific genres, sub-genres, and characteristics of both text types. California's standards for logic, writing applications, and oral presentations are also more detailed than those of the Common Core.

On the other hand, the Common Core includes samples of student writing to clarify grade- and genre-specific expectations for writing, and explicitly addresses foundational U.S. documents. The Common Core also includes more rigorous and thorough standards addressing group discussions and working as a group to accomplish a task. Such enhancements would benefit California's already-strong standards.

¹ California's academic content standards have not changed since Fordham's last evaluation, the *State of State English Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Even through this new lens, California's ELA grade remained an impressive A. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1032#1032.

California • Mathematics

DOCUMENTS REVIEWED¹

Mathematics Framework for California Public Schools. Revised 2005.

Accessed from: <http://www.cde.ca.gov/ci/ma/cf/documents/mathfrwkcomplete.pdf>

Mathematics Content Standards for California Public Schools. December 1997.

Accessed from: <http://www.cde.ca.gov/be/st/ss/documents/mathstandard.pdf>

Overview

California's standards could well serve as a model for internationally competitive national standards. They are explicit, clear, and cover the essential topics for rigorous mathematics instruction. The introduction for the standards is notable for providing excellent and clear guidance on mathematics education. The introduction states simply:

An important theme stressed throughout this framework is the need for a balance in emphasis on computational and procedural skills, conceptual understanding, and problem solving. This balance is defined by the standards and is illustrated by problems that focus on these components individually and in combination. All three components are essential.



Clarity and Specificity: 3/3
Content and Rigor: 7/7

Total State Score: 10/10

(Common Core Grade: A-)

California has provided a set of standards that achieves these goals admirably.

General Organization

The organization of California's standards is straightforward and clear. The standards are organized by typical content strands such as "Number Sense" and "Measurement and Geometry," and the strands are broken down into grade-level standards. The standards also include "Mathematical Reasoning" as a strand that, rather than serving as a stand-alone strand, is "inherently embedded" in the other strands.

Unlike most states, which organize standards by grade level for K-8, and then by course (rather than by grade) for high school, California provides grade-specific standards for K-7 and organizes standards by course for grades 8-12.

The grade-level standards are notable in that they provide guidance on priorities and focus directly within the document. The most important standards for each grade are clearly marked as "green dot" standards, and are easily distinguished from the other standards.

Clarity and Specificity

California's standards are well presented and organized. They are easy to read and understand, and the mathematics content is illuminated by the use of sample problems. The sample problems immediately address any potential lack of clarity in the statements. For example, in fourth grade, California has the somewhat broadly stated standard:

Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing") (grade 4)

This standard includes two examples of the kinds of problems a student is expected to be able to solve, including:

Yesterday's temperature was 5 degrees Celsius, but the temperature dropped 9 degrees Celsius overnight. What is today's temperature? (grade 4)

Such clarification illuminates exactly what students are expected to know and be able to do across the grades. The reader is not left in doubt as to what a standard means or what kinds of problems students are expected to solve. California receives the top score of three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

California's standards are, perhaps, excessive in number; but any potential problem with the volume of standards is mitigated through the prioritization scheme of the "green dot" standards described above. For example, there are thirty-seven standards for sixth grade, and fourteen of them appear in the Statistics, Data Analysis, and Probability (DASP) strand alone. However, the reader can clearly and easily distinguish the most important content, and this reduces any excess in the number of standards. For example, of the thirty-seven standards for sixth grade, only seventeen of them are green dot standards. Priorities are thus set admirably.

Content Strengths

These standards cover nearly all of the essential content. They explicitly prioritize foundational mathematics and outline a clear and coherent path for mathematics education.

The essential content of elementary arithmetic is developed well and emphasized throughout. Examples include the following simply stated standards:

- Memorize to automaticity the multiplication table for numbers between 1 and 10 (grade 3)
- Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi-digit numbers (grade 4)
- Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers (grade 5)

The straightforward statements in the following standards are also exemplary.

- Identify and graph ordered pairs in the four quadrants of the coordinate plane (grade 5)
- Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips (grade 6)

Content Weaknesses

There are a few minor issues in the course for eighth grade (Algebra I) and the course content for high school. Lines and linear equations are generally well covered, but students are not required to algebraically move from one form of a linear equation to another. There is also no standard that states that students should be able to find the equation for a line that goes through two points, though the standards state that this should be understood as part of the standard on point-slope form for lines. The complete analysis of quadratic equations, which begins in Algebra I and concludes in Algebra II is missing a few details on standard form and symmetry.

California's standards cover practically all the essential content in a high-quality and rigorous manner. They are easy to read and follow and do not include much extraneous material. At all levels, they prepare students to move on to the next level of mathematics, including rigorous college preparation. They easily satisfy all of the criteria for a score of seven points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With some minor differences, Common Core and California both cover the essential content for a rigorous, K-12 mathematics program. That said, California's standards are exceptionally clear and well presented, and indeed represent a model for mathematically sound writing. They are further supported by excellent peripheral material, including the *Framework* that provides clear and detailed guidance on the standards. Taken together, these enhancements make the standards easier to read and follow than Common Core. In addition, the high school content is organized so that the

standards about various topics, such as quadratic functions, are grouped together in a mathematically coherent way. The organization of the Common Core is more difficult to navigate, in part because standards on related topics sometimes appear separately rather than together.

Common Core includes some minor high school content—including the vertex form of quadratics and max/min problems—that is missing in California.

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- ¹ California's academic content standards have not changed since Fordham's last evaluation, the *State of State Mathematics Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Even through this new lens, California's math grade remained an impressive A. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1147#1147.

Colorado • English Language Arts

DOCUMENTS REVIEWED

Colorado Academic Standards: Reading, Writing, and Communicating. 2009. Accessed from:
http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/Reading_Writing_Comm_Adopted_12.10.09.pdf

Overview

These new Colorado standards are very thoughtful and their core (termed “evidence outcomes”) addresses almost all of the *English Language Arts Content-Specific Criteria* in useful ways (see Appendix A). Though most essential content is covered, they are dense and wordy in places.



| | |
|--------------------------------|-------------|
| Clarity and Specificity: | 2/3 |
| Content and Rigor: | 6/7 |
| Total State Score: | 8/10 |
| <i>(Common Core Grade: B+)</i> | |

General Organization

The Colorado standards are divided into four strands: Oral Expression and Listening, Reading for All Purposes, Writing and Composition, and Research and Reasoning. Each strand is divided into grade-level expectations. These are subdivided into “concepts and skills” and finally into “evidence outcomes.” The latter are detailed, grade-specific student expectations, which are the focus herein.

Clarity and Specificity

Colorado’s standards are dense and numerous. Although they manage to convey essential content, in quite a few places the objectives become too personal, nonacademic, and unmeasurable, as in:

- Identify stereotypes, prejudices, biases, and distortions in self and thinking of others (grade 6)
- Identify personal attitudes and beliefs about events, ideas, and themes in text, and explain how these shape their comprehension of text (grade 8)

In a few places, the language is vague and unmeasurable, for example:

- Reflect on the content and approach to a presentation (grade 10)

Still, most evidence outcomes are clear and specific. One of the biggest problems relative to clarity and specificity is the voluminous amount of extraneous “rationale” (called “Relevance and Application”) that is included grade by grade. The information appears designed to illuminate the reasons for having to learn the content, but its effect is that it distracts the reader from the core content. For instance, under the Research and Reasoning strand in grade 12, several standards pertain to gathering, analyzing, and evaluating information. But the Relevance and Application section below it includes various bulleted statements, one of which is “Data organization is a skill used in medical testing.”

For these reasons, Colorado receives two points of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Standards for Oral Expression And Listening address speaking, listening, group discussions, and group work. They are detailed and thorough, if not a little heavy-handed. Oral presentations are consistently addressed. Specific characteris-

tics are enumerated, as in this culminating twelfth-grade standard:

- a. Prepare and deliver a formal presentation for different purposes and audiences (such as expository, persuasive, entertaining, inspirational, or recognition)
- b. Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience
- c. Use examples, illustrations, graphics, quotations, analogies, facts, and statistics to focus and support the content of a presentation
- d. Use grammar and vocabulary appropriate for the situation, audience, topic, and purpose
- e. Choose specific words and word order for intended effect and meaning
- f. Select appropriate technical or specialized language (grade 12)

Standards addressing phonics and phonemic awareness are strong and appropriately rigorous, as demonstrated by this one for first-grade students:

- a. Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)
- b. Use onsets and rimes to create new words that include blends and digraphs
- c. Identify the initial, medial, and final phoneme of spoken words
- d. Manipulate individual phonemes to create new words through addition, substitution, and deletion (grade 1)

Vocabulary standards are focused on morphology and progress through the grades with rigor.

Colorado admirably de-emphasizes unmeasurable metacognitive strategies.

Colorado's standards for literary and non-literary text are carefully drawn. Each text type is treated separately and thoroughly throughout the grades, as these eighth-grade informational text standards demonstrate:

- a. Identify key words that signal a variety of organizational patterns (such as chronology, compare/contrast, problem/solution, cause/effect); explain how various organizational patterns structure information differently; use organizational patterns to guide interpretation of text
- b. Evaluate viewpoints, values, and attitudes (such as detecting bias, word connotations, and incomplete data)
- c. Make inferences and draw conclusions about relevance and accuracy of information...(grade 8)

These literary text standards, also from grade 8, are comparably detailed:

- b. ...Explain and compare the different roles and functions that characters play in a narrative (such as antagonist, protagonist, hero)
- c. Interpret mood, tone, and literary devices (such as symbolism, flashback, foreshadowing, hyperbole), and provide supporting evidence from text
- d. Identify use of third person, omniscient, and third person limited points of view; explain how each narrative point of view provides different insights in plots, characters and themes...(grade 8)

At grade 11, students are also required to “demonstrate knowledge of classical foundational works of American literature,” a welcome addition. This standard is presented in the context of other “critical reading approaches,” such as analyzing literary devices; explaining the influence of historical context; and interpreting and synthesizing themes across texts, so the standards do not appear out of the blue.

The writing standards address both the characteristics of good writing generally and those that are specific to genres. All genres of writing are developed and, in high school, appropriate emphasis is placed on the development of arguments, as in grade 11:

- Evaluate and revise own text as needed to eliminate logical fallacies and to enhance credibility of ideas and information (grade 11)

English language conventions are also contained within the writing strand; they systematically cover grammar, usage, and mechanics from the earliest grades through the end of high school.

Colorado’s research and reasoning strand is a mostly useful addition. These standards maintain a rigorous progression for research processes and products. They also address logic, as in this commendable twelfth-grade standard in which students:

- a. Synthesize information to support a logical argument
- b. Distinguish between evidence and inferences
- c. Identify false premises or assumptions
- d. Analyze rhetorical devices used in own and others’ appeals
- e. Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation (grade 12)

As noted below under weaknesses, this strand overreaches in the early grades, but works well in high school.

Content Weaknesses

The standards do not describe the quality and complexity of reading that students should master, nor do they provide samples of desirable student writing.

In a few places, the Research and Reasoning standards set unrealistic goals that could not necessarily be observable or measurable, as in this eleventh-grade standard in which students:

- Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness) (grade 11)

Worthy and ambitious as they are, it would be hard to hold students accountable for these tasks.

A number of the expectations in the lower grades are far too abstract for elementary school—or perhaps for anyone. In grade 5, for example, students:

- a. Accurately explain the implications of concepts they use
- b. Identify irrelevant ideas and use concepts and ideas in ways relevant to their purpose
- c. Analyze concepts and draw distinctions between related but different concepts (grade 5)

Students in fifth grade are also expected to “recognize what they know and don’t know (intellectual humility),” a skill that certainly eludes many adults. The addition of these unnecessary standards among so many others makes it hard for teachers to set priorities.

One final weakness in the Colorado standards is the lack of student writing samples illustrating the kind of writing expected. Such examples would be a welcome addition.

In sum, these standards represent a very thorough and rigorous set of expectations for the students in Colorado. Some streamlining and editing to exclude nonacademic and unrealistic goals would improve them tremendously, but as written, they earn a solid six points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Colorado’s standards for literary and non-literary text analysis are more thorough and detailed than the Common Core, addressing specific genres, sub-genres, and characteristics of both literary and non-literary texts. In addition, Colorado includes a strand devoted to “research and reasoning” which, despite occasional overreaching, outlines more detailed and rigorous expectations for logic. Colorado’s standards for oral presentations are also clearer and more detailed than those presented in the Common Core.

On the other hand, the Common Core standards are more focused and include few of the unnecessary and distracting “rationale” statements that can be found in the Colorado document. Common Core also includes samples of student writing to clarify grade- and genre-specific writing expectations, as well as standards explicitly addressing foundational U.S. documents. Colorado’s standards would be improved by eliminating both the unnecessary material and the gaps mentioned above.

Colorado • Mathematics

DOCUMENTS REVIEWED

Colorado Academic Standards: Mathematics. December 12, 2009.

Accessed from: http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/Math_Standards_Adopted_12.10.09.pdf

Overview

Colorado's standards are presented in an unusual way and include some extra, peripheral material. Arithmetic is given moderate priority, but is not adequately developed. The high school material includes some strong standards, but misses a good deal of essential content.



Clarity and Specificity: 2/3

Content and Rigor: 3/7

Total State Score: 5/10

(Common Core Grade: A-)

General Organization

The K-12 standards are organized into four content strands such as “Number Sense, Properties, and Operations,” which are further subdivided into grade-level expectations. Oddly, the sequencing of the standards is top to bottom: They begin in high school and work down through the grades. They also include peripheral material such as “Inquiry Questions” and “The Nature of Mathematics.” The former, for instance, are “intended to promote deeper thinking, reflection and refine understandings” of the grade-level expectations.

Clarity and Specificity

Standards are often clearly stated:

- Find the value of a collection of coins and choose coins to have a given value (grade 2)
- Name and locate points specified by ordered number pairs on a coordinate grid (grade 4)
- Use a protractor to measure angles to the nearest degree (grade 6)
- Compare and order sets of integers and rational numbers that are expressed as fractions, decimals, or percents (grade 8)

However, other standards are far too broadly stated to allow readers to interpret the intent:

- Apply addition and subtraction concepts to financial decision-making (grade 2)
- Use geometric properties of points and line segments to describe figures (grade 3)
- Analyze various lending sources, services, and financial institutions (high school)

These standards are not specific enough to determine what students are expected to know or what kinds of problems they should be able to solve.

The high school standards in particular are often too general to be clear, and the material is often not coherent. Standards relating to a single topic, such as quadratics, may be strewn across various strands. Many topics are often included in a single standard, which makes such a standard difficult to understand. For example, in the following standard, the specific techniques mentioned do not apply to all of the topics:

- Find solutions to quadratic and cubic equations and linear inequalities by using appropriate algebraic methods such as factoring, completing the square, graphing or using the quadratic formula (high school)

While the K-8 standards are often clear and easy to interpret, the high school standards are not. As a whole, the standards “do not quite provide a complete guide” to users and therefore receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Arithmetic is the key content priority in the early-middle grades, but it is barely prioritized in Colorado’s standards. In fact, just over one-third of the standards in the appropriate grades address the development of arithmetic. This provides an implicit indication that arithmetic is not much of a priority, which is not sufficient.

Content Strengths

The structure of arithmetic, commutativity, associativity, distributivity, and the inverse nature of addition and subtraction and of multiplication and division are all well covered.

There are some strong standards on the development of area, including:

- Model area using square units (grade 4)
- Determine the perimeter of polygons and area of rectangles (grade 5)
- Develop and apply formulas and procedures for finding area of triangles, parallelograms, and trapezoids (grade 6)

In high school, the coverage of linear equations is also strong:

- Demonstrate the relationship between all forms of linear functions using point-slope, slope-intercept, and standard form of a line (high school)

Although geometry foundations in high school are weak (see *Mathematics Content-Specific Criteria* in Appendix A for foundations), some standards explicitly mention proof, such as:

- Know and apply properties of angles including corresponding, exterior, interior, vertical, complementary, and supplementary angles to solve problems. Justify the results using two-column proofs, paragraph proofs, flow charts, or illustrations (high school)

Content Weaknesses

The development of whole-number arithmetic is inadequate. Instant recall of number facts is not stated strongly enough, since the relevant standards can be interpreted as requiring computational fluency instead. Instant recall is an important building block for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics.

In the continued development of arithmetic, students are expected to be able to use different methods of computing, but fluency is not required:

- Use flexible methods of computing, including student-generated strategies and standard algorithms (grade 3)
- Use flexible methods of computing including standard algorithms to multiply and divide multi-digit numbers by two-digit factors or divisors (grade 5)

For addition and subtraction, the standard algorithms are given equal status with student-generated algorithms, defeating an important goal of arithmetic. For multiplication and division, it also appears that alternative algorithms are acceptable.

In the continued development of arithmetic, common denominators for fractions are not mentioned, though they appear in the peripheral material.

High school content is often weak. The coverage of linear equations is missing some essential details, including equations for parallel and perpendicular lines. The coverage of quadratics is also incomplete. Quadratics is not developed

coherently, and specific mention of it is infrequent. Much of their coverage is subsumed in a single standard:

Find solutions to quadratic and cubic equations and linear inequalities by using appropriate algebraic methods such as factoring, completing the square, graphing or using the quadratic formula (high school)

Missing content includes complex roots, vertex form, and max/min problems.

While factoring is mentioned, polynomials are not, and the arithmetic of polynomials and rational functions is not covered.

Much of the STEM-ready content is also missing, including inverse trigonometric functions and polar coordinates.

Though prioritized somewhat, the development of whole-number arithmetic is not adequate. The high school material is not presented coherently and misses much essential content. These “serious problems” result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Colorado’s mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Centennial State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Connecticut • English Language Arts

DOCUMENTS REVIEWED

2006 Connecticut English Language Arts Curriculum Framework. 2006.
Accessed from: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866>

Connecticut PK-8 English Language Arts Curriculum Standards. 2008.
Accessed from: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866>

Overview

The Connecticut standards are a mix of good and bad. The *Curriculum Framework* outlines broad categories and standards for each grade, Pre-K-12, but is written in terms far too general to provide guidance to teachers. More specific grade-level expectations are developed for grades Pre-K-8 in the 2008 *Curriculum Standards*, but no such document exists for grades 9-12, leaving critically important expectations for high school grades unknown.



Clarity and Specificity: 1/3
Content and Rigor: 2/7
Total State Score: 3/10
(Common Core Grade: B+)

General Organization

The *Connecticut ELA Curriculum Framework* is first divided into four “standards” that are common across grades Pre-K-12: Reading and Responding, Exploring and Responding to Literature, Communicating with Others, and Applying English Language Conventions. Each of these standards includes an “overarching idea” and a “guiding question,” and is then divided into two to four “component statements.” For example:

Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

Guiding Question: How do we understand what we read?

Component Statements:

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

For grades K-8, each component statement is divided into a grade-specific expectation. The high school grade expectations, however, are combined for grades 9-12.

In addition to the *Framework*, Connecticut provides Pre-K-8 *Curriculum Standards*. These follow the same organizational structure as the *Framework* (in fact, they repeat the standards and component statements), but they also provide more detailed grade-level expectations for each component statement. No such document exists for high school.

Clarity and Specificity

For grades Pre-K-8, the Connecticut expectations are well organized and easy to follow. Unfortunately, the clarity and specificity of the expectations themselves are inconsistent at best. They are frequently vague, sometimes unmeasurable, and often repetitive across grades.

Consider the following vaguely worded vocabulary expectation, repeated verbatim in grades 3 and 4:

Define words and concepts necessary for understanding math, science, social studies, literature and other content area text (grades 3-4)

Similarly vague and repetitive wording can be found in many of the expectations.

Other expectations, particularly for “Reading Reflection/Behaviors,” are unmeasurable, as in:

Reflect orally on reading behaviors when prompted, i.e., What did I learn today as a reader? (grade 1)
 Evaluate the quality and value of text (grade 5)
 Explain how certain actions cause certain effects, e.g., how the Holocaust changed international politics today or how the internment of Japanese Americans during World War II affected traditional Japanese family structure (grade 8)

These shortcomings leave teachers with very little guidance about what students should actually know and be able to do and therefore earn Connecticut one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The K-8 expectations contain some strong content. The early-reading expectations for phonics, phonemic awareness, and fluency are comprehensive and are broken into the following categories: “Concepts About Print,” “Phonological (or, later, “Phonological (or, later, “Phonemic”) Awareness,” “Phonics,” “High-Frequency Words,” “Fluency,” and “Vocabulary.” Specific expectations are outlined for each category, even words-per-minute fluency rates. The Pre-K expectations cover important ground in phonemic awareness and build a stronger foundation for Kindergarten than do most state standards, many of which skip Pre-K entirely. The use of glossaries and dictionaries begins early.

Connecticut’s expectations for the typically content-less “writing process” category are better than most, such as this:

Revise: rework writing several times based on different points of focus, e.g., first reading—add details for elaboration; second reading—delete sentences or phrases to achieve paragraph unity; third reading—reorganize ideas for meaning (grade 5)

This process expectation helpfully offers specific tasks for revising.

The expectations also offer reasonably clear expectations about what writing products (persuasive essay, news article, personal narrative, and so on) students should produce at each grade level.

Specific expectations for spelling, capitalization, punctuation, and usage are sprinkled throughout the grades, such as the following excerpts from grade 6:

Use parallel construction when listing verbs, particularly in informational and technical writing.

- Parallel: A scientist observes, hypothesizes, and analyzes
- Not parallel: A scientist observes, hypothesized, and analyzed (grade 6)

Although its expectations for conventions are presented as a long list covering spelling, capitalization, punctuation, and usage, which can be confusing, Connecticut is to be commended for including them.

Content Weaknesses

The Connecticut expectations contain some unnecessary content, and priorities are difficult to glean. The reading expectations generally place as much emphasis on content-less and often unmeasurable comprehension skills and reading “reflection” and “behaviors” as they do on important content. For example:

Make connections to text representing different perspectives [such as] family, friendship, culture and tradition, generating personal and text-based responses [sic] (grade 2)

Explain what good readers do and identify own good reader behaviors [sic] (grade 2)

Many expectations slip inappropriately into unmeasurable instructional strategies that distract attention from critical content and student outcomes. For example:

Activate prior knowledge before reading, e.g., Direct Reading-Thinking Activity, KWL Chart, Anticipation Guide, Response Notebooks (grade 4)

Other reading expectations mention essential content but only superficially, failing to provide the genre-specific details teachers need to guide instruction. Consider this grade 4 expectation about identifying literary forms:

Identify and explain the elements of particular literary forms, e.g., poetry, short story, biography, journalistic writing, narrative. (grade 4)

Finally, no requirements exist for the study of American literature, a major flaw in the reading expectations.

In writing, though the Connecticut expectations have some strengths (mentioned above), the state fails to prioritize genres from grade to grade. Specifically, it expects too many genres to be taught at each grade, which is unmanageable.

Listening and speaking expectations could focus more attention on specific expectations for recitation and oral presentations, including scoring rubrics.

Connecticut lacks expectations for research or media, leaving important college- and career-ready standards undressed.

Finally, Connecticut's decision to rely on the brief, unelaborated expectations in the framework for the grade span 9-12, also leaves much essential high school content unaddressed. No guidance is tendered about which literary and informational genres should be studied, nor are their characteristics discussed. Writing genres are mentioned in passing, but no expectations for writing products are included. No specific expectations for speaking and listening are offered, nor are research and media addressed in any detail. Conventions are left unremarked upon.

Too much content, especially in high school, is omitted in the Connecticut standards, as much as 70 percent, giving the Constitution State two points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Connecticut's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Constitution State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Connecticut • Mathematics

DOCUMENTS REVIEWED

Connecticut PreKindergarten-Grade 8 Mathematics Curriculum Standards. March 2010.

Accessed from: http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/math/PK8_MathStandards_GLES_Mar10.pdf

Algebra I Course Level Expectations. March 2010.

Accessed from: http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/math/Algebra1_CLEs.pdf

Mathematics Curriculum Framework Companion. 2005.

Accessed from: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320872>

Overview

For K-8, Connecticut's standards are well presented and easy to read, but their quality is inconsistent. Excellent standards are diminished by some inadequate and unclear coverage. The high school standards are very poorly presented and missing most of the essential content.



Clarity and Specificity: 1/3

Content and Rigor: 3/7

Total State Score: 4/10

(Common Core Grade: A-)

General Organization

Connecticut's K-8 standards are organized by content strands such as "Numeric and Proportional Reasoning" and "Geometry and Measurement." Each strand is subdivided into topics, and grade-specific standards are presented for each topic.

The high school standards follow the same organizational structure, except that one set of standards is provided for grades 9-12.

In addition, the state provides a set of course-specific standards for algebra I.

Clarity and Specificity

Connecticut's K-8 standards are well presented. Some standards are succinct and clear, for example:

Solve problems involving telling time to the nearest quarter hour, five minutes and minute using analog and digital clocks (grade 3)

However, many standards are not clear, such as:

Develop and test generalizations based on observations of patterns and relationships (grade 1)

Design and conduct surveys of a representative sample of a population and use the data collected to begin to make inferences about the general population (grade 5)

Analyze and evaluate large amounts of numerical information using technological tools such as spreadsheets, probes, algebra systems and graphing utilities to organize (Algebra I and grades 9-12 core)

Select and use appropriate methods for computing to solve problems in a variety of contexts (grades 9-12 core)

As illustrated by the last two examples above, the high school standards are generally so broadly stated as to provide almost no guidance. The Algebra I standards are somewhat clearer, but many of them are written too broadly to understand what kinds of problems students should be able to solve. For example:

- Make and justify predictions based on patterns (Algebra I)
- Create graphs of functions representing real-world situations with appropriate axes and scales (Algebra I)
- Pose a hypothesis based upon an observed pattern and use mathematics to test predictions (Algebra I)

Topics for high school mathematics, such as quadratic equations, may be scattered about the various documents and strands within the documents. The high school standards supply almost no guidance.

Connecticut's standards for K-8 are uneven; some are clear and specific, but many are not. For high school, the organization of the standards is poor and the statements provide almost no guidance. In sum, the standards "offer limited guidance," and receive a Clarity and Specificity score of one point out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Arithmetic is the area of mathematics most in need of prioritization, and it is effectively prioritized in elementary school since it comprises almost half the standards.

Content Strengths

The properties of arithmetic are well covered and some of the development of fractions is strong, such as:

- Examine the relationships between multiplication by a unit fraction and dividing by the fraction's denominator (grade 6)
- Use the inverse relationship between multiplication and division to make sense of procedures for multiplying and dividing fractions (grade 6)

The standards include developing formulas for areas and perimeters so that students can understand as well as apply the formulas.

Content Weaknesses

The coverage of arithmetic is inadequate. The standards do not adequately specify that students have automaticity, or quick recall, of basic number facts. These are the basic building blocks for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics. Many computational standards specify the use of a "variety of strategies," rather than standard methods and procedures. This undermines the goal of fluency with the standard algorithms. For example:

- Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to \$100.00 with and without regrouping using a variety of strategies, including models (grade 3)
- Develop and use strategies involving place value relationships, inverse operations and algebraic properties (commutative, associative and distributive) to simplify addition, subtraction and multiplication problems with three-, four- and five-digit numbers and money amounts and division by one-digit factors (grade 5)

Common denominators are missing in the development of fractions.

The following is the only standard that specifically mentions the trigonometric functions, and it is so vaguely stated that the reader cannot determine what students should learn:

- Describe and compare properties and classes of functions, including exponential, polynomial, rational, logarithmic and trigonometric (grades 9-12 extended)

Similarly, logarithms are mentioned only twice in the standards. In addition to the above standard, there is also:

- Use logarithms, vectors and matrices to solve problems (grades 9-12 extended)

What students are supposed to know about logarithms is unclear.

Linear equations are introduced in eighth grade, and a few standards cover them in high school, but point-slope form is not covered.

The geometry coverage is minimal. There is no specific mention of most major theorems, including theorems about triangles and circles.

Quadratic functions are mentioned specifically only twice:

- Describe and compare properties and classes of linear, quadratic and exponential functions (grades 9-12 core)

- Model and solve problems with linear, quadratic and absolute value equations and linear inequalities (grades 9-12 core)

Missing content includes factoring, the quadratic formula, and completing the square.

Polynomial and rational functions are mentioned only in the broadest possible terms. The arithmetic of these functions is not covered.

Much of the STEM-ready content is also missing, including most of trigonometry.

Connecticut's standards are inconsistent. There is some strong content in K-8. Arithmetic is well prioritized but its development is not adequate. High school is presented incoherently and is missing a great deal of the essential content. These "serious shortcomings" result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Connecticut's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Constitution State has in place today.

Delaware • English Language Arts

DOCUMENTS REVIEWED¹

English Language Arts Content Standards. August 2006.
Accessed from: http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml

Overview

This voluminous and nearly incomprehensible document contains good content in spots, but it is buried beneath a barrage of repetitive and bloated statements that consistently prioritize process and personal proclivities over results and objective learning. Its hopelessly confusing organization and constant repetition of expectations make it impossible to glean effective guidance for students and teachers.



Clarity and Specificity: 0/3
Content and Rigor: 2/7
Total State Score: 2/10
(Common Core Grade: B+)

General Organization

Delaware presents four ELA standards:

- Standard 1—Students will use written and oral English appropriate for various purposes and audiences
- Standard 2—Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing
- Standard 3—Students will access, organize, and evaluate information gained through listening, reading, and viewing
- Standard 4—Students will use literary knowledge accessed through print and visual media to connect self to society and culture

Each standard is divided into unnamed categories, and numerous categories are identified for each standard. Seventy-seven categories, for example, are listed for Standard 2—with comparable numbers of categories assigned to the other standards. Each category then contains dozens of grade-level expectations for K-12.

Clarity and Specificity

The organization of Delaware’s ELA standards is almost impossible to follow. At every level—standard, category, and grade-level expectations—they are vague, providing scant guidance about what, precisely, students should know and be able to do. Here is a smattering across the levels:

- Standard 2—Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing (overarching standard)
- Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions (category for all grade spans)
- Compare personal experiences and knowledge of the world (text-to-world connections) to make and support judgments about concepts in:
- Literary text (e.g., character’s actions, morals of narratives or poems)
 - Nonfiction (grade 7)

Nowhere among these statements is a clear student outcome described. The grade-level expectations, which we might

expect to be the most specific, are often vague and repetitive. A typical expectation is:

| Create meaning from a variety of media (grades 4-12)

Worse, it is repeated verbatim every year from fourth to twelfth grade.

Other times, the expectations are simply incomprehensible, as in this one repeated verbatim, grades 5-12:

| Listen to and critique opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing (grades 5-12)

The Delaware standards need a serious revision to identify and streamline any good content and reformulate it into a comprehensible framework that teachers could actually follow—and know when students have met them. It fails to do this, and thus earns zero points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Some good vocabulary content can be found within the reading and written and oral English strands. In particular, despite their heavy emphasis on context clues and other strategies in the early grades, the standards address word analysis and etymology in the upper grades.

The reading standards beyond the earliest grades outline some specific content, though it is very difficult to find. The following standard, for example, calls out specific text structures:

| Identify text structures in informative/technical texts (e.g., sequence/chronological order, classification, simple definition, simple process, description, comparison, problem/solution, simple cause/effect) (grades 3-4)

Expectations for persuasive, informative, and expressive writing are generally thorough, as in this multi-part grade 5 standard:

- Present reasons in a logical order (e.g., weakest to strongest argument, strongest to weakest argument)
- Organize writing by selecting text structures that strengthen the argument
- Develop an introduction, which is separate from the body, that presents a simple thesis and
 - takes a clear position
 - clarifies the issue
 - provides necessary background
- Use transition words/phrases that show order (e.g., in conclusion) or relationships (e.g., on the other hand)
- Develop a conclusion that begins to move beyond summary (e.g., “call to action” or “next step”) (grade 5)

Standards for group discussions are addressed, as are those for active listening. Conventions are adequately addressed as well, in standards both for oral and written language. Research standards are included, and, despite heavy repetition, are thorough.

Content Weaknesses

Delaware’s coverage of essential phonics, phonemic awareness, and fluency content and skills is inadequate. In addition, the Delaware standards require that students read a variety of genres from many cultures, but contain no requirement that American literature be studied.

Text complexity is defined in a graphic that illustrates the range of lexiles at which students should be reading. The graphic further notes that certain characteristics of text, such as setting, can make the text more difficult. If, for example, the setting is “distant” or “unfamiliar,” the text will be more difficult than if the setting were familiar. On its face, that may make sense, but in reality, a text with a familiar setting could still be quite difficult if the syntax, vocabulary, and themes were complex.

In addition, the reading standards focus almost exclusively on students' personal reflections and "personal connections" to texts, as demonstrated in these standards, which are repeated verbatim across grades 3-12:

Find and explain personal connections to the topics, events, characters, actions, ideas or information in the text (grades 3-12)

Sympathize with the experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities (grades 3-7)

Read stories and relate characters' experiences to shape own decisions by asking questions:

- I felt like that character when I...
- If that happened to me, I would...
- I can relate to that character because one time...(grades 2-12)

Delaware also fails to prioritize which genres should be emphasized at which grades. Too many genres and writing products are expected at every grade level, and the state provides little guidance (rubrics, sample writing, etc.) to clarify expectations for products across grades.

Standards for oral presentation do not include specific targets for analysis, and no rubrics are provided for their evaluation. Finally, media standards are given short shrift, as in the following standard, which also repeats with little variation across many grades:

Use various forms of technology

- word processing
- presentation programs
- digital cameras
- scanners
- multimedia

[...]to formulate writing and/or communicate knowledge of products (grades 5-12)

What appears here is unmeasurable and doesn't hold students accountable for anything specific.

A few areas of strength save the Delaware standards from being utterly unhelpful, but at least 65 percent of important content remains missing, giving Delaware two points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Delaware's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Diamond State has in place today.

¹ For this analysis, the August 2006 documents were reviewed. In January 2010, Delaware began a round of organizational revisions, the goal of which is to categorize and prioritize each standard. At time of publication, only the draft 2010 standards were available on the Delaware Department of Education website, so the link provided directs readers to this slightly modified version. Note, however, that while we did not consider these draft priority revisions in our analysis, the substance of these standards has not changed since 2006.

Delaware • Mathematics

DOCUMENTS REVIEWED

Math Grade Level Expectations, Kindergarten through 8th Grade. April 2010.
Accessed from: http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/math.shtml

Math Grade Level Expectations, 9th through 12th Grade. April 2010.
Accessed from: http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/math.shtml

Overview

Delaware’s K-8 standards are well organized and easy to read. They offer explicit guidance on priorities, and arithmetic in elementary school is both prioritized and developed reasonably well, but with some problems. High school material is not as well organized or clear, and some essential content is missing or lacking detail.

GRADE
B

Clarity and Specificity: 2/3
Content and Rigor: 5/7
Total State Score: 7/10
(Common Core Grade: A-)

General Organization

The K-12 standards are organized into four content strands, including “Numeric Reasoning” and “Algebraic Reasoning.” Grade-level standards are organized by topics within the strands. In addition, process standards are presented separately from content standards. All standards are explicitly prioritized by a code: E, I, or C, standing for Essential, Important, and Compact, respectively.

Clarity and Specificity

The K-8 standards are well presented and organized. Statements are concise and quite clear:

- Connect skip counting to multiplication (grade 3)
- Compare integers on the number line (grade 7)

However, many of the standards lack adequate detail, making it difficult to interpret a standard’s intent, as in the following:

- Record mathematical thinking (i.e., invented notation) (grade 1)
- Model problem situations with objects and use representations such as graphs, tables or equations to draw conclusion (grade 5)

Without further explication, it is not clear what students are expected to know or what types of problems they should be able to solve.

The high school standards often lack detail and are unclear. Worse, some make no mathematical sense:

- Perform addition, subtraction, and multiplication on irrational expressions (grade 11)
- Analyze linear, quadratic, exponential, periodic, trigonometric, or inverse relationships in graphs using best-fit lines and curves (regression lines and curve fitting) (grade 11)

In addition to their vagueness, standards on specific topics—such as exponential or quadratic functions—are not presented together, but are scattered throughout the four content strands.

In K-8, the standards are generally clear. In high school, however, the standards are poorly sequenced, and many standards are unclear and vague. They “do not quite provide a complete guide to users” and receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Delaware systematically prioritizes its standards by specifying which standards are essential in each grade. Each standard is explicitly coded as E, I, or C, standing for Essential, Important, and Compact, respectively. In elementary school, arithmetic is appropriately emphasized: Half of all Essential standards across appropriate elementary grades are devoted to arithmetic.

Content Strengths

Whole-number arithmetic is started off well with:

- Master addition and subtraction facts up to 20 (grade 3)
- Master multiplication facts and the related division facts up to the 10s tables (grade 4)

The continued development of arithmetic has some strengths. For example, there are explicit expectations that are not always found in state standards:

- Multiply fractions by whole numbers and explain the result (grade 6)
- Explain the role of place value in adding and subtracting decimals (grade 6)
- Justify the placement of the decimal point in the solution to a multiplication or division problem (grade 7)

In high school, there are some rigorous standards, such as:

- Determine symbolically the equation of a line given combinations of point, slope, and intercept information (grade 9)
- Convert between equivalent forms of linear functions (grade 9)
- Use algebraic techniques to identify the vertex and intercepts for quadratic functions (grade 11)

It is problematic, however, that of the eight standards quoted in this section, four of them are not labeled as Essential.

Content Weaknesses

Whole-number arithmetic has some good development and expectations, but fails to specify fluency and the use of standard methods. For example, for addition and subtraction:

- Add and subtract numbers up to 100 efficiently and explain the strategies used (grade 3)
- Add and subtract larger numbers (e.g., three digits + two digits) and explain how the operation works (grade 4)

The development of fractions is also problematic. Fraction multiplication standards incorporate multiple strategies and models rather than a single, standard procedure:

- Multiply fractions by other fractions using physical models, ratio/rate tables, and arrays (grade 6)
- Use a variety of strategies to add, subtract, multiply, and divide fractions (grade 6)

Worse, the only standard for multiplying fractions that is labeled Essential is this first, which focuses on using models rather than computation.

Calculators are introduced prematurely in grade 3.

There are also weaknesses in the development of decimals. Addition and subtraction of decimals is not explicated directly, but covered as in the following standards:

Add and subtract decimals using models (grade 5)

Explain the role of place value in adding and subtracting decimals (grade 6)

High school geometry neglects many key elements. Proof is addressed in the process standards, but without mention of the axioms or postulates required for proof. Standard theorems—such as the Pythagorean Theorem—are not proven, and compass and straight edge constructions are absent.

The development of linear equations is missing some details such as finding the equation of a line between two points.

As stated above, the standards set appropriate expectations for students learning quadratic equations. However, the development of quadratic equation standards is not particularly coherent, and expectations are often far too broad. For example, max/min problems are not addressed alongside quadratics in the standards, and although imaginary numbers are introduced, complex roots of quadratic equations are not covered.

In addition, much of the STEM content is not covered. Trigonometry is introduced but not developed—for example, the standards are silent on inverse trigonometric functions and polar coordinates.

Delaware's K-8 standards are sometimes strong. Arithmetic is prioritized and developed reasonably well, but with some problems. The high school material is not as clear and is missing some of the essential content. These “critical shortcomings” result in a Content and Rigor score of five points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of B, Delaware's mathematics standards are decent, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are superior to what the Diamond State has in place today.

District of Columbia • English Language Arts

DOCUMENTS REVIEWED

Learning Standards for Grades Pre-K-8, Reading/English Language Arts. 2005.
Accessed from: <http://dcps.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning/Learning+Standards+for+Grades+Pre-K-8>

Learning Standards for High School Subjects, Reading/English Language Arts. 2005.
Accessed from: <http://dcps.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning/Learning+Standards+for+High+School+Subjects>

Overview

The District of Columbia ELA standards are thoughtful, detailed, and rigorous. They delineate concrete and specific objectives in every strand prioritized in the *ELA Content-Specific Criteria* (see Appendix A), including those for the study of American literature. The District appends a thorough and strong reading list that was adapted from the list included with the Massachusetts standards; D.C. added Caldecott, King, and Newberry literary award winners. Standards for English language conventions, research, and media are all included in addition to strong standards for reading, writing, and listening and speaking.



Clarity and Specificity: 3/3
Content and Rigor: 7/7
Total State Score: 10/10
(Common Core Grade: B+)

General Organization

Washington, D.C.’s standards are organized by grade level into the following strands:

- » Language Development
- » Beginning Reading
- » Informational Text
- » Literary text
- » Research
- » Writing
- » Media
- » English Language Conventions

Strands are divided into concepts, then into more detailed expectations. For example, the strand Language Development is divided in grade 3 into four concepts: Discussion; Questioning, Listening, and Contributing; Oral Presentation; and Vocabulary and Concept Development. Following the latter are six detailed expectations, one of which is “Identify the meaning of common prefixes and suffixes (e.g., un-, re-, in-, dis-, -ful, -ly, -less), and know how they change the meaning of roots.”

Clarity and Specificity

The D.C. standards are more specific than most, and this specificity adds to the document’s rigor. Most state standards, for example, do not distinguish types of literary nonfiction. But the D.C. standards offer a detailed expectation relating to that content, as early as the sixth grade:

Describe the structural differences among essays, speeches, autobiographies, and biographies (grade 6)

Similarly, while many states note literary elements such as plot, D.C. usually provides even more detail, for example:

Analyze plot development (e.g., conflict, rising action, falling action, resolution, subplots, flashbacks, parallel episodes) to determine whether and how conflicts are resolved (grade 7)

Occasional instances of repetition or lapses of clarity are evident, such as the following grade 12 “Discussion” standard:

Evaluate how well participants engage in discussions, and participate in a formal and an informal meeting or on a television news discussion program (grade 12)

This twelfth-grade standard is vague:

Analyze and compare style and language among significant cross-cultural literary works (grade 12)

These lapses are extremely rare, however, and the standards overall are very clear and quite specific, thus earning the District three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The District’s standards for early reading are quite good. They cover all areas identified by the *ELA Content-Specific Criteria* (see Appendix A) and do not place undue emphasis on metacognitive reading strategies that are devoid of content. The vocabulary standards are particularly good, including a focus on morphology and etymology, as in the following:

Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words (e.g., meaning of Greek root “graph” to understand the meaning of the words telegraph, photograph, and autograph) (grade 4)

As early as first grade, the vocabulary standards acknowledge the importance of dictionary use:

Determine meanings of words by using a beginning dictionary (grade 1)

This straightforward expectation is typical of many of the vocabulary standards. In upper grades, the vocabulary standards address figurative language and literary allusions—and their relationship to vocabulary development:

Identify the meanings of metaphors (e.g., Scrooge, Madame LaFarge, “house of glass”) based on common literary allusions and conceits (grade 11)

Such an emphasis is an unusual but welcome expectation.

D.C.’s standards for both literary and non-literary text are thorough and detailed. An exhaustive set of literary text genres is specifically addressed, including literary nonfiction. The standards even include a category called “Traditional Narrative and Classical Literature,” which directs students to focus on works that reflect enduring literary heritages, including American literature, as in this grade 11 expectation:

Demonstrate knowledge of 18th- and 19th-century foundational works of American literature, including works by authors such as Emily Dickinson, Frederick Douglass, Ralph Waldo Emerson, Benjamin Franklin, Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, Henry David Thoreau, and Mark Twain (grade 11)

Other standards specifically address American literature, as well, such as the following eleventh-grade standard:

Analyze foundational U.S. documents for their historical and literary significance (e.g., the Declaration of Independence, the Federalist Papers, the Preamble to the U.S. Constitution, Abraham Lincoln’s *Gettysburg Address*, Martin Luther King’s *Letter from Birmingham Jail*) (grade 11)

D.C. is one of just a handful of states that prioritizes the study of important American literature and that cites specific authors and works. In addition, it appends several excellent lists of suggested authors and texts that provide helpful guidance about the quality and complexity of reading that D.C. expects of its students.

Standards for expository text are equally rigorous, with a focus on structure, as in this grade 9 standard:

Explain how one excerpt relates and contributes to the reading selection (e.g., how a sentence relates to a paragraph, how a paragraph relates to a selection) (grade 9)

As early as grade 6, the characteristics of important types of expository text, such as persuasive text, are specifically described:

Identify the effect of persuasive strategies and rhetorical techniques (e.g., peer pressure, emotional appeal, exaggeration, repetition) that the author uses to influence readers' thinking or behavior (grade 6)

In the areas of listening and speaking, the standards are also rigorous and include active listening skills, group discussion skills, recitation, and oral presentations. The standards even cite specific listening skills that simultaneously address important logic content that is often left out in state standards. For example, consider these grade 12 standards:

Distinguish between inductive and deductive reasoning in an argument (grade 12)
Identify logical fallacies present in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagoning) (grade 12)

These standards help ensure that students will identify different kinds of reasoning and the component parts of arguments, thereby honing their ability to discern which arguments are valid and effective—and which are not.

The District includes detailed standards for English language conventions, including specific standards for certain spelling patterns at almost all grade levels.

For example, in the grade 3 “Beginning Reading” strand, students are expected to:

Apply knowledge of the following common spelling patterns to read words in decodable text that

- drop the final “e” and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);
- have final consonants that need to be doubled when adding an ending (e.g., hop to hopping);
- require changing the final “y” to “i” (e.g., baby to babies);
- end in -tion, -sion (e.g., election, vision); and
- include common prefixes, suffixes, and roots (grade 3)

Research and media are also thoroughly covered; each is given its own strand. Students in upper grades are required to write research papers, culminating in a significant “extended essay” at twelfth grade. Also, in high school, students are required to analyze and produce multimedia presentations.

Content Weaknesses

D.C.’s writing standards exhibit the same flaw that many other state writing standards reveal: Too many types of writing products are expected at every grade level, including, for example, short stories, scripts, poems, and dramas. Such voluminous expectations do not help teachers prioritize types of writing by grade level (or span) and make for unrealistic expectations.

More information about how oral presentations and writing will be evaluated, such as the inclusion of sample acceptable student writing, would be very helpful.

The District’s standards are mostly top-notch in content coverage. The level of rigor is also appropriate for the targeted grade levels and flaws are minor. They receive seven points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

The District of Columbia's standards are clearer, more thorough, and easier to read than the Common Core standards. The essential content is grouped more logically, so that standards addressing inextricably linked characteristics, such as themes in literary texts, can be found together rather than spread across strands. In addition, the D.C. standards treat both literary and non-literary texts in systematic detail, addressing the specific genres, sub-genres, and characteristics of both text types. Both D.C. and the Common Core include reading lists with exemplar texts, but D.C.'s is much more comprehensive. In addition, while the Common Core addresses American literature only in high school, the D.C. standards include this important content in elementary and middle school, too.

On the other hand, Common Core includes samples of student writing to clarify grade- and genre-specific writing expectations. It also includes standards explicitly addressing foundational U.S. documents. Such enhancements would benefit D.C.'s already-strong standards.

District of Columbia • Mathematics

DOCUMENTS REVIEWED

Learning Standards for Grades Pre-K-8, Mathematics. August 2005.

Accessed from: <http://dcps.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning/Learning+Standards+for+Grades+Pre-K-8>

Learning Standards for High School Subjects, Mathematics. August 2005.

Accessed from: <http://dcps.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning/Learning+Standards+for+High+School+Subjects>

Overview

The District of Columbia standards are well organized and extremely easy to read. They cover most of the essential content with both depth and rigor. Arithmetic is prioritized and well developed in the early grades. High school material is generally well covered, including STEM-ready material.



Clarity and Specificity: 3/3

Content and Rigor: 7/7

Total State Score: 10/10

(Common Core Grade: A-)

General Organization

The K-8 grade-level standards are organized by five content strands such as “Geometry” and “Measurement.” The content strands are sometimes further subdivided into topics. Many of the standards are accompanied by example problems.

The high school standards are organized by course, including a Pre-Calculus and a Trigonometry course. The courses, except Geometry, which is not broken into topics, are organized by content strands.

Clarity and Specificity

The standards are well presented and easy to read and understand. Generally, the standards are straightforward and clear, for example:

- Determine the unit cost when given the total cost and number of units (grade 4)
- Show that two fractions are or are not equivalent by reducing to simpler forms or by finding a common denominator (grade 5)

The use of examples to clarify intent is exemplary. For example, in the following broadly stated standard, the example serves to specify what students are supposed to know and be able to do:

- Use concepts of negative numbers
 - Example: The temperature this morning was -6° and now it is 3° . How much has the temperature risen? Explain your answer (grade 4)

While the examples generally serve to clarify, a few are not illuminating. For example, in high school, a standard about maximum and minimum values of functions is accompanied by an example which is a straightforward area computation:

Identify maximum and minimum values of functions. Apply to the solution of problems

- [Example:] A right circular cylindrical can is 6 inches high and the area of its top is 36π square inches. What is the minimum number of square inches of construction paper that it would take to cover the lateral surface of the can? (Pre-Calculus and Trigonometry)

This is a perfectly good area problem, but there is no substantial max/min aspect to it.

The standards are generally well presented, clear, and specific. The use of examples is exemplary, and the District of Columbia receives a Clarity and Specificity score of three points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

The District of Columbia does not provide explicit guidance as to priorities. However, in the elementary grades, arithmetic is implicitly prioritized because the “Number Sense and Operations” strand, which includes the arithmetic standards, is by far the biggest content strand.

Content Strengths

The standards cover almost all of the essential content. The development of arithmetic is strong. Knowing the addition and subtraction number facts is specified:

- Know addition and subtraction facts (addends to 10), commit to memory, and use them to solve problems (grade 1)

The properties of arithmetic are well developed, and fluency and standard procedures are required throughout. The following standards illustrate this:

- Demonstrate the ability to use conventional algorithms for addition and subtraction (two two-digit whole numbers) (grade 1)
- Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of multi-digit whole numbers (grade 4)
- Demonstrate understanding of and ability to use the conventional algorithms for multiplication of up to a three-digit whole number by a two-digit whole number. Multiply three-digit whole numbers by two-digit whole numbers accurately and efficiently (grade 4)

Continued coverage of arithmetic is also quite rigorous. The number line is used throughout, as in:

- Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line (grade 6)

Examples of other excellent standards are:

- Accurately and efficiently add, subtract, multiply, and divide positive fractions (including mixed numbers) with like and unlike denominators. Simplify fractions (grade 6)
- Represent rational numbers as repeating or terminating decimals when possible, and translate between these representations (grade 6)
- Calculate the percentage increase and decrease of a quantity (grade 7)
- Solve problems involving ratio units such as miles per hour, dollars per pound, or persons per square mile (grade 8)

High school content is generally rigorous. For example, solid manipulation skills with rational functions and completing the square are both covered:

- Perform basic arithmetic operations with rational expressions and functions (Algebra I)
- Find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula.
- Demonstrate an understanding of the equivalence of the methods (Algebra I)

STEM content is also well covered, with standards such as:

Plot complex numbers using both rectangular and polar coordinates systems. Represent complex numbers using polar coordinates, i.e., $a + bi = r(\cos q + i \sin q)$ (Pre-Calculus and Trigonometry)

Content Weaknesses

Though the development of arithmetic is strong, instant recall of the basic facts for multiplication and division is not completely specified.

The standards are admirably succinct, but there are some extraneous geometry and data analysis, statistics, and probability (DASP) standards. For example, there are standards about surveys in grades 1, 2, 3, 4, 7, and 8.

The high school Geometry course is missing explicit coverage of proofs of the major theorems of geometry. Simple proofs are required, but the major theorems are to be used and applied rather than proven.

The study of quadratic equations is missing some details. The vertex form is not covered and symmetry and max/min problems are missing.

The District of Columbia's standards cover much of the essential content with both depth and rigor. In the elementary grades, the standards do an excellent job of both prioritizing and developing arithmetic. The high school coverage is generally rigorous, though it is missing a few details in geometry and in the coverage of quadratics. The Content and Rigor score is seven points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With some minor differences, Common Core and the District of Columbia both cover the essential content for a rigorous, K-12 mathematics program. D.C.'s standards are exceptionally clear and well presented. Standards are briefly stated and further clarified with the use of examples, so that D.C.'s standards are considerably easier to read and follow than Common Core. In addition, the high school content is organized so that the standards dealing with various topics, such as quadratic functions, are grouped together in a mathematically coherent way. The organization of the Common Core is more difficult to navigate, in part because standards on related topics sometimes appear separately rather than together.

On the other hand, Common Core excels in the coverage of fractions, and includes some essential high school content, mentioned above, that is missing in District of Columbia.

Florida • English Language Arts

DOCUMENTS REVIEWED

The Sunshine State (Florida) Reading and Language Arts Standards. 2006.
Accessed from: <http://etc.usf.edu/flstandards/la/index.html>

Overview

Florida’s standards are generally comprehensive and clearly written, though on occasion, murky and repetitive. Save for the state’s major failure to address American literature, the standards exhibit attention to most of the areas prioritized in our *ELA Content-Specific Criteria* (see Appendix A).



| | |
|--------------------------------|-------------|
| Clarity and Specificity: | 2/3 |
| Content and Rigor: | 5/7 |
| Total State Score: | 7/10 |
| <i>(Common Core Grade: B+)</i> | |

General Organization

The document is organized into the following logical strands:

1. Reading Process
2. Literary Analysis
3. Writing Process
4. Writing Applications
5. Communications
6. Information and Media Literacy

The standards are then organized into easy to comprehend sub-categories and also by grade-level benchmarks. For example, under Reading Process, a sub-category is “Concepts About Print,” which includes expectations such as this grade 1 benchmark:

The student will locate the title, table of contents, names of author and illustrator, glossary, and index (grade 1)

In addition, the Florida standards contain “access points,” which are foundational skills related to the standards. Their purpose is to “...provide access to the general curriculum for students with significant cognitive disabilities.” This review, however, examines the standards and benchmarks only.

Clarity and Specificity

The Florida standards are generally clear and specific. They are easy to follow and are mostly free of the jargon, vacuous language, and senseless repetition that characterize many state standards.

Sometimes, however, the standards lapse into the wordy and unmeasurable, as in the following grade 5 standard for Literary Analysis:

The student will use interest and recommendations of others to select a balance of age- and ability-appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture (grade 5)

In a few other places, the standards become unwieldy and difficult to comprehend, much less evaluate, as in this Literary Analysis standard, repeated across grades 9-12:

The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback (grades 9-12)

Fortunately, such standards are the exception. Some repetition exists in other places, but for the most part Florida does a good job of modifying expectations across grade levels.

Since some standards are not measurable and others have jargon and some vague language, their Clarity and Specificity score is two points out of three (see *Common Grading Metric*, Appendix A).

Content and Rigor

Content Strengths

Florida's early reading standards are clear and comprehensive. They address phonemic awareness, phonics, comprehension, and fluency and do not emphasize unmeasurable reading strategies. The following phonemic awareness standard is typical:

The student will:

- identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);
- blend three to five phonemes to form words;
- segment single-syllable words into individual phonemes; and
- manipulate individual phonemes to create new words through addition, deletion, and substitution (grade 1)

Vocabulary is addressed at every grade level, starting with Kindergarten. Unlike many state standards, Florida emphasizes word analysis, etymology, and even dictionary use, as in the following eighth-grade standard:

The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools (grade 8)

Florida treats the analysis of literary and non-literary texts separately, which helps give each category proper attention. The standards for Literary Analysis include an expectation for written analyses, as in this fourth-grade standard:

The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution (grade 4)

Similarly detailed standards are included for informational texts.

Florida's writing standards exhibit a number of virtues. This is one of very few states to include standards for penmanship, introducing printing in Kindergarten and cursive in grade 3. English language conventions are included within writing, and the standards for spelling, mechanics, and usage begin in Kindergarten and are fairly rigorous at all grade levels.

Standards for the Writing Process contain fairly specific directives, more so than in many other states, as in the following sixth-grade standard:

The student will revise by...
creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)...(grade 6)

Three writing genres—persuasive, narrative, and expository—are addressed at all grades, and although they may contain too many expectations for writing products at every grade level, the categories are clear and sensible.

Standards for listening and speaking are pithy and contain reasonable content at each grade level, including expectations for participating in discussions, reciting poetry and other text, giving speeches, and making oral presentations.

Florida combines its research and media standards into a strand called Information and Media Literacy. Starting in the primary grades, students are expected to learn the research process, evaluate sources, and present findings. The standards address the analysis of media techniques and require students to use technology when presenting information.

Content Weaknesses

One disappointing aspect of the Florida standards is that they do not require students to study American literature. This standard from grades 11-12 is about as close as they get to such a requirement:

The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict) (grades 11-12)

Such a broad and general statement is ultimately meaningless. American literature is never mentioned specifically. Further, the standards do not specify the quality and complexity of reading required at each grade level through the use of a reading list or sample passages—either of which would strengthen the document’s rigor.

Another important omission is the analysis of persuasive text. No standards exist for the study of types of arguments and rhetorical techniques, although the writing standards do address these characteristics.

In the Writing Applications strand, every type of writing receives equal emphasis. For instance, the following middle and high school expectations—the first a technical writing standard and the second, a persuasive writing standard—are given equal billing:

The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances (grades 9-10)

The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments (grades 9-12)

Writing arguments and persuasive pieces is more important than writing directions, manuals, or procedures. It would be a shame if teachers—in an effort to cover what’s in the standards—spent too much time on the former and not enough on the latter. Setting clear priorities would help, as would including samples of model student writing, to illuminate expected levels of rigor.

Similarly, stronger guidelines for formal oral presentations, including evaluation criteria, would be helpful.

Florida’s ELA standards are missing some crucial content and “do not fully distinguish between more and less important content and skills” (see *Common Grading Metric*, Appendix A). Therefore, they receive five points out of seven for Content and Rigor.

The Bottom Line

Florida’s standards are generally strong and, with one exception (noted below), address literary and non-literary texts more distinctly than the Common Core. In addition, Florida carefully distinguishes between persuasive writing and expository writing, a distinction that is blurry in the Common Core standards. Both sets of standards could do more to prioritize writing by genres at various grade levels.

On the other hand, Common Core standards addressing the analysis of persuasive text are more thorough and detailed than those found in the Florida standards. In addition, Common Core addresses the study of American literature in eleventh grade, whereas the Florida standards do not mention it at all. Common Core also includes a list specifying the quality and complexity of student reading as well as sample student writing. Such enhancements would significantly improve Florida’s standards.

Florida • Mathematics

DOCUMENTS REVIEWED

Sunshine State Standards: Mathematics, Standards Report Without Access Points (with Remarks). 2008.
Accessed from: <http://www.floridastandards.org/Downloads.aspx>

Overview

Florida's standards are generally excellent. They are well organized and well written, and cover nearly all the essential content with both depth and rigor. The high school standards are particularly strong, extending coverage to include STEM-ready material.



Clarity and Specificity: 3/3
Content and Rigor: 7/7
Total State Score: 10/10
(Common Core Grade: A-)

General Organization

The standards are broadly organized into content strands called “Bodies of Knowledge.” The K-8 standards have four strands: “Algebra” (which includes arithmetic), “Geometry/Measurement,” “Number and Operations,” and “Data Analysis.” The bulk of the standards are derived from the first two strands.

The strands are broken into topics labeled as “Big Ideas” and additional topics are labeled as “Supporting Ideas.” These broad strands and topics further break down into “benchmark descriptions” which are the grade-level standards. There are about twenty standards per grade.

The high school standards are organized similarly except there are no “big” or “supporting” ideas—just content strands broken into topics and then grade-level standards. Algebra, for example, is comprised of ten topics (including polynomials and quadratic equations) and includes a total of eighty-four standards.

Each of the standards (K-12) is followed by a “remark/example” which typically elaborates on the standard and/or provides an example problem.

Clarity and Specificity

The standards are generally succinct and clear, for example:

- Extend number patterns to build a foundation for understanding multiples and factors—for example, skip counting by 2's, 5's, 10's (grade 2)
- Justify the formula for the area of the rectangle “area = base x height” (grade 4)

The remarks/examples that are provided with the standards are an excellent feature that serves to ensure that the intent of each standard is clear, for example:

Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems

Remarks/Examples:

Students should recognize that the area of a piece of paper might be measured in square inches, the area of a room might be measured in square feet, and the area of a large piece of land might be measured in square miles. Alternately, these measurements might be in square centimeters, square meters, and square kilometers, respectively.

- Example: Students find the area of a composite shape. An L-shaped region may be decomposed into rectangular regions (grade 4)

The remarks/examples make it clear exactly what students are expected to be able to do.

Florida's standards are well presented and very detailed, and the use of examples is exemplary. They receive a perfect three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Florida does an excellent job in offering explicit guidance as to what material is most important in each grade. Their content is prioritized through the use of the three Big Ideas for each grade. Through grade 6, two out of three of the Big Ideas in each grade appropriately emphasize the development of arithmetic. For example, the Big Ideas for the fourth grade are:

- Develop quick recall of multiplication facts and related division facts and fluency with whole-number multiplication (grade 4)
- Develop an understanding of decimals, including the connection between fractions and decimals (grade 4)
- Develop an understanding of area and determine the area of two-dimensional shapes (grade 4)

Content Strengths

Florida's standards cover content with both depth and rigor. The number line is introduced early and appears frequently. Arithmetic properties such as associativity are well covered. The following thread develops the important topic of whole-number multiplication:

- Solve multiplication and division fact problems by using strategies that result from applying number properties (grade 3)
- Use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease (grade 4)
- Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems (grade 4)

High school content is well covered, including STEM-ready material such as polar coordinates, inverse trigonometry functions, series, and logarithms.

The high school organization is particularly strong. The sequence of ten standards under the topic quadratic equations in algebra contains the following:

- Graph quadratic equations with and without graphing technology (grades 9-12)
- Solve quadratic equations over the real numbers by factoring and by using the quadratic formula (grades 9-12)
- Solve quadratic equations over the real numbers by completing the square (grades 9-12)
- Use the discriminant to determine the nature of the roots of a quadratic equation (grades 9-12)
- Solve quadratic equations over the complex number system (grades 9-12)
- Identify the axis of symmetry, vertex, domain, range and intercept(s) for a given parabola (grades 9-12)
- Use quadratic equations to solve real-world problems (grades 9-12)

This approach is exemplary—it outlines rigorous coverage of a complete analysis of quadratic equations. Other high school coverage is also excellent.

Content Weaknesses

There are a few problems in the standards with the development of arithmetic. As seen above, the development of whole-number multiplication is excellent, but the development of whole-number addition and subtraction is not as strong. Big Idea 2 in grade 2 is about developing “quick recall of addition facts,” but the standards themselves do not highlight a need for automaticity. Students must have quick recall of the facts to move on.

The capstone standard for addition and subtraction reveals a much more substantive issue:

Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures (grade 2)

This standard leaves invented algorithms with the same status as the standard algorithms. This does not adequately ensure fluency with addition and subtraction.

In high school, axioms are mentioned in Geometry, but they are not integrated into the otherwise excellent geometry standards.

Florida's standards are outstanding. They cover nearly all the essential topics with both depth and rigor and easily merit a score of seven points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With some minor differences, Common Core and Florida both cover the essential content for a rigorous, K-12 mathematics program. Florida's standards are exceptionally clear and well presented and they are easier to read and follow than Common Core. Standards are briefly stated and further clarified with the use of additional remarks/examples that explicate the content expectations so the reader knows exactly what is expected. In addition, the high school content is organized so that the standards dealing with specific topics, such as quadratic functions, are grouped together in a mathematically coherent way. The organization of the Common Core is more difficult to navigate, in part because standards on related topics sometimes appear separately rather than together.

On the other hand, Common Core excels in the coverage of arithmetic, and includes some details—particularly those that address the development of fractions—that are missing in Florida.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Georgia • English Language Arts

DOCUMENTS REVIEWED

Georgia Performance Standards for English Language Arts and Reading: Grades K-5. June 12, 2008.
Accessed from: <https://www.georgiastandards.org/Standards/pages/BrowseStandards/ELASTandardsK-5.aspx>

Georgia Performance Standards for English Language Arts and Reading: Grades 6-8. June 12, 2008.
Accessed from: <https://www.georgiastandards.org/Standards/pages/BrowseStandards/ELASTandards6-8.aspx>

Georgia Performance Standards for English Language Arts and Reading: Grades K-5. June 12, 2008.
Accessed from: <https://www.georgiastandards.org/Standards/pages/BrowseStandards/ELASTandards9-12.aspx>

Overview

The Georgia ELA standards are generally well presented and include most of the content necessary for a rigorous, K-12 curriculum.

General Organization

The Georgia state ELA standards are organized into broad content strands. Three strands are common to all grade levels: Reading; Writing; and Speaking, Listening, and Viewing. A “conventions” strand is included for grades 3-12 and a “reading across the curriculum” strand for middle and high school. Each strand is broken down into sub-strands, and then into grade-specific standards.



Clarity and Specificity: 2/3
Content and Rigor: 6/7
Total State Score: 8/10
(Common Core Grade: B+)

Clarity and Specificity

The Georgia K-12 ELA standards are reasonably well organized and clear, with little vague language or jargon. In addition, the state provides helpful criteria for writing expectations across genres, as well as clear expectations about the number of books that should be read in each grade.

Clarity, however, is a mixed bag. Some standards are very clear and specific, such as the following third-grade vocabulary standard:

Identifies and infers meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-), and common suffixes (e.g., -tion, -ous, -ly) (grade 3)

But others need greater detail or examples to clarify expectations, such as:

Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning (grade 9)

In a few areas, Georgia’s standards could be organized more clearly. For example, the genre-specific writing standards are grouped together, rather than by genre, making it difficult to differentiate between standards that are common to all genres and those that are specific to a particular genre. In addition, rather than being grouped together as part of one specific strand, the research standards are dispersed across separate strands, which makes it hard to track the progression of content within and across grades.

Labels are a problem, too. For example, in fourth grade, two standards are labeled ELA4R1 but presented separately. One is focused on literary texts and includes nine expectations (labeled “a-i”). Another is focused on informational texts and

includes eight expectations (labeled “a-h”). This makes tracking student mastery of essential standards difficult.

Taken together, the inclusion of vaguely worded standards and the minor flaws in organization noted above earn Georgia two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The early reading standards are detailed and outline clear expectations for phonics, phonemic awareness, and fluency. For example:

The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- a. Demonstrates an understanding that there are systematic and predictable relationships between print and spoken sounds.
- b. Recognizes and names all uppercase and lowercase letters of the alphabet...
- e. Applies learned phonics skills when reading words and sentences in stories (Kindergarten)

The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Reads previously taught high-frequency words at the rate of 30 words correct per minute
- b. Reads previously taught grade-level text with appropriate expression (Kindergarten)

The high school standards include a course devoted to “Reading and American Literature” which provides detailed expectations that reflect the importance of reading American literature that reflects our common literary heritage. For example:

The student identifies, analyzes, and applies knowledge of theme in a work of American literature and provides evidence from the work to support understanding. The student...

- d. Analyzes and compares texts that express universal themes characteristic of American literature across time and genre (i.e., American individualism, the American dream, cultural diversity, and tolerance) and provides support from the texts for the identified themes (high school American literature)

The expectations for the study of literary and non-literary texts are generally strong and delineate an appropriate progression of content and rigor across grade levels.

The elementary writing standards describe specific criteria for narrative, informational, and persuasive writing as well as for response to literature, such as:

The student produces informational writing (e.g., report, procedures, correspondence) that:

- a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest
- b. Frames a central question about an issue or situation
- c. Creates an organizing structure appropriate to a specific purpose, audience, and context
- d. Includes appropriate facts and details
- e. Excludes extraneous details and inappropriate information
- f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote
- g. Draws from more than one source of information such as speakers, books, newspapers, and online materials
- h. Provides a sense of closure to the writing (grade 4)

These criteria demonstrate increasing rigor from grade to grade.

While students are expected to study all writing genres each year, at the high school level the state indicates a clear focus area for each year. For example, the ninth-grade writing standards are introduced with a note indicating that:

All modes or genres are practiced at each grade level; however, in order to achieve mastery, each grade level has a particular writing focus. Technical writing is the focus for 9th grade; by the end of 9th grade, the student will demonstrate competency in technical writing...(grade 9)

Detailed performance expectations follow this introductory paragraph, and the state prioritizes persuasive writing in tenth grade and expository in eleventh and twelfth.

Research is also emphasized appropriately throughout the grades. The standards for conventions and vocabulary are detailed, specific, and rigorous, and the state provides clear expectations for listening and speaking.

Content Weaknesses

While the standards provide very specific guidance about the *number* of texts students should be reading each year in grades 4-12—“a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines”—it supplies scant guidance about what constitutes “grade-appropriate” books. For instance, while titles and authors are referenced sporadically in the “sample tasks” that accompany the standards, the state provides no lists of exemplar texts or authors, or indication of the complexity of texts appropriate to specific grade levels.

Apart from the inclusion of a high school course devoted to American literature, the standards do not outline expectations for reading outstanding works of American literature or foundational documents that reflect our common heritage.

Finally, the standards addressing how to use multimedia techniques to present information are inadequate, particularly for grades K-8.

Although some content is missing, Georgia’s ELA standards are reasonably strong and set forth most of the essential content necessary to guide rigorous, college preparatory curricula and instruction. Accordingly, they earn six points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

The Georgia K-12 ELA standards are better organized and easier to read than the Common Core. Essential content is grouped more logically, so that standards addressing inextricably linked characteristics, such as themes in literary texts, can be found together rather than spread across strands. The high school standards include a course devoted to “Reading and American Literature,” which provides a greater number of more detailed and rigorous expectations that address the importance of reading American literature. Georgia also more clearly specifies genre-specific writing expectations, and better prioritizes writing genres at each grade level.

On the other hand, while Georgia only specifies the number of books that should be read in each grade, Common Core appends a list that specifies the quality and complexity of the reading students should do. In addition, Common Core includes samples of student writing to help clarify writing expectations across grades. Georgia would do well to incorporate such guidance into its standards.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Georgia • Mathematics

DOCUMENTS REVIEWED

Georgia Performance Standards K-5. September 11, 2008.

Accessed from: <https://www.georgiastandards.org/Standards/Pages/BrowseStandards/MathStandardsK-5.aspx>

Georgia Performance Standards 6-8. September 11, 2008.

Accessed from: <https://www.georgiastandards.org/Standards/Pages/BrowseStandards/MathStandards6-8.aspx>

Georgia Performance Standards 9-12. September 11, 2008.

Accessed from: <https://www.georgiastandards.org/Standards/Pages/BrowseStandards/MathStandards9-12.aspx>

Overview

Georgia's standards are well organized and easy to read. They place arithmetic as a high priority, and some of the development is excellent, but the development of whole-number arithmetic is not quite complete. High school mathematics is detailed and covers most of the essential content with both depth and rigor.



Clarity and Specificity: 3/3

Content and Rigor: 6/7

Total State Score: 9/10

(Common Core Grade: A-)

General Organization

The standards are organized by strands such as “Number and Operations” and “Algebra.” The grade level Performance Standards are listed within these strands, and are often subdivided into lists of more specific standards. There is also a set of content-free process standards in each strand that developers say is “essential to mastering each of the mathematics content standards.” One of the process standards in geometry, for instance, is “Students will solve problems (using appropriate technology).” For each grade there is a short introduction about the mathematics to be covered.

The high school organization is similar, only the material is presented by course. The courses include Algebra I and II, Geometry, Statistics, Advanced Algebra, and Pre-Calculus, among others. Each of the courses is grouped into broad categories called Mathematics 1 through Mathematics 4 and then, Accelerated Mathematics I and II (Mathematics I, for instance, includes Algebra, Geometry, and Statistics while Accelerated Mathematics II includes Pre-Calculus, Trigonometry, and Statistics).

Clarity and Specificity

The standards are well presented and easy to read. Most statements are concise and detailed, such as:

- Students will tell time to the nearest five minutes and know relationships of time such as the number of seconds in a minute, minutes in an hour and hours in a day (grade 2)
- Identify the center, diameter, and radius of a circle (grade 3)
- Round a decimal to the nearest whole number or tenth (grade 4)

There are occasional lapses in clarity, as in the following standard, which is too broadly stated to be useful:

- Investigate and explain the characteristics of a function: domain, range, zeros, intercepts, intervals of increase and decrease, maximum and minimum values, and end behavior (Mathematics 1)

Though not all standards are clear, Georgia's standards are generally well organized and easy to read and interpret and easily merit three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

The proportion of the standards devoted to arithmetic is high. In fact, about half of them in the appropriate grades are about the development of arithmetic. Since arithmetic is the mathematical foundation in the early-middle grades, this appropriately prioritizes it.

Content Strengths

There is some strong material on the properties of arithmetic, such as:

- | Understand and use the inverse relation between addition and subtraction to solve problems and check solutions (grade 2)

Some of the material on more advanced arithmetic, such as fractions, is strong, including the following standards:

- | Know that when all fractional parts are included, such as three thirds, the result is equal to the whole (grade 2)
- | Understand the fraction a/b represents an equal-sized part of a whole that is divided into b equal sized parts (grade 3)
- | Find equivalent fractions and simplify fractions (grade 5)
- | Understand division of whole numbers can be represented as a fraction ($a/b = a \div b$) (grade 5)

The standards explicitly develop common denominators, despite the unnecessary insertion of pedagogy (i.e., “concrete [and] pictorial”):

- | Explore finding common denominators using concrete, pictorial, and computational models (grade 5)

Also, the development of the concept of area is strong as is illustrated by the following sequence:

- | Understand the meaning of the square unit and measurement in area (grade 3)
- | Determine the area of squares and rectangles by counting, addition, and multiplication with models (grade 3)
- | Derive the formula for the area of a parallelogram (grade 5)
- | Derive the formula for the area of a triangle (grade 5)
- | Find the areas of triangles and parallelograms using formulae (grade 5)

High school content is rigorous. Important algebraic skills are explicit:

- | Add, subtract, multiply, and divide polynomials (Mathematics 1)
- | Add, subtract, multiply, and divide rational expressions (Mathematics 1)

The analysis of quadratics is both thorough and detailed, as in:

- | Investigate and explain characteristics of quadratic functions, including domain, range, vertex, axis of symmetry, zeros, intercepts, extrema, intervals of increase and decrease, and rates of change (Accelerated Mathematics 1)
- | Convert between standard and vertex form (Accelerated Mathematics 1)

Geometry is also well covered. Foundations are included and standard theorems are covered, for example:

- | Understand and use congruence postulates and theorems for triangles (SSS, SAS, ASA, AAS, HL) (Mathematics 1)

In addition, STEM-ready content is well covered including most necessary trigonometry.

Content Weaknesses

There are some weaknesses in the development of arithmetic. Instant recall of basic facts is not explicit.

In the continued development of arithmetic, standard algorithms are not mentioned, and fluency is only sometimes required:

Students will build fluency with multi-digit addition and subtraction.

a. Correctly add and subtract two whole numbers up to three digits each with regrouping (grade 2)

Students will solve problems involving multiplication of 2-3 digit numbers by 1- or 2-digit numbers (grade 4)

Solve problems involving division by 1- or 2-digit numbers (including those that generate a remainder) (grade 4)

In addition to the problems above, the standards are weak on including the number line and they do not explicitly include many references to word problems—there should be more.

In high school, the coverage of linear equations is missing a few basics, such as explicit mention of point-slope form and obtaining a linear equation from two points.

The high school content is generally both thorough and rigorous, though there are a few gaps with linear equations. Arithmetic in the early grades is well prioritized, but the development has a few weaknesses. These few “shortcomings” result in a Content and Rigor score of six points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With some minor differences, Common Core and Georgia both cover the essential content for a rigorous K-12 mathematics program. Georgia’s standards are briefly stated and usually clear, making them easier to read and follow than Common Core. In addition, the high school content is organized so that standards addressing specific topics, such as quadratic functions, are grouped together in a mathematically coherent way. The organization of the Common Core is more difficult to navigate, in part because standards dealing with related topics sometimes appear separately rather than together.

The chief weakness in Georgia’s standards stems from their lack of specific content expectations in the development of arithmetic. Common Core provides admirable focus and explicitly requires standard methods and procedures, and the inclusion of those essential details would enhance Georgia’s standards.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Hawaii • English Language Arts

DOCUMENTS REVIEWED

Hawaii Content and Performance Standards III: Interactive Database. December 17, 2007.
Accessed from: <http://165.248.30.40/hcpsv3/>

Overview

Despite the inclusion of some very strong standards for grammar and conventions—the skills that are most often cited by college professors and employers as deficiencies of today’s high school graduates—Hawaii’s standards are often vague and lack the essential ELA content needed to guide rigorous, K-12 instruction.



Clarity and Specificity: 1/3
Content and Rigor: 4/7
Total State Score: 5/10
(Common Core Grade: B+)

General Organization

The Hawaii ELA standards are divided into three strands across grades K-8: Reading, Writing, and Oral Communication. Each strand is then broken down into standards, topics, and grade-band benchmarks. Finally, for each benchmark, the state provides a sample performance assessment question and a rubric that articulates the skills a student would need to master to be considered advanced, proficient, partially proficient, or novice. (However, it is neither clear what role this somewhat repetitive rubric is supposed to play in instructional or assessment planning, nor to which level students are held accountable at each grade.)

The high school standards follow the same organizational structure, but include standards for American Literature, British Literature, Expository Writing (I and II), World Literature, Reading Workshop, and Creative Writing.

Clarity and Specificity

Hawaii’s ELA standards contain a few bright spots but mostly lack the clarity and specificity that teachers need to help drive rigorous curriculum, daily instruction, and assessments.

Among the standards that do provide admirable detail are those that specifically delineate the grammatical knowledge that students must master to be college-ready. Take, for example, the following:

Edit writing to correct use of the following punctuation:

- commas in letters, dates, addresses, and items in a simple series
- apostrophes in contractions and singular possessives
- quotation marks and commas or end marks in direct quotations and dialogue

The student: Inserts commas correctly in letters, dates, addresses, and items in a simple series; replaces a deleted letter(s) with an apostrophe in a contraction; forms singular possessives by adding an apostrophe and sets off quotations with quotation marks and ends them appropriately with a comma or end mark (grade 3)

In addition, the standards that address expectations for oral presentations are generally clear and provide specific guidance about what students should know and be able to do.

Unfortunately, many more standards lack this critical detail, and the inclusion of sample performance assessments and benchmark-specific rubrics does little more than restate (with minor elaboration) the expectations of the oft-vague benchmarks themselves. Take, for example, the following third-grade reading standard and subsequent rubric:

Use new grade-appropriate vocabulary, including homophones and homographs, introduced in stories, informational texts, word study, and reading (grade 3)

| Advanced | Proficient | Partially Proficient | Novice |
|--|---|---|---|
| Use new grade-appropriate vocabulary, including homophones and homographs, with precision, fluency, and accuracy | Use new grade-appropriate vocabulary, including homophones and homographs, with no significant errors | Use new grade-appropriate vocabulary, including homophones and homographs, with difficulty and a few significant and/or many minor errors | Use new grade-appropriate vocabulary, including homophones and homographs, with great difficulty and/or many significant errors |

This rubric adds little to clarify an already vague standard, and similar problems plague standards across grade levels and strands. Therefore, despite their few bright spots, Hawaii's standards can earn no higher than a one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

In some areas, we find strong evidence of increasing rigor and complexity from grade to grade. This is especially true for grammar standards, which make it clear exactly what content students should master each year, and how that content builds from grade to grade. Consider these sixth- and ninth-grade standards:

Form and use the following grammatical constructions correctly when editing writing:

- consistent verb tense across paragraphs
- comparative and superlative forms of adjectives
- coordinating and subordinating conjunctions
- prepositional phrases
- compound sentence joined by semicolon rather than conjunction and comma
- subject-verb agreement with intervening phrase (grade 6)

Form and use the following grammatical constructions correctly when editing writing:

parallel structures in various contexts (e.g., items in a series, complements, items juxtaposed for emphasis)

- subordination and coordination to indicate relationship between ideas
- restrictive clauses with appropriate use of that
- abbreviations used in research citation (grade 9)

Other standards emphasize different expectations for reading literary and non-literary texts, especially in the American Literature and World Literature sections. For example:

Analyze, based on clear and precise textual evidence, the effects of diction, tone, mood, syntax, sound, form, figurative language, meter, rhyme, and structure on the meaning of poems from different cultures (American Literature and World Literature, "Advanced" level of rubric)

In Writing, the high school standards for expository writing clearly outline the essential components of research that students must master, while other standards define student expectations for analyzing information in multimedia formats and creating multimedia presentations.

Finally, while they lack some specificity, the standards do address expectations for speaking and active listening as well as for making effective oral presentations.

Content Weaknesses

Unfortunately, these bright spots pale alongside the critical flaws in Hawaii's ELA standards.

For starters, in some areas—writing chief among them—Hawaii falls victim to “everything-but-the-kitchen-sink” syndrome. It fails to make the kinds of tough prioritization decisions that differentiate between standards that are precise, rigorous (and teachable) and those that are too vague or numerous to guide effective instruction and assessment.

For example, while the Writing standards require students to study various important genres, including fiction, literary analysis, poetry, and persuasive writing, they do not effectively prioritize this content from grade to grade. Instead, the standards merely layer additional genres as the grade level increases so that, by twelfth grade, students are expected to study narrative writing, poetry, literary analysis, persuasive writing, personal essays, research, “functional” writing, and “reflections that draw comparisons between specific incidents and broader themes.”

Most rigorous college-prep curricula spend far more time developing writing skills in the early grades via narrative and creative writing, and then prioritize essential persuasive and expository writing at the high school level. Hawaii would do well to clarify which of these genres deserves more time and attention at each grade level and outline content-specific expectations within each genre.

Further, while specific authors or books are mentioned occasionally in the Reading standards, the standards documents supply neither lists of exemplar texts nor guidance on text complexity to help define what students should be reading at various stages of their education. Even the standards for American, British, and World Literature make little or no mention of specific works, imparting in the reader scant confidence that students across the Aloha state will be held to rigorous content-based standards.¹

Taken together, more than a third of the critical ELA content is missing. As such, Hawaii’s state standards can earn no more than four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Hawaii’s ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Aloha State has in place today.

¹ Separate from the standards and in a different part of the website (the “Document Library”), there are reading lists for the high school grades and book lists for the American, World, and British Literature courses. These are presented as suggestions and are rife with misspellings (e.g., Dickenson, Hemmingway). There are no book lists for K-8.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Hawaii • Mathematics

DOCUMENTS REVIEWED

Hawaii Content and Performance Standards for Mathematics K-12. December 17, 2007.
Accessed from: <http://standardstoolkit.k12.hi.us/index.html>

Overview

Hawaii's standards are well written and organized. However, the coverage is uneven. While high school is covered with some rigor, arithmetic is not prioritized or developed appropriately.



Clarity and Specificity: 3/3

Content and Rigor: 3/7

Total State Score: 6/10

(Common Core Grade: A-)

General Organization

Hawaii's math standards have multiple layers. The K-8 standards are divided into five content strands such as "Measurement" and "Number and Operations." Each strand is subdivided into broad statements called "Standards," which are further subdivided into "Topics." The strands, standards, and topics are all common across all grades.

Finally, the state provides grade-specific benchmarks for each topic. (Note, though, that not all topics or standards have benchmarks in each grade. For example, under the standard "Probability," no grade-level benchmarks appear until the third grade.) In addition, a Sample Performance Assessment question, designed to help clarify expectations, is provided for each benchmark.

The high school standards follow the same organization, but are divided by course.

It is the grade-level benchmarks that will be referred to below as standards.

Clarity and Specificity

Despite the complex hierarchical nature of the standards, they are fairly easy to read and understand. Each standard is clearly and succinctly stated and there are generally fewer than thirty-five standards per year, making it easy to grasp the entirety. A nice feature is that not all topics appear in each grade or course. For example, there are appropriately no data analysis standards in first grade, or in the high school Geometry course.

The statements of the standards themselves are usually clear, and parenthetical examples are sometimes included to clarify the intent. The Sample Performance Assessment (or SPA) that accompanies each standard also serves to clarify the intent.

Examples of standards with their SPAs from grades 1 and 5 are:

Identify measurement tools that could be used to measure length, capacity, and weight.

The student: Identifies the appropriate tool to measure an object (e.g., chooses the picture of a scale when asked what he or she could use to weigh a watermelon) (grade 1)

Apply the inverse relationship between addition and subtraction, and multiplication and division, to solve problems.

The student: Solves a multiplication problem involving a missing factor (e.g., $8 \times \underline{\quad} = 89$) by using division; solves an addition problem involving a missing addend (e.g., $45 + \underline{\quad} = 67$) by using subtraction (grade 5)

While not every standard is clear, the standards are generally easy to read and understand. The SPAs are an excellent feature that serves to clarify intent. The Clarity and Specificity score is three points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Hawaii does not provide explicit guidance as to which content is the most important. The number of standards in each grade is generally reasonable, but only about 30 percent of the standards are devoted to arithmetic and this does not sufficiently prioritize fundamental arithmetic skills.

Content Strengths

In elementary school, memorization of addition facts is explicit. There are many strong standards on rates and ratios in middle school, including the following excellent eighth-grade standard and SPA:

Express rates of change as a ratio of two different measures, where units are included in the ratio, and use the derived rate to solve problems.

The student: Measures two quantities that are related (e.g., the capacity of water that comes out of a water fountain in 10 seconds), expresses the quantities as a ratio (rate), and uses it to solve a problem (e.g., “How long would it take to fill a gallon of water from a water fountain?”) (grade 8)

There are explicit standards for high school courses in Algebra I and II, Geometry, Trigonometry, and Analytical Geometry. Most STEM-ready material is well covered, including series, completing the square, conic sections, trigonometric identities, inverse trig functions, polar coordinates, complex numbers, exponential functions, and logarithmic functions.

Content Weaknesses

The development of whole-number arithmetic is weak. As stated above, the standards do call for memorization of addition facts. Unfortunately, they do not specify similar automaticity for multiplication facts.

The continued development of whole-number arithmetic is inadequate. Fluency is not required and methods and procedures are not specified. For example, the following standards and sample performance assessments from third and fourth grades track the expectation for addition and subtraction:

Use a variety of strategies to solve problems involving addition and subtraction of two- and three-digit numbers.

The student: Shows how to add (or subtract) using one strategy, then shows how to add (or subtract) a different set of numbers using a different strategy (e.g., adds multiples of ten mentally [$20 + 70 = 90$] then adds the ones mentally [$6 + 2 = 8$] to arrive at the sum of 98 when adding $26 + 72$) (grade 3)

Select and use appropriate strategies and/or tools (e.g., mental math, calculators, paper/pencil, standard algorithms) for computing whole numbers.

The student: Chooses the method he or she wants to use to compute whole numbers and explains whether the chosen method was the most appropriate method, or if another method would have been more appropriate to use (grade 4)

The sample performance assessment for the third-grade standard specifies that students should be able to do the same problem two different ways, but fails to specify the use of the standard algorithms. The fourth-grade standard culminates the development of addition and subtraction. And while standard algorithms are mentioned, their use is not specified. Worse, the SPA that accompanies the fourth-grade standard allows students to forego standard procedures altogether and instead use a calculator to perform computations. The standard algorithms, then, are given the same status in computing whole numbers as any other method, including using alternative algorithms or even a calculator.

Whole-number multiplication and division has a similar thread with the same culminating fourth-grade standard. Thus, students may be completely reliant on a calculator to perform whole-number arithmetic. This failure to demand fluency in using standard algorithms leaves students at a severe disadvantage as they move on to more difficult topics.

Such problems persist in the further development of arithmetic. Fluency and standard procedures are not required, and a “variety of strategies” is included. Common denominators and standard procedures are never mentioned for fractions, as in this fifth-grade standard and SPA:

Use a variety of strategies to multiply and divide fractions.

The student: Shows how to multiply (or divide) fractions using one strategy, then shows how to multiply (or divide) using a different strategy (grade 5)

There are some weaknesses in high school also. The geometry course mentions proof, but there is no mention of axioms or postulates. The Pythagorean Theorem, and other standard theorems of Geometry, are used, but not proven.

Hawaii's standards are strong in places, but the development of arithmetic is weak. Arithmetic is not prioritized, and foundational whole-number arithmetic is covered inadequately. Students are not required to be fluent with standard algorithms, and calculators are specified as a method that students may choose to use to solve problems. These serious problems result in a Content and Rigor score of three points out of seven (see *Common Grading Metric*, Appendix A).

The Bottom Line

With their grade of C, Hawaii's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Aloha State has in place today.

Idaho • English Language Arts

DOCUMENTS REVIEWED

Idaho Language Arts Standards. 2006.

Accessed from: http://www.sde.idaho.gov/site/content_standards/language_standards.htm

Overview

The Idaho standards exhibit strengths in reading, vocabulary, listening and speaking, and media, but they also suffer from superficial treatment of text quality and complexity, student writing criteria, oral and written language conventions, and research. In a number of places, the standards are either unclear or repetitive in ways that make the progression of rigor hard to detect.



Clarity and Specificity: 1/3

Content and Rigor: 4/7

Total State Score: 5/10

(Common Core Grade: B+)

General Organization

The Idaho standards are grouped into six strands:

- » Reading Process
- » Comprehension/Interpretation
- » Writing Process
- » Writing Applications
- » Writing Components
- » Communication

For each strand, the state presents “goals,” which are common across grade levels, and finally grade-specific objectives—except in the case of “Speech,” where standards are provided only for the high school grade span, 9-12.

In addition, for many objectives, the state includes the oddly phrased “content limit” that explains how, if at all, the objective will be assessed by the state.

Clarity and Specificity

Idaho’s standards are clearly organized and well presented, and some are clear and specific, such as:

- | Write left to right, top to bottom, with appropriate spaces between words (Kindergarten)
- | Use capital letter in first name (Kindergarten)

Unfortunately, a greater number of standards are vaguely written and repetitive. For example, the following generic standard appears under a literary text heading at both seventh and eighth grades:

- | Analyze the themes of various genres (grades 7-8)

Such a standard is exceptionally vague and its verbatim repetition fails to delineate progression across grades.

Other standards, while not repeated verbatim, make few (or no) meaningful distinctions from grade to grade. For example:

- Identify defining characteristics of literature genres, including poetry (grade 4)
- Identify various genres of fiction and kinds of poetry based on their characteristics (grade 5)
- Describe different genres of fiction and kinds of poetry, and the major characteristics of each form (grade 6)

The “content limits” occasionally provide additional detail to clarify expectations. For example:

- Identify plots in literary text
 - Content Limit: Item may require identification of elements of plot (e.g., main problem, conflict, key details, sequencing, and resolution) (grade 3)

Unfortunately, for standards not assessed on the state test, no additional guidance is provided. The content limit simply reads, “Assessed in the classroom, not on the ISAT” (Idaho’s state test).

Finally, at the high school level, the Speech standards are presented only for the grade band 9-12, rather than grade by grade.

Taken together, these shortcomings leave teachers without the clear guidance they need to drive rigorous curriculum, instruction, and classroom assessment. The standards therefore earn one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Idaho generally covers early reading well and appropriately emphasizes standards addressing essential word-analysis skills and comprehension strategies. Specific targets for reading fluency are provided.

Vocabulary standards are generally rigorous, as in:

- Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary and technology sources (grade 7)

Literary and non-literary texts are treated separately, giving each category its proper attention. Additionally, an attempt is made to address American literature specifically, though only in eleventh grade:

- Analyze recognized works of literature representing a variety of genres and traditions that:
 - Trace the development of the major periods of American literature
 - Contrast the major themes, styles, and trends in different periods
 - Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting (grade 11)

The eleventh-grade standards also include a vague vocabulary standard that mentions American literature, though its purpose is difficult to discern:

- Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature (grade 11)

Standards for writing delineate expectations for specific genres and products. Listening and speaking standards are generally rigorous. And in high school, although the standards are written for the entire grade span, they contain some good content:

- Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic) (grades 9-12)

This listening skill requires an understanding of types of arguments, a rigorous and welcome high school expectation, but it would be much better if these were scaffolded across four years. It is also commendable that standards ask students to “analyze historically significant speeches to find the rhetorical devices and features that make them memorable.”

Oral presentations are also required, as in this objective from high school:

Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works (grades 9-12)

More detail could certainly be provided about the type of work or passage, especially at various grades in high school, but at least formal oral presentations are required.

Although only covered in high school, some good media analysis is also included, as in:

Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event (grades 9-12)

Students in high school are also required to produce multimedia presentations.

Content Weaknesses

The Idaho standards provide no guidance about the quality and complexity of text that students should read across grade levels. Nor do they provide detailed expectations regarding the characteristics and quality of writing products expected in each genre. The following persuasive writing standard, for example, leaves too much to the imagination:

Write persuasive compositions that take into consideration the validity and reliability of sources (grades 9-12)

Also missing are student writing samples and sample rubrics to help clarify expectations across grades.

Similarly, listening and speaking standards lack evaluation criteria, and the standards fail to include explicit standards for group discussions.

The expectations for English language conventions, housed in the writing strand, could also be more carefully crafted. Much content is left unaddressed by these general standards that gloss over specific grammar and usage, as in these idiosyncratic standards that are repeated from grades 4-8:

Use correctly:

- future verb tenses
- adjectives
- personal pronouns
- conjunctions
- adverbs (grades 4-8)

What happened to grammatical elements such as verb tenses other than the future tense, phrases, clauses, and pronouns other than personal pronouns? The research standards, embedded in expository writing, suffer from a similarly superficial treatment.

Taken together, these shortcomings leave as much as 35 percent of the essential K-12 content missing, thus earning the standards four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Idaho’s ELA standards are mediocre, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Gem State has in place today.

Idaho • Mathematics

DOCUMENTS REVIEWED

Idaho Content Standards: Mathematics: K-2. Revised 2006.

Accessed from: http://www.sde.idaho.gov/site/content_standards/math_standards.htm

Idaho Content Standards: Mathematics: Grades 3-8. Revised 2007.

Accessed from: http://www.sde.idaho.gov/site/content_standards/math_standards.htm

Idaho Content Standards: Mathematics: Grades 9-12. Revised 2008.

Accessed from: http://www.sde.idaho.gov/site/content_standards/math_standards.htm

Overview

Idaho's standards are well organized, but they are sometimes difficult to read. In K-8, arithmetic is reasonably prioritized and though its development is straightforward, it is not quite rigorous enough. The high school standards include advanced courses and cover much of the essential content, though the development is not always coherent.



Clarity and Specificity: 2/3

Content and Rigor: 5/7

Total State Score: 7/10

(Common Core Grade: A-)

General Organization

The K-8 standards are organized into five content strands such as Number and Operation, and Concepts and Language of Algebra and Functions. The strands are divided into topics, which vary from grade to grade, and finally into grade-specific standards.

For grades 3-12, the state provides three additional clarifications for many standards. First, they indicate whether students are allowed to use calculators. Second, they specifically indicate the “cognitive level”—for example, memorize, perform procedures, solve non-routine problems or make connections—at which students should perform. Finally, they often provide a “content limit,” which is essentially a description of how the standard will be assessed on the state test.

High school standards are presented in two ways. First, grade-specific standards are presented for grades 9-10. These standards follow the organizational structure described above. Second, the state provides course-specific standards for courses such as Geometry, Pre-Calculus, and Advanced Placement Statistics. The course-specific standards are similarly organized with one important difference: Instead of specifying content limits and cognitive levels, skill statements, which are designed to clarify the intent of the standards, are provided.

Clarity and Specificity

The standards are generally well presented and easy to read. Many are clear and concise:

- Use ordered pairs to identify the position of a point in the first quadrant on a coordinate grid (grade 4)
- Solve quadratic equations by factoring (Algebra I)

However, a close reading reveals many problems with the clarity of the standards. There is a great deal of repetition, hurting the standards' specificity. A simple example: Out of forty-two third-grade standards, the following is used seven times for different goals:

- Use appropriate vocabulary (grade 3)

This statement, which clearly has different expectations for different topics, is too vaguely worded and appears too frequently throughout the standards to provide adequate guidance.

In addition, many standards are stated so broadly that they are subject to much interpretation on the part of the reader:

- Discuss sliding and flipping of two-dimensional shapes (grade 3)
- Use a variety of strategies to solve real-life problems (grade 5)
- Formulate conjectures and justify (short of formal proof) why they must be or seem to be true (grade 8)

The last standard is particularly poorly stated since it asks students to justify statements that may not be true.

The high school courses include some clear statements, but many are too broad, and their organization is generally poor. Standards on related topics, such as quadratic equations, are often scattered across various strands. This is exemplified by the following Algebra II standard, where the standard statement is about complex numbers, but which includes unrelated skill statements:

- Perform computations on expressions within the complex number system (Algebra II)

The corresponding skill statements, which are supposed to clarify the standard itself, actually include unrelated additional content that students are expected to master, as demonstrated below:

- a. Perform operations with matrices to include scalar multiplication, addition, subtraction, and matrix multiplication (2 by 2)
- b. Add, subtract, and multiply radical expressions and expressions containing rational exponents
- c. Use long division or synthetic division to divide a polynomial by a lower-degree polynomial
- d. Add, subtract, multiply, and divide rational expressions (Algebra II)

By scattering content haphazardly across standards and skill statements, coherence within topics is lost.

Idaho's standards are reasonable in number, and often easy to read and understand. However, they are frequently too broadly stated and repetitive. The high school courses incorporate some good standards but many are poorly presented and lack coherence. The standards "do not quite provide a complete guide to users" and receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Implicitly, arithmetic is given moderate priority: Arithmetic standards in the appropriate grades comprise about 40 percent of the standards.

Content Strengths

The standards cover the basic properties of arithmetic well, including commutativity, associativity, and distributivity. In addition, though some standards on arithmetic expectations are well stated, they are not appropriately supported, as discussed below.

Though the high school material lacks coherence, much essential content is covered. There are some rigorous standards, including:

- Write linear equations and inequalities in various forms given the graph of a line, a contextual situation, two or more collinear points, a point and the slope of a line, or a set of data (Algebra I)
- Use the quadratic formula, factoring, and completing the square to solve any quadratic equations (Algebra II)
- Identify a logarithmic function as the inverse of an exponential function (Algebra II)

The standards also include much of the essential content for geometry, including explicit mention of proof and postulates.

Content Weaknesses

The development of arithmetic is not adequately rigorous, in part because instant recall of basic facts is not explicitly required.

In the continued development of whole-number arithmetic, neither fluency nor standard methods are specified:

- Add and subtract whole numbers (grade 4)
- Multiply and divide whole numbers (grade 5)

Fraction arithmetic is expected in the standards, but there is little development of fractions, and standard procedures are not mentioned. Further, fractions are neither introduced early as parts of a whole, nor explicitly introduced as numbers. Common denominators are not mentioned.

Use of calculators pervades the standards, beginning with third grade:

- Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three (grades 3-6)

In high school, some content is missing, such as vertex form and max/min problems for quadratics, and inverse trigonometric functions.

Idaho's standards, though sometimes difficult to interpret, cover much of the essential content. In K-8, arithmetic is moderately prioritized and developed in a straightforward way, but the coverage is not quite thorough enough. In addition, calculators are mentioned too frequently. In high school, most essential content is covered, but a few details are missing. These "shortcomings" result in a Content and Rigor score of five points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of B, Idaho's mathematics standards are decent, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are superior to what the Gem State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Illinois • English Language Arts

DOCUMENTS REVIEWED¹

Illinois Learning Standards for English Language Arts. 1997.
Accessed from: <http://www.isbe.net/ils/ela/standards.htm>

Overview

Illinois has not updated its ELA standards since their initial adoption in 1997. While other state standards have undergone rigorous revision processes—including the articulation in most states of grade-specific expectations across core content areas—Illinois has lagged behind and, as a result, fails to provide clear and rigorous K-12 ELA expectations.



Clarity and Specificity: 1/3
Content and Rigor: 3/7
Total State Score: 4/10
(Common Core Grade: B+)

General Organization

The *Illinois Learning Standards for English Language Arts* are organized around five goals:

- » State Goal 1–Reading (“Read with understanding and fluency.”)
- » State Goal 2–Literature (“Read and understand literature representative of various societies, eras and ideas.”)
- » State Goal 3–Writing (“Write to communicate for a variety of purposes.”)
- » State Goal 4–Listening and Speaking (“Listen and speak effectively in a variety of situations.”)
- » State Goal 5–Research (“Use the language arts to acquire, assess and communicate information.”)

Each goal is divided into strands that are common across all grades. For example, the Reading goal is broken into the following three strands:

- a. Apply word analysis and vocabulary skills to comprehend selections.
- b. Apply reading strategies to improve understanding and fluency.
- c. Comprehend a broad range of reading materials.

Each strand is then divided into five grade-band standards: early elementary, late elementary, middle/junior high, early high school, and late high school. (Note that the state does not specify to which grades these levels correspond.)

Clarity and Specificity

The *Illinois Learning Standards for English Language Arts* generally employ clear language and are jargon-free. Unfortunately, they lack the specificity to be actionable in curricula and classrooms. Their organization—by broad levels, rather than by grades—cannot provide the clarity and specificity to guide consistent grade-level instruction in Illinois classrooms, schools, and districts.

Just as troubling, the standards are so vague as to be almost entirely useless. For example, the only standard that addresses phonics and phonemic awareness in the early elementary grades states:

- | Apply word analysis skills (e.g., phonics, word patterns) to recognize new words (early elementary)

The vast majority of standards are similarly vague, failing to clarify what, precisely, students should know and be able to do. Because the standards sorely lack detail and provide very little guidance to teachers, they earn one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

One of the framework's five goals articulates that students will “read and understand literature representative of various societies, eras and ideas.” The standards across this goal are relatively strong. They specify much of the essential content that students must master across grade levels, and provide clear progression from one grade band to the next. For example,

- Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres (middle/junior high school)
- Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media (early high school)
- Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness) (late high school)

The standards presented under goal 5—“Use language arts to acquire, assess, and communicate information”—are appropriate and rigorous; they convey the entire scope of the research process, from formulating a research question, and identifying and evaluating sources, to synthesizing and integrating information, and reporting findings and citing sources.

Finally, the state provides detailed listening standards, particularly for middle/junior high school.

Content Weaknesses

Along with these few strengths, the Illinois ELA standards present significant shortcomings and content gaps.

While the literary standards mentioned above are adequate, the standards focus almost exclusively on literary texts, with few standards focused on reading and analyzing non-literary texts.

As noted above, only one vaguely worded standard addresses phonics and phonemic awareness.

The standards do not provide any guidance regarding the quantity, complexity, or types of texts that students should read, nor do they mention or provide examples of foundational works of American literature.

Standards across each of the five goals place far too great an emphasis on *strategies* for learning rather than on learning *outcomes*. For example:

- Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions) (early elementary)
- Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information) (late elementary)
- Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings) (middle/junior high school)

Such standards equate to mere process guidance, which fails to provide teachers with concrete student-performance expectations. Moreover, the validity of these strategies as effective learning tools is much debated.

The writing standards also focus primarily on strategies. They provide no genre-specific expectations, rubrics, or criteria to define how writing skills should progress across grade levels and genres. The standards seem to place greater emphasis on managing anxiety in public speaking (see below) than on specifying criteria for effective writing by genre and grade level.

- Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice) (late elementary)
- Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards) (middle/junior high school)
- Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, note cards, practice) (early high school)
- Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous out-lining, repetitive practice) (late high school)

Finally, the state fails to delineate essential grammar and conventions content.

Because the state fails to detail grade-specific expectations, and because a majority of standards are either vague or focus on strategies more than on content, between 50 and 65 percent of critical content is absent from the Illinois standards. The state earns three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Illinois's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Prairie State has in place today.

¹ Illinois has not updated their ELA standards since 1997; thus, they have not changed since our last evaluation, the *State of State English Standards 2005*. In 2005, however, we reviewed all available assessment frameworks for the standards, something we did not do for this review. (See Appendix C for document selection methods.) In addition, the evaluation criteria that we used to judge standards in 2010 have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) These changes contributed to a change in Illinois's final ELA grade: from a B to a D. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1041#1041.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Illinois • Mathematics

DOCUMENTS REVIEWED

Illinois Mathematics Assessment Framework, Grades 3-8, State Assessments. Spring 2006.
Accessed from: http://www.isbe.state.il.us/assessment/pdfs/iaf_math.pdf

Illinois Mathematics Assessment Framework, PSAT Grade 11, State Assessments. Spring 2006.
Accessed from: http://www.isbe.state.il.us/assessment/pdfs/iaf_math_PSAFINAL.pdf

Overview

Illinois's standards are easy to read and sometimes clear, but they often lack specificity. There are significant weaknesses in both K-8 and in high school. The development of arithmetic is weak and students are apparently permitted to rely on calculators for performing arithmetic computation. The high school content is missing many of the essential topics.



Clarity and Specificity: 2/3
Content and Rigor: 1/7
Total State Score: 3/10
(Common Core Grade: A-)

General Organization

There are ten state goals. The first five are paragraphs about process or pedagogy with titles such as “Solving Problems” and “Working on Teams.” Goals 6-10 are content strands, each with an explanation of “Why this goal is important.” The goals are further broken down into eighteen topics and finally into individual grade-level expectations for grades 3-8.

High school follows the same structure, though expectations are only provided for grade 11.

Clarity and Specificity

The standards are sometimes easy to read and understand. The statements are generally short and some standards are clear such as:

Identify and locate whole numbers and halves on a number line (grade 3)

Others are not so clear. This is particularly true at the high school level. For example:

Determine the most cost-effective option using single- and multi-step calculations and then comparing results (grade 11)
Analyze functions by investigating domain, range, rates of change, intercepts, and zeros (grade 11)

These standards do not make clear what students are supposed to know or what types of problems they should be able to solve. The last standard includes topics that are generally covered in calculus, so its meaning is particularly confusing.

An additional problem with the standards is that many of them are repeated in consecutive grades. For example:

Identify and sketch acute, right, and obtuse angles (grades 5-7)

It is not clear why this standard appears identically in three successive grades, or what comprises the intended sequence for learning about such angles.

While the expectations highlighted in the above example are not subject to interpretation, other repeated standards should clearly have different interpretations in different grades. For example, the following standard appears in grades 3-8:

| Solve word problems involving unknown quantities (grades 3-8)

The complexity of the problems should increase as students master more advanced mathematics, yet this repetitive standard gives no such guidance.

Although the standards are easy to read, they often lack specificity, and the sequencing of the material is not clear. Thus, they receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

The importance given to the content areas is made explicit in the document by a chart which shows the percentage of the state assessment devoted to each state goal. For grades 3-5, about 33 percent of the assessments are devoted to the goal of Number Sense. This explicit setting of priorities is a good thing in and of itself, yet it does not prioritize arithmetic as it should in the early grades.

Content Strengths

The structure of the operations (commutativity, associativity, distributivity, and the inverse nature of addition and subtraction and of multiplication and division) of arithmetic are well covered. The number line is introduced in grade 3 and appears frequently thereafter.

Content Weaknesses

The development of whole-number arithmetic is weak. While the standards do specify that students be able to “solve problems” involving arithmetic, neither fluency nor standard procedures are developed. The explanation of why number sense is important includes the following, which does mention algorithms:

| All people must develop this sense of numbers and operations and be able to use it to solve problems using mental computation, paper-and-pencil algorithms, calculators and computers (state goal 6)

However, there is little support for the development of algorithms.

The following standards, for example, basically represent the complete development of whole-number multiplication and division:

| Model and apply basic multiplication and division facts (up to 12×12), and apply them to related multiples of 10 (e.g., $3 \times 9 = 27$, $30 \times 9 = 270$, $6 \div 3 = 2$, $600 \div 3 = 200$) (grade 4)

| Solve problems and number sentences involving addition and subtraction with regrouping and multiplication (up to three-digit by one-digit) (grade 4)

| Solve problems and number sentences involving addition, subtraction, multiplication, and division using whole numbers (grades 5-6)

Instant recall of number facts and fluency with standard procedures are not specified.

Compounding the problem, the standards explicitly allow the use of a calculator after grade 3. Presumably, this means that students can use calculators for whole-number computation rather than standard methods and procedures in the grade 5-6 capstone standard.

There are some good geometry standards in the K-8 standards, but there are also many that are vague and extraneous. One example:

| Identify congruent and similar figures by visual inspection (grades 3-6)

Visual inspection is not a mathematical method for determining congruence or similarity.

The high school standards have numerous issues with coverage. Neither linear nor quadratic functions appear as coherent topics, and there are very few standards about quadratics. Completing the square and the quadratic formula are not covered.

Polynomials are mentioned explicitly only once in the following overly broad standard:

Simplify or identify equivalent algebraic expressions (e.g., exponential, rational, logarithmic, factored, polynomial)
(grade 11)

The arithmetic of polynomials and rational expressions is not adequately covered by this standard.

Other essential content is also covered inadequately or completely missing, including constructions in geometry and inverse trigonometric functions.

Illinois's standards are weak in both elementary and high school. Arithmetic is neither prioritized nor developed properly, in part because calculators are explicitly used beginning in third grade. High school mathematics is incomplete and is missing much of the essential content. These “numerous problems, shortcomings, or errors” (see *Common Grading Metric*, Appendix A) result in a Content and Rigor score of one point out of seven.

The Bottom Line

With their grade of D, Illinois's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Prairie State has in place today.

Indiana • English Language Arts

DOCUMENTS REVIEWED

Indiana Core Standards. Summer 2008.

Accessed from: <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/english.shtml>

Indiana Academic Standards. June 2006.

Accessed from: <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/english.shtml>

Overview

Indiana's ELA standards are clear, specific, and rigorous, and include nearly all of the critical content expected in a demanding, college-prep curriculum.



Clarity and Specificity: 3/3

Content and Rigor: 7/7

Total State Score: 10/10

(Common Core Grade: B+)

General Organization

The standards are grouped into seven “academic standards,” which are common to all grade levels. They are:

1. Reading: Word Recognition, Fluency, and Vocabulary Development
2. Reading: Comprehension
3. Reading: Literary Response and Analysis
4. Writing: Process
5. Writing: Applications
6. Writing: English Language Conventions
7. Listening and Speaking: Skills, Strategies, and Applications

Each of these standards is divided into topics that vary by grade level and finally into grade-specific performance indicators.

In addition to the academic standards, Indiana provides eight “core standards,” which are also common across all grade levels and which describe, in broad terms, what students should know and be able to do at each grade level. The purpose of these core standards is to highlight and prioritize “the most important concepts presented [in the academic standards] in each grade level.”

Clarity and Specificity

Indiana's standards are exceptionally clear and detailed. Many grade-specific standards include helpful examples that clarify purpose and intent. Take, for example, the following Kindergarten phonics standard:

Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.

Example: Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same (Kindergarten)

Across almost all content areas and grade levels, progressions from one grade to the next are clear: Each successive grade expects the student to possess background knowledge delineated in the previous grade's standards.

Still, Indiana could further clarify the writing standards by providing additional grade-specific writing rubrics and sample student work.

Despite that minor caveat, teachers, curriculum developers, and assessment writers will find the standards accessible and easy to understand. Consequently, Indiana's standards easily merit three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The Indiana standards are outstanding with respect to content and rigor. The expectations for grammar, spelling, mechanics, and usage are clear and rigorous. Take, for example, the following grammar standards for seventh and twelfth grade, respectively:

Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.

- Clear: She left the book, which she bought at the bookstore, on the table
- Unclear: She left the book on the table, which she bought at the bookstore
- Active voice: The man called the dog
- Passive voice: The dog was called by the man (grade 7)

Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens (grade 12)

These standards also present a clear progression of skills from grade to grade.

The vocabulary standards are equally detailed and attend to etymology and morphology across grade levels, as in the following middle school standards:

Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology) (grade 5)

Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics)

Example: Analyze the roots, prefixes, and suffixes to understand words, such as microscope, microphone, and microbe (grade 7)

In addition to providing helpful lists of exemplar texts, the standards make numerous references to outstanding works of literature. What's more, these are almost always related to a particular grade-specific expectation, and often in the context of an interesting question or idea. Take the following twelfth-grade literature standard:

Analyze recognized works of world literature from a variety of authors that:

- Contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period
- Relate literary works and authors to the major themes and issues of their literary period
- Evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting

Example: Read and evaluate works of world literature, such as *The Inferno* of Dante by Dante Alighieri (translated by Robert Pinsky), *Candide* by Voltaire, *I Have Visited Again* by Alexander Pushkin, *Question and Answer Among the Mountains* by Li Po, *Anna Karenina* or *War and Peace* by Leo Tolstoy, *Night* by Elie Wiesel, and *The Ring* by Isak Dinesen (grade 12)

Similar examples provided throughout are not only vivid but inspiring. They set high expectations and outline rigorous works of literature to be read across grade levels.

The writing standards are equally clear and rigorous. They do not provide rubrics or student work, but the standards include exceptional detail, especially pertaining to specific genres.

Content Weaknesses

Indiana's ELA standards rarely fall short of exceptional, but two minor weaknesses persist. First, students are not expected to present in multimedia until high school. (This absence is somewhat offset by elementary standards that require students to evaluate electronic media and include electronic sources in research.) Second, no standards outline what is expected of students in group discussions.

These very minor failings could easily be remedied. Overall, Indiana's strong standards merit seven points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Indiana's standards are clearer, more thorough, and easier to read than the Common Core standards. Essential content is grouped more logically, so that standards addressing inextricably linked characteristics, such as themes in literary texts, can be found together rather than spread across strands. Indiana also frequently uses standard-specific examples to clarify expectations. Furthermore, Indiana's standards treat both literary and non-literary texts in systematic detail throughout the document, addressing the specific genres, sub-genres, and characteristics of both text types. Both Indiana and Common Core include reading lists with exemplar texts, but Indiana's is much more comprehensive.

On the other hand, Common Core includes samples of student writing to clarify grade- and genre-specific writing expectations. In addition, it includes standards explicitly addressing foundational U.S. documents. Such enhancements would benefit Indiana's already-strong standards.

Indiana • Mathematics

DOCUMENTS REVIEWED

Indiana's Academic Standards: Mathematics. 2005.

Accessed from: <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/math.shtml>

Indiana's Core Standards: Mathematics. 2005.

Accessed from: <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/math.shtml>

Overview

Indiana's standards are well organized and easy to read. They cover nearly all of the essential content in both elementary and high school with depth and rigor. They include examples throughout and offer excellent guidance to learning mathematics.



Clarity and Specificity: 3/3

Content and Rigor: 7/7

Total State Score: 10/10

(Common Core Grade: A-)

General Organization

The K-8 standards are organized by five content strands such as Number Sense and Measurement, and one process strand that is focused on problem-solving. In addition, a sixth content strand on “data analysis and probability” is added in grade 4.

Finally, at each grade level, the state introduces each strand with a paragraph that broadly describes what students should know and be able to do.

High school is organized by courses such as Algebra I and Integrated Mathematics III. Each course is organized by topics. In addition, the *Core Standards* document provides explicit guidance as to which content is the most important for each grade and course.

Clarity and Specificity

The standards are well organized and easy to read and interpret. Statements are generally clear and concise and many include examples, such as:

Plot and label whole numbers on a number line up to 10 (grade 3)

Rename and rewrite whole numbers as fractions

Example: $3 = 6/2 = 9/3 = ?/4 = ?/5$ (grade 4)

The examples are excellent and serve to clarify the intent of many of the standards, as in:

Understand and use the commutative and associative properties of multiplication

Example: Multiply the numbers 7, 2, and 5 in this order. Now multiply them in the order 2, 5, and 7. Which was easier? Why? (grade 3)

Summarize and display the results of probability experiments in a clear and organized way

Example: Roll a number cube 36 times and keep a tally of the number of times that 1, 2, 3, 4, 5, and 6 appear. Draw a bar graph to show your results (grade 4)

Indiana's standards are well presented and easy to read and understand. The statements are generally clear and concise and examples are often provided. Indiana easily earns three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Indiana's *Core Standards* document specifies which content is most important at each grade level. Importantly, the state explicitly prioritizes mastery of arithmetic in the crucial elementary grades.

Content Strengths

Indiana covers fundamental arithmetic well. Memorization of the multiplication tables is explicit:

- Demonstrate mastery of the multiplication tables for numbers between 1 and 10 and of the corresponding division facts
 Example: Know the answers to 9×4 and $35 \div 7$ (grade 4)

The standard algorithms for addition and subtraction are also explicit:

- Understand and use standard algorithms for addition and subtraction (grade 4)

This is carried through to decimals as well:

- Use a standard algorithm to add and subtract decimals (to hundredths) (grade 4)

The structure of arithmetic is well covered.

The high school content is generally beautifully presented and quite rigorous. For example, the following sequence of standards on quadratics from Algebra I outlines a coherent and rigorous approach:

- Graph quadratic, cubic, and radical equations
- Solve quadratic equations by factoring
- Solve quadratic equations in which a perfect square equals a constant
- Complete the square to solve quadratic equations
- Derive the quadratic formula by completing the square
- Solve quadratic equations using the quadratic formula
- Use quadratic equations to solve word problems (Algebra I)

High school geometry covers many of the standard theorems and includes the expectation of proofs:

- Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles (Geometry)

In addition, STEM-ready material is nicely covered, including a thorough coverage of trigonometry.

Content Weaknesses

The development of arithmetic shows a few weaknesses. For example, standards addressing addition and subtraction never explicitly require students to memorize the basic addition and subtraction facts.

Also, the standard algorithms for multiplication and division are only specified for numbers up to 100. When computing numbers larger than 100, the standard algorithms are dropped:

- Solve problems involving multiplication and division of any whole numbers (grade 5)

The basic development of quadratic equations is excellent, but the vertex form of a quadratic function is not mentioned. This is important for solving max/min problems. A max/min problem is given as an example in the following Algebra II standard, but it does not adequately specify that students be able to solve max/min problems in general:

Solve word problems using quadratic equations

Example: You have 100 feet of fencing to make three sides of a rectangular area using an existing straight fence as the fourth side. Construct a formula in a spreadsheet to determine the area you can enclose and use the spreadsheet to make a conjecture about the maximum area possible. Prove (or disprove) your conjecture by solving an appropriate quadratic equation (Algebra II)

Although high school geometry has good coverage and requires proofs, the foundation for geometry is not made explicit enough, as axioms are mentioned only in the process standards making their role in the required proofs unclear.

Indiana's standards cover nearly all the essential content with both depth and rigor. Arithmetic is prioritized and generally well developed. The high school content is excellent, including STEM-ready material. The standards receive a Content and Rigor score of seven points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With some minor differences, Common Core and Indiana both cover the essential content for a rigorous, K-12 mathematics program. That said, Indiana's standards are exceptionally clear and well presented. Standards are briefly stated and often further clarified with the use of examples, so they are considerably easier to read and follow than Common Core. In addition, the high school content is organized so that the standards addressing specific topics, such as quadratic functions, are grouped together in a mathematically coherent way. By contrast, the organization of the Common Core is more difficult to navigate, in part because standards on related topics sometimes appear separately rather than together.

On the other hand, Common Core excels in the coverage of arithmetic, and includes some details, particularly those that address the development of fractions, that are missing in Indiana.

Iowa • English Language Arts

DOCUMENTS REVIEWED

Iowa Core Curriculum for Literacy. 2007.
Accessed from: <http://www.corecurriculum.iowa.gov/ContentArea.aspx?C=Literacy>

Overview

Iowa’s standards are nearly impossible to evaluate because they are extremely broad in language and scope. The standards are presented by grade span (rather than grade by grade) and include only general statements that are repeated almost verbatim across spans. This combination of vaguely worded and repetitive standards makes it impossible to determine at what point students are expected to be held accountable for mastery of any specific knowledge or skills.



Clarity and Specificity: 0/3
Content and Rigor: 1/7
Total State Score: 1/10
(Common Core Grade: B+)

General Organization

Presented by grade spans (Primary/K-2, Intermediate/3-5, Middle/6-8, and High School/9-12), the Iowa standards are organized into five strands: Reading, Writing, Speaking, Listening, and Viewing. Each strand contains several Essential Concepts/Skills that vary across grade spans, such as “Use multiple decoding strategies to read words in text” under Reading. These are followed by several student expectations.

Clarity and Specificity

The Iowa standards are persistently unclear and rarely specific. Take, for example, the following Writing and Reading standards:

| | |
|---|---|
| Write using different formats: | Read for a variety of purposes and across content areas. |
| <ul style="list-style-type: none">• Letter• Journal• Narrative• Expository paragraph• Research report• Poetry• News article/editorial• Script• Radio announcement• Blog (grades 3-5) | <ul style="list-style-type: none">• Read for purposes relating to fiction and nonfiction:<ul style="list-style-type: none">◦ For information◦ For enjoyment <p>Practice reading rate and strategies according to purpose:</p> <ul style="list-style-type: none">• Read to study (grades K-2) |

These vague, unmeasurable standards are typical of those found in virtually every strand and grade band. Standards are also repeated verbatim, or nearly verbatim, across grade bands, making it nearly impossible to discern a progression of rigor from elementary through high school. Taken together, these critical shortcomings make it almost impossible to identify the scope and sequence of the material.

Consequently, the standards earn zero points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The Iowa standards for media literacy, under Viewing, contain some commendable content, as in this grade 6-8 standard:

Analyze and evaluate the use of media to portray information:

- Analyze the way the author selects information and uses visual language to influence readers/viewers
- Explain the role of advertising as part of an informational media presentation
- Evaluate the effectiveness of visual media in presenting information and viewpoints (grades 6-8)

Within the writing strand is an unusual and welcome category of expectations for writing “on demand.” For example:

Write on demand:

- Consider the purpose and audience
- Focus on the topic with ample supporting details and little or no extraneous information
- Identify organizational format
- Identify medium for communication
- Draw upon experiences and observations
- Use correct spelling of high-frequency and grade-level words; make few errors in punctuation and capitalization
- Use language effectively by varying vocabulary and sentences
- Synthesize information from multiple resources into a brief and focused response
- Reflect writer’s personal style and viewpoints to suit the purpose of writing (grades 9-12)

Employers and college faculty alike consistently prioritize this skill, so its inclusion here is a bright spot.

Content Weaknesses

In every strand, the standards are uneven in their level of detail, but mostly they overlook important content, as in the following K-2 “decoding” standard:

Use multiple decoding strategies to read words in text:

- Apply knowledge of letter/sound correspondence.
- Recognize sight words
- Look for parts within words
- Skip the unknown word(s) and continue reading
- Reread sentences/paragraphs
- Look for graphic cues
- Use the context of phrases, sentences, paragraphs, and text
- Ask if the word(s) makes sense (grades K-2)

This is one of the more specific standards in the lot, yet still reveals unmeasurable expectations that also omit critical early reading content and skills such as phoneme-grapheme correspondence. The objectives read as incomplete statements. “Apply knowledge of letter/sound correspondence” *to (do) what?* Why should students look for parts within words? What kind of parts? What’s more, the standards emphasize these sorts of comprehension strategies at the expense of phonemic awareness and phonics.

When it comes to vocabulary development, we find a few standards devoted to word analysis and etymology, but mostly they set meaningless expectations, such as:

Demonstrate flexibility in extending the meaning of words (grades 9-12)

Another meaningless vocabulary standard repeated at every level is “Read frequently and widely.”

The Iowa standards do differentiate between literary and non-literary text, yet they’re woefully deficient in rigorous content, focusing instead on reading strategies, as in the following lengthy standard for reading nonfiction:

| | |
|---|--------------------------------------|
| Use a variety of skills and strategies to comprehend nonfiction and informational text. | Use comprehension strategies: |
| Recognize text structure cues: | Identify purpose |
| Description | Activate prior knowledge |
| Sequence or time order | Predict and verify |
| Compare and contrast | Ask and answer questions |
| Cause and effect | Create visual images |
| Problem-solution | Draw inferences |
| Study graphic cues: | Monitor for comprehension |
| Titles | Employ fix-ups |
| Headings | Reread |
| Photos | Read ahead |
| Illustrations | Identify main ideas |
| Charts | Summarize |
| Tables | Draw conclusions |
| Graphs | Evaluate |
| | Synthesize |
| | Engage in discussion |
| | Write to learn (grades 3-5) |

This lengthy example illustrates Iowa’s emphasis on strategies without acknowledging content at all. No text types or characteristics of text types are identified here, nor does this voluminous standard identify student outcomes.

The standards could be improved by including measurable or verifiable tasks that hold students accountable for mastery (For example, “Identify headings and use them to predict main ideas in informational text.”)

Standards for the study of literary text reveal similar problems. American literature is never mentioned, nor do the standards specify the quality or complexity of texts to be read; there are no reading lists or other guidance.

The Writing standards focus heavily on process and, while they attempt to address oral and written English language conventions, they remain sparse, overlooking key characteristics of writing genres and essential grammar, usage, and mechanics content (such as defining and using phrases and clauses correctly).

Iowa’s standards for Listening and Speaking are also skeletal, as in the following standard:

- | |
|--|
| Participate in a variety of communication situations. |
| <ul style="list-style-type: none"> • Participate in oral presentations for defined purposes. • Deliver multimedia presentations. • Present dramatic reading, recitations, and performances both in and out of the classroom (grades 9-12) |

It is commendable that oral presentations and recitations are included, but the standard could be strengthened by also identifying specific components of oral presentations and methods by which they could be evaluated.

The standards contain almost none of the content specified in the *English Language Arts Content-Specific Criteria* (see Appendix A). High school is presented as one thin set of expectations for all four grades, omitting the majority of essential content. The Iowa standards therefore earn one point out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Iowa's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Hawkeye State has in place today.

Iowa • Mathematics

DOCUMENTS REVIEWED

Iowa Core Curriculum: K-12 Mathematics. 2007.

Accessed from: <http://www.corecurriculum.iowa.gov/ContentArea.aspx?C=Mathematics>

Overview

In K-8, Iowa's standards are well presented and cover some topics with both depth and rigor. There are some weaknesses in the development and prioritization of arithmetic. High school mathematics is unusually presented (see "General Organization") and is missing much of the essential content.



Clarity and Specificity: 2/3

Content and Rigor: 3/7

Total State Score: 5/10

(Common Core Grade: A-)

General Organization

Iowa's K-8 standards are organized into four "Essential Strands," including: Number and Operations, Algebra, Geometry and Measurement, and Data Analysis and Probability. For each strand, the state defines grade-specific "Essential Concepts," which are then divided into "Essential Skills." (In this review, we refer to the "Essential Skills" as "standards.") The Essential Concepts and Essential Skills are provided for the following grade bands: K-2, 3-5, and 6-8.

The organization of the high school standards is odd. Similar to the K-8 standards, they are divided into four strands: Algebra, Geometry, Statistics and Probability, and Quantitative Literacy. Each strand is divided into several "Essential Topics." Rather than provide traditional standards for each Essential Topic, however, the state merely provides a several-paragraph description of what students should know and be able to do.

Finally, the state provides an appendix with sample lessons and illustrative problems that address some of the material covered in the standards.

Clarity and Specificity

The K-8 standards are nicely written with generally clear statements such as:

Relate multiplication and division as inverse operations and learn division facts by relating them to the appropriate multiplication facts (grades 3-5)

Develop fluency with standard procedures for adding and subtracting fractions and decimals (grades 3-5)

The unusual presentation of the high school standards has resulted in a document which reads more like a planning guide than mathematical standards. The standards do not provide a sufficient level of detail to judge what is to be taught or how it is to be measured. For example:

Students' experiences with functions should include analysis of families of functions (linear, quadratic, other polynomial, exponential, trigonometric, rational, and logarithmic). Students should also study absolute value, square root, cube root, and piecewise functions. Analysis of functions should include: zeros, maximum and minimum, domain and range, global and local behavior, intercepts, rate of change, and inverse functions (grades 9-12)

This reads like a laundry list of key words just strung together, and the reader has very little idea of what a student is expected to be able to do. Further, finding zeros, maximum, minimum, intercepts, and rates of change for polynomial and rational functions are generally topics for calculus classes.

While the K-8 standards are generally both clear and specific, the high school standards often lack specificity. Therefore, Iowa receives two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

The standards do not explicitly prioritize the content and only about one-third of the elementary school standards are devoted to arithmetic. This does not sufficiently prioritize arithmetic.

Content Strengths

There are many high-quality standards. The standards cited above in “Clarity and Specificity” are examples of rigorous arithmetic standards. In addition, quick recall of basic facts is stated clearly:

- Develop and demonstrate quick recall of basic addition facts to 20 and related subtraction facts (grades K-2)
- Extend their work with multiplication and division strategies to develop fluency and recall of multiplication and division facts (grades 3-5)

The middle school development of geometry is also strong. It includes the excellent standard:

- Understand that the slope of a line is constant, for example by using similar triangles (e.g., as shown in the rise and run of “slope triangles”), and compute the slope of a line using any two points on the line (grades 6-8)

This standard is crucial in showing that the slope of a line is well defined.

Content Weaknesses

The standards do not adequately support fluency with whole-number arithmetic. Consider this addition and subtraction thread in the K-2 grade band:

- Add and subtract two-digit numbers efficiently and accurately using a procedure that can be generalized, including the standard algorithm, and describe why the procedure works (grades K-2)
- Use mental strategies, invented algorithms, and traditional algorithms based on knowledge of place value to add and subtract two-digit numbers (grades K-2)

These two standards, taken together, do not support true fluency with addition and subtraction. The efficiency and accuracy called for in the first standard is entirely appropriate, but a rigorous treatment of it requires standard algorithms. While use of the standard algorithms is specified, invented algorithms are given equal status.

Whole-number multiplication and division are also inadequately covered. Fluency is required, but the standard algorithms are not specified. Worse, multiple methods, which may undermine students’ mastery, are included, as in the following standard:

- [Students will] [a]pply their understanding of models for multiplication (i.e., equal-sized groups, arrays, area models), place value, and properties of operations (in particular, the distributive property) as they develop, discuss, and use efficient, accurate, and generalizable methods to multiply multidigit whole numbers (grades 3-5)

As discussed above, the high school standards are almost completely lacking the specificity required to assess the content. One example is for quadratics—solving quadratic equations is mentioned explicitly only in the sentence:

- A particular emphasis is on solving linear and quadratic equations (grades 9-12)

There is no mention of solving quadratics by factoring, completing the square, or by using the quadratic formula. For geometry, axioms and specific theorems are not mentioned. Proof is required, and there is a sample problem involving proof, but the role of proof in geometry is unclear.

The arithmetic of polynomials is also not included. The introduction mentions that the standards are not sufficient for students planning to continue in college with majors requiring mathematics; nonetheless, the state should supply guidance for these students.

Iowa's standards contain some rich mathematics. The main failures are in the lack of detail provided for high school, and in the prioritization and development of whole-number arithmetic. The unusual presentation of the high school standards makes them read more like a planning guide than a set of measurable benchmarks. As they stand, much of the essential content is missing. These "serious problems, shortcomings, or errors" (see *Common Grading Metric*, Appendix A) result in a Content and Rigor score of three points out of seven.

The Bottom Line

With their grade of C, Iowa's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Hawkeye State has in place today.

Kansas • English Language Arts

DOCUMENTS REVIEWED¹

Kansas Curricular Standard for Reading Education. July 2003.

Accessed from: <http://www.ksde.org/Default.aspx?tabid=142>

Kansas Curricular Standards for Writing. November 2004.

Accessed from: <http://www.ksde.org/Default.aspx?tabid=1726>

Kansas Curricular Standards for Listening, Viewing, Speaking and Related Areas. October 2006.

Accessed from: <http://www.ksde.org/Default.aspx?tabid=3511>

Overview

The Kansas ELA standards cover much of the essential content of a college-preparatory curriculum. Unfortunately, they contain some critical flaws of organization, notably the lack of grade-specific standards for high school as well as for the speaking, listening, media, and viewing standards. What's more, even when grade-specific standards are provided, many are repetitive or too vague to provide adequate guidance to teachers, curriculum developers, or assessment writers about what critical content students need to master each year to be prepared for what lies ahead.



Clarity and Specificity: 1/3

Content and Rigor: 4/7

Total State Score: 5/10

(Common Core Grade: B+)

General Organization

Kansas has two standards for reading (reading and literature) and two for writing (writing and research). Each of the four is broken into benchmarks that are also common across all grade levels, K-12.

For grades K-8, the benchmarks are then broken down into grade-specific “knowledge-base indicators.” These are supplemented with instructional examples that, according to the state, describe “student activities that would fulfill the benchmark and indicator requirements.”

In grades 9-12, the benchmarks are also broken down into knowledge-base indicators, but these provide no grade-specific guidance.

Besides the reading and writing standards, which are assessed by the Kansas state assessment system, the state provides seven curricular standards for listening, viewing, speaking, and “other related areas.” Standards 1-5 are listed as standards for grades K-5 and standards 6-7 are designated for grades 6-12.

Similar to reading and writing, these seven standards are broken into benchmarks and “knowledge-specific indicators.” These indicators, however, are broken into proficiency levels (basic, intermediate, proficient, and advanced) rather than grade levels. (No guidance is provided regarding when students should progress from one proficiency level to the next.)

Clarity and Specificity

The clarity and specificity of the Kansas ELA standards is inconsistent at best. Some indicators are very clearly written and provide excellent guidance about the progression of rigor expected from grade to grade. For example, benchmark 1 (“The student uses literary concepts to respond to a text”) provides very clear scaffolding, as shown with the examples from grades 3, 6, and 8 below:

Identifies and describes characters' physical traits, basic personality traits, and actions (grade 3)

Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict (grade 6)

Describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time (grade 8)

Unfortunately, the indicators for grades K-2 and 9-12 of the same benchmark are too nebulous to be useful. Take, for example, the following indicator for grades K-2:

Identifies and discusses character(s) in literature (K-2)

The difference in clarity and specificity even within this one benchmark is striking, but similar problems can be found throughout the document.

The inconsistency in the grade-specific indicators, coupled with the fact that *no* grade-specific guidance is available for grades 9-12 in reading and writing or for any grade in listening, speaking, and viewing, leave the overall clarity and specificity of the Kansas ELA standards lacking—and Kansas teachers without the clear guidance they need to plan a rigorous and thorough K-12 ELA curriculum. Consequently, Kansas earns one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The Kansas ELA standards delineate most of the appropriate content and, in some cases, a strong progression of increasing rigor is developed across grade levels. For example, the state has done a thorough job of detailing the content of both early reading and vocabulary.

Kansas also supplies a very detailed and focused progression of vocabulary content and skills, with a clear development from grade to grade. Students at grade 4, for example, are expected to use word structure—compound words, roots, prefixes, and suffixes—to determine word meanings, while students at grade 8 use structural analysis—knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes—to understand complex words and content-area vocabulary.

In addition, the vocabulary standards commendably require students to use appropriate context clues, as shown by the standard below, and to employ dictionaries to understand connotation and denotation of unfamiliar words.

Determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs (grade 3)

Despite the lack of grade-specific indicators in high school, the speaking, listening, viewing, and media production expectations are more detailed than in many state standards.

Content Weaknesses

The Kansas ELA standards are undermined by several critical failings. First, apart from a passing reference in the “instructional examples” of American literature that should be read in social studies classes, the standards fail to reference foundational American literature.

Second, the standards fail to provide any guidance about what grade-appropriate reading looks like across grade levels. In order to ensure that students across the state are exposed to equally rigorous literature and a diversity of both literary and non-literary texts, Kansas should provide either a list of suggested texts that are appropriate for each grade level, or at least examples within the indicators of texts that would be appropriate to use when teaching particular standards.

The writing standards also suffer from two critical deficiencies. First, while they do specify the genres that students should study across grade levels, the indicators fall far short of outlining the content that students must master to

become proficient writers. For example, the genre-specific indicators for persuasive writing in high school include the following:

Writes a cohesive piece that includes

1. an introduction that engages the reader
2. an appropriate body that reinforces the writer's position through the logical placement of evidence
3. a conclusion that reinforces the thesis statement and original position (grades 9-12)

Selects vocabulary and figurative language that conveys a particular tone and personality (e.g., humor, suspense, cynicism, sarcasm, originality, liveliness) (grades 9-12)

Incorporates words that are precise, suitable for persuasive writing, and create imagery (e.g., specific nouns, powerful verbs, vivid modifiers) (grades 9-12)

Some of the content of these standards is inappropriate for persuasive writing, and other content can be broadly applied across genres. Standards for persuasive writing in high school should more clearly delineate the explicit characteristics of this essential genre.

There is also scant focus on evaluation and revision of writing. Much value would be added by including writing rubrics and exemplars that more clearly outline the level of rigor expected across grade levels.

Research writing exists as a standard only in grades 9-12. This standard should be scaffolded down into grades K-8.

Finally, across all grade levels and standards, the state-supplied instructional examples represent a missed opportunity to embed more examples of student work, rubrics, sample texts, text excerpts, and/or names of authors or works. Instead, these examples merely provide sample activities that teachers could use to teach particular standards in the classroom. Given that the state has failed to clearly articulate student outcomes, particularly in the area of writing, this diversion into pedagogy is unhelpful.

Take together, more than 20 percent of the critical content is missing from the standards, and so they can earn no higher than four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Kansas's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Sunflower State has in place today.

¹ Since our last evaluation, the *State of State English Standards 2005*, Kansas's standards have changed minimally. The reading standards have not changed. The writing standards, which were in draft form when we conducted our review in 2005, are now final. In 2010, we also did not review supplemental material (like their "writing trainers database"). Even with these minor changes in material reviewed, Kansas's grade did not change: The state earned a C in 2005 and a C in 2010. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1043#1043.

Kansas • Mathematics

DOCUMENTS REVIEWED¹

Kansas: *Curricular Standards for Mathematics*. July 2003.

Accessed from: <http://www.ksde.org/LinkClick.aspx?fileticket=9Of%2f53hRla8%3d&tabid=141&mid=5783>

Overview

Kansas's standards are poorly organized and completely overwhelming. (The K-12 standards document is 348 pages long.) There are serious problems with both elementary and high school.



Clarity and Specificity: 1/3

Content and Rigor: 1/7

Total State Score: 2/10

(Common Core Grade: A-)

General Organization

Kansas's standards are organized by grade level into four content strands, each of which is divided into topics called "Benchmarks." The Benchmarks are presented with parallel sets of "Knowledge Base" and "Application" indicators, both of which will be referred to here as standards. There are also frequent "Teacher Notes" and other additional material.

The high school material follows the same organization, but only one set of standards is provided for grades 9-10 (and nothing for grades 11-12).

Clarity and Specificity

The sheer volume of the standards makes them difficult to navigate. The parallel structure of the Knowledge and Application indicators is not clear or explained, and they are often similar enough that the standards are unnecessarily repetitive. An example of this is provided in the following standards:

The student finds perimeter and area of two-dimensional composite figures of circles, squares, rectangles, and triangles (grade 7)

The student solves real-world problems by finding perimeter and area of two-dimensional composite figures of squares, rectangles, and triangles (grade 7)

The standards sometimes include examples and sample problems, which is an excellent feature. In addition, there are some strong, clearly stated standards such as in the following standard:

The student determines if a given point lies on the graph of a given line or parabola without graphing and justifies the answer (grades 9-10)

However, many standards are not clear. For example, the following are too broadly stated to be clear or measurable:

The student selects a mathematical model that is more useful than other mathematical models in a given situation (grade 2)

The student uses one or more mathematical models to show the relationship between two or more things (grade 6)

Other examples of poorly stated standards arise with the use of the word “identify,” which appears often. It is unclear what students are actually expected to be able to do, such as with these fourth- and fifth-grade standards:

The student identifies multiplication and division fact families (grade 4)

The student identifies integers and gives real-world problems where integers are used (2.4.K1a), e.g., making a T-table of the temperature each hour over a twelve-hour period in which the temperature at the beginning is 10 degrees and then decreases 2 degrees per hour (grade 5)

Despite some strengths, such as the use of sample problems, Kansas’s standards are overwhelming and repetitive. They offer “limited guidance to users,” and receive one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

There are no explicit priorities, and given both the excessive number of standards and the repetitiveness of the parallel structure, this is unfortunate. In elementary grades, only about 30 percent of the standards are devoted to arithmetic, which does not sufficiently prioritize it.

Content Strengths

As mentioned above, there are many individual standards that are clear, specific, and detail important content. In addition, the example problems that are provided alongside many of the standards are an excellent addition. Linear equations are also developed nicely from grade 5 through high school.

Content Weaknesses

The development of arithmetic is weak and instant recall of number facts is not explicitly required.

The coverage of whole-number addition and subtraction is also inadequate. Fluency with standard algorithms is not specified. One second-grade standard mentions that problems may be solved “by using the traditional algorithm.” The Teacher Notes clarify the role of standard algorithms as follows:

This is not to suggest...that children should be discouraged from using a standard algorithm if that is their choice (grade 2)

It appears that Kansas officially leaves the decision about whether to use important content up to the students. Worse, since teaching the standard algorithms is not specified, students may not even learn them, so choosing to use them is not an option. This leaves students entirely dependent on their own ad-hoc—and unreliable—computation methods.

The development of multiplication and division is similarly inadequate. In the continued development of arithmetic, common denominators are never mentioned.

Technology is unnecessarily introduced into the standards starting in first grade and continuing through tenth:

The student computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology (grades 1-10)

Technology, presumably calculators for computing, is not appropriate for the early grades and computing with concrete objects is not appropriate for high school.

The high school standards are missing much essential content. For geometry, the only mention of proof is:

The student understands the concepts of and develops a formal or informal proof through understanding of the difference between a statement verified by proof (theorem) and a statement supported by examples (high school)

There is no indication that students should see proofs of specific theorems. Quadratic equations are solved by factoring or by using the quadratic formula, but there is no mention of completing the square or deriving the quadratic formula. The only thorough analysis of the graph of a quadratic equation is restricted to equations of the form ax^2+c .

Most of the STEM-ready content is not mentioned, including logarithms, trigonometry, and complex numbers.

Kansas's standards are weak in both elementary school and high school. Arithmetic is neither prioritized nor developed properly. High school mathematics is incomplete and is missing much of the essential content. These numerous problems result in a Content and Rigor score of one point out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Kansas's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Sunflower State has in place today.

¹ Kansas's academic standards have not changed since Fordham's last evaluation, the *State of State Math Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Even through this new lens, Kansas's math grade remained an F. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1158#1158.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Kentucky • English Language Arts

DOCUMENTS REVIEWED

Combined Curriculum Document: Reading, Listening, Writing, by Grade-Level. 2006.

Accessed from: <http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/teaching+tools/combined+curriculum+documents>

Overview

The Kentucky ELA standards are confusingly organized and laced with vague or overly general expectations that fail to show a clear progression of rigor from one grade to the next. The standards for high school resemble those for middle school. At times the standards seem to represent a perpetual remedial course.



Clarity and Specificity: 1/3
Content and Rigor: 3/7
Total State Score: 4/10
(Common Core Grade: B+)

General Organization

Kentucky's standards are organized into three broad categories: state learning goals, academic expectations, and programs of study. How these three elements work together is complicated.

First, there are six learning goals that are said to describe the state's "vision of what students should know and be able to do as a result of their school experience." These six statements transcend grade levels and subject areas—for example, "[s]tudents shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life"—but are intended to serve as the foundation upon which the grade- and subject-specific standards and assessments are built.

The learning goals are then broken into approximately sixty "academic expectations," some of which are particular to math or ELA, others written broadly enough to apply to several subjects. These academic expectations are designed to "characterize student achievement of the goals." For example, "students make sense of the variety of materials they read."

Finally, the academic expectations are broken down into grade-specific "programs of study," which outline the "understandings" and "content and skills" that students should master.

For ELA, there are three programs of study: reading; writing; and speaking, listening, and observing. Across all three programs of study, standards are provided for the "primary" level, where expectations for what students should know and be able to do at the end of third grade are provided, and then for each grade, 4-8.

In high school, the state provides grade-specific expectations in writing only. In reading, standards are provided for grades 9, 10, and 11-12. For speaking, listening, and observing, high school standards are provided at two grade spans: 9-10 and 11-12.

Clarity and Specificity

While Kentucky presents reasonably clear standards in a few areas—e.g., when outlining expectations for oral presentations—the vast majority of the state's ELA standards are written in vague language that describes what students should know and be able to do only in generic terms laced with convoluted language and jargon.

In one sixth-grade standard, for example, students are asked to "communicate through authentic transactive purposes for writing," which it parenthetically described as "informing, describing, persuading and analyzing." A related

standard requires students to generate ideas by using “reading, journaling, mapping, webbing, note-taking, interviewing, researching, other writing-to-learn activities.” Unfortunately, these two examples, like so many of the standards in the Kentucky framework, provide no further detail to clarify expectations about what, precisely, students should master through such activities or in each writing genre.

In reading, the standards provide only general expectations for reading and analyzing literary texts, and the language is often vague and plagued by an overwhelming emphasis on “strategies.” Here’s an example:

Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information) (grades K-3)

While the expectations for reading and analyzing informational texts are marginally more complete, they do not go far enough to make up for the overwhelming number of vague, general, or otherwise unclear standards in the Kentucky framework. Consequently, Kentucky’s ELA standards can earn no higher than a one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The Kentucky ELA standards include specific criteria for evaluation of oral presentations and reasonably clear expectations for speaking, listening, and observing skills (though the latter could be improved by demonstrating a clearer progression of skills from grade to grade).

In addition, the standards delineate grammatical knowledge students should master in grades 4-8. For example:

- Students will apply knowledge of subject/verb agreement with both singular and plural subjects
- Students will apply knowledge of present, past and future verb tenses
- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs
- Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/there/they’re) and pronoun references and double negatives
- Students will correct run-on or awkward sentences
- Students will correct sentence fragments (grade 5)

The high school grammar standards are similarly detailed, although some of them are repetitive and there is no clear progression from one grade to the next.

As noted above, Kentucky also specifies the important genres of writing students should study. These standards could be strengthened, however, by providing additional detail about the genre-specific content students must master and by more clearly demonstrating how student writing is expected to increase in sophistication from grade to grade.

Content Weaknesses

Despite the few bright spots mentioned above, the Kentucky standards have much room for improvement.

For starters, the standards make no reference to works of literature and nonfiction reading. In fact, across grades K-8, there is no mention of *any* literature whatsoever. At the high school level, there is passing mention of foundational U.S. documents, as shown in this grade 9 example:

Students will understand that different purposes to read include reading to acquire new information and reading for personal fulfillment. Among these texts are plays, fiction and non-fiction, classic and contemporary works, and foundational U.S. documents (grade 9)

While the standards list numerous important reading skills, they provide little elaboration and no examples that would help teachers understand the essential content that students must master across each grade level.

Across grades 5-12, research is mentioned only in passing and there is no indication that students will write serious research papers. (In fact, at the middle school level, research is described only as a “writing-to-learn” activity.)

The standards do not describe expectations for phonemic awareness, phonics, fluency, or comprehension skills, except in the most general terms, as shown in the K-3 example below:

Students will understand that knowing how letters are linked to sounds to form letter-sound correspondence and spelling patterns can help determine unfamiliar words while reading (grades K-3)

At the elementary level, the standards mention synonyms, antonyms, prefixes, suffixes, etc., but they mix them in with standards “reading strategies” rather than providing a clear focus on essential vocabulary development. At the middle and high school level, vocabulary development is given scant attention and only in the context of learning “word recognition strategies.”

Taken together, these serious shortcomings leave more than 50 percent of the essential ELA content missing. As such, Kentucky’s standards can earn no higher than a three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Kentucky’s ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Bluegrass State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Kentucky • Mathematics

DOCUMENTS REVIEWED

Combined Curriculum Document, Mathematics. 2006.

Accessed from: <http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

Overview

The organization of Kentucky's standards is difficult to understand and often incoherent. In addition, the standards are often vaguely stated. Arithmetic is not identified as an elementary school priority and is developed poorly. The coverage of high school content is variable.



Clarity and Specificity: 1/3

Content and Rigor: 2/7

Total State Score: 3/10

(Common Core Grade: A-)

General Organization

The K-12 standards are organized by five content strands (called "Big Ideas"), such as Geometry and Algebraic Thinking. These content strands include introductions that change every few grade levels to reflect developmental changes as grades progress. The strands include at least two "academic expectations," and underneath these expectations are three additional categories: "Understandings," "Skills and Concepts," and "Related Core Content for Assessment." It is not clear how these categories relate to the academic expectations.

For example, in fifth grade, one Big Idea is Algebraic Thinking; it is followed by three academic expectations—one of which is, "[s]tudents understand various mathematical procedures and use them appropriately and accurately." Underneath this expectation is this Understanding: "Students will understand that patterns, relations and functions are tools that help explain or predict real-world phenomena." Beside that is a Skill and Concept which reads: "Students will create, recognize, extend, find and write rules for patterns." Finally, the accompanying Related Core Content for Assessment reads: "Students will extend patterns, find the missing term(s) in a pattern or describe rules for patterns (numbers, pictures, tables, words) from real-world and mathematical problems."

Standards for grades K-3 are combined and presented as the "Primary" level. High school is organized the same way except that there is only one grade level: high school. Grades 4-8 are presented individually.

Clarity and Specificity

The organization of the document is confusing. Though the standards are often short and easy to read, there are an excessive number of them and their placement and naming is not always clear. Some standards are repeated since they correspond to more than one Understanding. The Skills and Concepts standards and the Related Core Content for assessment are sometimes the same, sometimes differ minimally, and sometimes are quite different. For example, in the following list of standards, the first two are included as Skills and Concepts and these appear right before an assessment standard.

Students will identify and graph ordered pairs on a positive coordinate system (grade 4)

Students will locate points on a grid (grade 4)

Students will identify and graph ordered pairs on a positive coordinate system scaled by ones or locate points on a grid (grade 4)

Despite the confusing organization, many of the standards are clear and specific.

However, many others are not clear or specific. One phrase that pervades the standards is “real-world.” There are many “real-world” quantities, problems, phenomena, and situations in Kentucky’s standards. These are considered distinct from mathematical quantities and problems, as illustrated by the following standard:

Students will read, write and rename whole numbers, fractions and decimals, and apply to real-world and mathematical problems (grade 4)

Presumably the kinds of real-world problems that students are expected to solve change as they progress through the grades, but the standards are not specific about this progression. The “real world,” then, appears to take on a vague and nebulous form in the Bluegrass State.

Another issue with the clarity of the standards is with the use of the word “explore.” Many standards begin with the phrase “students will explore,” as in the following:

Students will explore the use of simple ratios to describe problem situations (grade 4)
Students will explore the role of probability in decision making (grade 6)

It is not clear what students are supposed to know or what kinds of problems they are expected to solve when “explore” is the action verb.

Although there are many clear and easy-to-understand standards, many are unclear and the overall organization of Kentucky’s standards is unnecessarily complex. The standards provide “limited guidance to users” (see *Common Grading Metric*, Appendix A) and therefore receive one point out of three for Clarity and Specificity.

Content and Rigor

Content Priorities

Kentucky does not provide explicit guidance as to what content is the most important. The number of standards in each grade is excessive, so some guidance as to what standards are essential is crucial. Priorities are set implicitly in that fewer than 30 percent of the elementary school standards are devoted to arithmetic, which does not sufficiently prioritize it.

Content Strengths

The structure of arithmetic is covered well, including commutativity, associativity, and distributivity.

In high school, the coverage of geometry is sometimes rigorous. Proof of basic theorems is included, and the axiomatic development of geometry is mentioned:

Students will explore geometries other than Euclidean geometry, in which the parallel postulate is not true (high school)

A crucial STEM-ready standard is also stated clearly:

Students will add, subtract, multiply, divide and simplify rational expressions (high school)

Content Weaknesses

The development of whole-number arithmetic is weak. Instant recall of basic facts is not specified. No mention at all is made of single-digit addition (and corresponding subtraction) facts. For multiplication and division, there is the insufficient:

Students will multiply whole numbers through 10×10 (primary)

The continued development of whole-number arithmetic is weak. Neither fluency nor standard algorithms are required by the standards. The capstone standard for whole-number arithmetic is:

Students will develop and apply computational procedures to add, subtract, multiply and divide whole numbers using basic facts and technology as appropriate (grade 5)

Requiring students to develop their own procedures and rely on technology “as appropriate” does not ensure that they’ll have the requisite fluency with arithmetic.

The continued development of arithmetic is equally weak. Common denominators are not mentioned. Standard methods and procedures are not specified, and the use of calculators—which can undermine competency in arithmetic if not used appropriately—is made even more explicit, as in:

Students will develop addition, subtraction, multiplication and division of common fractions and decimals with manipulatives and symbols (e.g., mental computation, paper and pencil, calculators) (grade 6)

High school, though strong in places, is missing much of the essential content. For quadratic equations, there is no mention of completing the square or the use of the quadratic formula. There is also little trigonometry in the standards.

Kentucky does have many good standards, and some of the coverage is rigorous. However, the standards do not set arithmetic as a priority and they do not cover basic arithmetic well. High school content, while sometimes strong, is missing much of the essential material. These “serious problems, shortcomings, or errors” (see *Common Grading Metric*, Appendix A) result in a Content and Rigor score of two points out of seven.

The Bottom Line

With their grade of D, Kentucky’s mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Bluegrass State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Louisiana • English Language Arts

DOCUMENTS REVIEWED

Louisiana English Language Arts Grade Level Expectations. Approved 2004.
Accessed from: <http://www.doe.state.la.us/lde/saa/1915.html>

Overview

While they suffer from wordiness and vague language in places, the Louisiana standards are strong in both content and rigor, exhibiting a clear progression from grade to grade.



Clarity and Specificity: 2/3
Content and Rigor: 6/7
Total State Score: 8/10
(Common Core Grade: B+)

General Organization

Louisiana's seven overarching ELA standards are rather wordy:

1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
2. Students write competently for a variety of purposes and audiences.
3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.
4. Students demonstrate competence in speaking and listening as tools for learning and communicating.
5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
6. Students read, analyze, and respond to literature as a record of life experiences.
7. Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Under each of these standards, we find lists of grade-level expectations (for all grades except 11 and 12, which are combined).

Clarity and Specificity

Louisiana's grade-level expectations are a mix of clear and unclear, specific and non-specific, as illustrated in the following two standards for fifth grade. In the first of these, the "reading" expectation is very straightforward:

Identify and explain literary devices in grade-appropriate texts, including:

- how word choice and images appeal to the senses and suggest mood, tone, and style
- foreshadowing
- flashback (grade 5)

In the next expectation, however (for standard 7, "reasoning and problem solving"), it is not clear what measurable task students should be accomplishing, or even what the standard is meant to communicate:

Examine and explain the relationship between life experiences and texts to generate solutions to problems (grade 5)

Which problems are meant to be solved—personal problems? Foreign policy problems? Problems presented in the texts? What kind of texts, literary or informational? What is the relevance of life experience, and what kind of life experiences?

The organization of the document appears to exacerbate these problems of clarity and specificity, since some content, such as the analysis of literary and informational text, migrates among categories, making it difficult to track. Standards 1 (general “reading”), 6 (literature), and the aforementioned 7 (“reasoning and problem solving”) are presented together at each grade, but with different text types treated within standards 1 and 7. Standard 7 is often where various text types and the vaguest language appear, as in the example above.

In other places, the language is just vague, as in the following:

Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (grade 4, standard 1)

In still others, the syntax is also somewhat tortuous, making meaning difficult to comprehend:

Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (grade 6, standard 6)

The standards could be greatly improved by streamlining their content into tidier categories, perhaps by text type, and tightening the language within each. The prose is generally comprehensible, but some vague or unclear language taints the otherwise useful document. As such, the standards receive a score of two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The standards thoroughly address early reading, as in the following:

Demonstrate understanding of phonics by:

- decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, r-controlled vowels, and long vowels spelled with more than one letter, including silent e
- reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns
- identifying and reading words from common word families
- recognizing base words and their inflectional forms (e.g., suffixes, -s, -es, -ed, -ing, -est, -er)
- reading high-frequency, gradeappropriate non-phonetic words with automaticity (grade 1)

Literary text is also handled comprehensively and rigorously across the grades, with such welcome concrete additions as this:

Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (grade 9)

The Louisiana standards also attempt to include American literature, as in these standard 6 expectations for grades 11-12:

Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (grades 11-12)

Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (grades 11-12)

Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:

- an autobiography/diary gives insight into a particular time and place
- the pastoral idealizes life in the country
- the parody mocks people and institutions
- an allegory uses fictional figures to express truths about human experiences (grades 11-12)

It would be better if American literature were addressed in earlier grades as well, but so few states address American literature at all that Louisiana is to be praised for including it in the later grades.

Louisiana's writing standards contain many expectations that apply to the writing process, and they clearly delineate the desired characteristics of specific writing products. The expectations emphasize appropriate genres of writing at each grade level, such as exposition and narration in the earlier grades and persuasion in upper grades.

The expectations for listening and speaking are rigorous. They include specific expectations for active listening, effective speaking, group discussions, recitations, and formal presentations. The expectations acknowledge the importance of using Standard English.

Finally, Louisiana's expectations for oral and written English language conventions are thoroughly addressed, primarily in the writing, but also in the speaking sections, as noted.

Content Weaknesses

Louisiana's standards for reading could be improved in two ways. First, the state should clarify its priorities. The present standards include both rigorous expectations for early reading and vocabulary but also a number of often unmeasurable "reasoning" skills, making it hard to discern the state's priorities for reading.

Second, Louisiana should append a reading list or a set of sample texts to illustrate the quality and complexity of reading that should be required of students at each grade level.

Minor improvements could also be made to the writing expectations, where complete paragraphs with topic sentences are not required until fourth grade. It would also be helpful to teachers to provide samples of acceptable student writing to illustrate expected levels of rigor. The standards could be improved and slightly more than 5 percent of crucial content is missing, and Louisiana's standards receive a Content and Rigor score of six points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Louisiana's standards treat both literary and non-literary texts in more systematic detail than the Common Core, addressing the specific genres, sub-genres, and characteristics of both text types. Louisiana also more clearly prioritizes grade-appropriate genres in its writing standards and provides more detailed expectations for oral presentations.

On the other hand, Common Core includes samples of student writing to clarify grade- and genre-specific writing expectations, as well as a reading list to provide guidance about the quality and complexity of texts that students should be reading each year. In addition, the Common Core includes standards explicitly addressing foundational U.S. documents. Such enhancements would benefit Louisiana's already-strong standards.

¹ Louisiana's academic content standards have not changed since Fordham's last evaluation, the *State of State English Standards* 2005. However, in 2005, we also reviewed supplementary material, including tutoring lessons and assessment guides that were not reviewed in 2010. Moreover, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, Louisiana's grade dropped from an A to a B-plus. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1032#1032.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Louisiana • Mathematics

DOCUMENTS REVIEWED¹

Mathematics Grade Level Expectations. 2004.

Accessed from: <http://www.doe.state.la.us/lde/uploads/3920.pdf>

Overview

Louisiana's standards are well presented and easy to read. The K-8 standards are often strong, though there are a few weaknesses in the development and prioritization of arithmetic. High school, while strong in places, is missing much of the essential content.



Clarity and Specificity: 2/3

Content and Rigor: 3/7

Total State Score: 5/10

(Common Core Grade: A-)

General Organization

The K-12 grade-level standards are organized by six content strands such as Numbers and Number Relation, and Geometry. Individual grade-level standards are included for grades 1-10, and the standards for grades 11-12 are combined.

Clarity and Specificity

For the most part, standards are well organized and easy to read. Statements are generally concise and clear, such as:

- Use the symbols $<$, $>$, and \neq to express inequalities (grade 3)
- Measure length to the nearest quarter-inch and [millimeter] (grade 4)
- Factor whole numbers into primes (grade 6)

However, not all of the standards are clear. In particular, the term “real-life” is used frequently and detracts from the specificity of the standards, as in:

- Apply concepts of congruence, similarity, and symmetry in real-life situations (grade 3)

This focus on real-life eventually culminates in expectations that are not stated clearly and that require college-level mathematics to be covered rigorously:

- Use discrete math to model real-life situations (e.g., fair games, elections) (grade 10)
- Determine the family or families of functions that can be used to represent a given set of real-life data, with and without technology (grades 11-12)

In high school, the organization of the standards by strand is not helpful. Standards on specific topics, such as linear equations or quadratics, may not appear together but are scattered throughout the strands. Moreover, some standards do not make it clear what students are expected to know or what kinds of problems they should be able to solve. They are overly broad and subject to much interpretation on the part of the reader:

- Generalize and represent patterns symbolically, with and without technology (grade 10)
- Model and solve problems involving quadratic, polynomial, exponential, logarithmic, step function, rational, and absolute value equations using technology (grades 11-12)

In K-8, most of the standards are clear and specific. However, not all of them are, and many of the standards at the high school level are overly broad. Since the standards “do not quite provide a complete guide to users” (see *Common Grading Metric*, Appendix A), they receive a Clarity and Specificity score of two points out of three.

Content and Rigor

Content Priorities

Louisiana does not provide any guidance as to priorities. When arithmetic should be the focus, standards addressing arithmetic comprise less than one-third the total number of expectations. This means that arithmetic is not adequately set as a priority.

Content Strengths

The standards cover the structure of arithmetic such as commutativity, associativity, and distributivity as well as the inverse nature of addition and subtraction and of multiplication and division. Expectations for arithmetic are stated clearly, though as discussed below, they do not specify fluency or standard methods. The number line is introduced early and used throughout. Word problems and related material are supported with standards such as:

- Compare U.S. and metric measurements using approximate reference points without using conversions (e.g., a meter is longer than a yard) (grade 3)
- Count money, determine change, and solve simple word problems involving money amounts using decimal notation (grade 4)
- Calculate, interpret, and compare rates such as [dollars per pound], [miles per gallon], and [miles per hour] (grade 6)

While the high school content is not complete, there are some rigorous standards. For example:

- Write the equation of a line parallel or perpendicular to a given line through a specific point (grade 10)
- Solve quadratic equations by factoring, completing the square, using the quadratic formula, and graphing (grades 11-12)

Content Weaknesses

The development of whole-number arithmetic is straightforward, but not quite sufficient. For example, “know” appears in many of the state standards, but its meaning varies from “commit to memory” to “be able to compute.” Thus, the standards containing “know,” as in the example below, do not adequately specify that students have automaticity, or quick recall, of basic number facts. These are the basic building blocks for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics.

Arithmetic expectations are stated, but fluency and standard algorithms are not specified, as in:

- Add and subtract numbers of 3 digits or less [sic] (grade 3)
- Multiply 3-digit by 1-digit numbers, 2-digit by 2-digit numbers, and divide 3-digit numbers by 1-digit numbers, with and without remainders (grade 4)

In addition, the use of calculators in grade 3 could undermine students’ mastery of arithmetic:

- Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve addition and subtraction problems (grade 3)

Moreover, the standard seems to leave the decision to use a calculator to replace standard computational methods in the hands of the students. Also, in the continual development of arithmetic, common denominators for fractions are not mentioned.

High school geometry is not adequate. Foundations are missing, as are proofs for most of the standard theorems. There are no constructions, and congruence is covered only sparsely by this standard:

Determine angle measures and side lengths of right and similar triangles using trigonometric ratios and properties of similarity, including congruence (grade 10)

The development of quadratic equations is missing some details. There are very few standards specifically about quadratics. The vertex form of a quadratic equation is not developed and max/min problems involving quadratics are not specified.

Finally, polynomial arithmetic is not covered and some of the STEM-ready content is missing, including inverse trigonometric functions and polar coordinates.

Arithmetic is not a priority in elementary school and its development, although straightforward, is not adequate. High school has some rigorous standards but is missing much of the essential content. These serious problems result in a Content and Rigor score of three points out of seven (see the *Common Grading Metric*, Appendix A).

The Bottom Line

With their grade of C, Louisiana's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Pelican State has in place today.

¹ Louisiana's mathematics grade-level expectations have not changed since Fordham's last evaluation, the *State of State Math Standards 2005*, though, the 2005 review also reviewed the Content Standards Foundations Skills (1997). Even with these changes, as well as potential differences between our previous and current grading metric (see Appendix C for a complete explanation of changes in criteria), Louisiana's grade did not change. Find the 2005 Fordham report here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1160#1160.

Maine • English Language Arts

DOCUMENTS REVIEWED

Learning Results: Parameters for Essential Instruction (2007): English Language Arts. 2007.
Accessed from: <http://www.maine.gov/education/lres/pei/ela102207.pdf>

Overview

Maine's ELA standards are well organized and easy to read. Unfortunately, like many states, Maine falls into the trap of providing grade-specific detail only for assessed grades (3-8) rather than for all grades, K-12. This leads to serious gaps in both content and clarity that prevent the standards from providing the roadmap that teachers need to guarantee rigorous instruction for all students.



| | |
|--------------------------------|-------------|
| Clarity and Specificity: | 2/3 |
| Content and Rigor: | 4/7 |
| Total State Score: | 6/10 |
| <i>(Common Core Grade: B+)</i> | |

General Organization

The Maine ELA standards are divided first into six “standards,” covering reading, writing, research, language, listening and speaking, and media. Each standard is subdivided into one to five “performance indicator labels.” (Both the standards and the performance indicator labels are uniform across all grades.) For example, the reading standard is divided into these four performance indicator labels:

Reading

1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency
2. Literary Texts
3. Informational Texts
4. Persuasive Texts

Finally, the performance indicator labels are divided into specific “performance indicators and descriptors” that are presented either for individual grades or for grade bands. For example, the performance descriptor for grades K-2 for indicator number one (above) is:

Students read texts, within a grade-appropriate span of text complexity, and apply their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency (grades K-2)

For reading, grade-specific indicators are provided for grades 3-8. Early elementary indicators are provided together for grades Pre-K-2, and high school standards for 9-Diploma.

The indicators for writing, research, language, listening and speaking, and media are presented together for grades Pre-K-2, 3-5, 6-8, and 9-Diploma.

Clarity and Specificity

The Maine standards are clearly written and easy to understand, and the document includes a glossary where teachers can find definitions for all content-specific terms used throughout the document. This glossary often serves to clarify expectations.

The grade-specific indicators are detailed and logically grouped, and attention was clearly paid to the progression across grade bands.

Unfortunately, because the majority of standards are presented in grade bands rather than for individual grades, it is difficult to discern what skills and content students should learn each year. What's more, though the state appears to have grade-specific indicators and performance descriptors for grade 3-8 reading, many of these are repeated verbatim from year to year, making distinctions between grades impossible to discern. Take, for example, the following standards, which are repeated nearly verbatim for grades 3-5 and 6-8:

[Students will] [u]se a range of strategies as they read, including constant monitoring, searching, connecting, and inferring to deepen their understanding of text(s) (grades 3-5)

[Students will] [u]se a range of before-, during-, and after-reading strategies to deepen their understanding of text(s) (grades 6-8)

These shortcomings make it difficult to discern the scope and sequence of the material that students should master and result in a score of two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The Maine standards have clear performance indicators that specify systematic vocabulary development, particularly for grades K-8. For example, consider these elementary standards:

Develop vocabulary using knowledge of word parts and relationships among words including action words and different words that describe similar meanings (Pre-K-2)

Determine the meaning of unknown words by using a variety of strategies including using the context of the text, word connections, and a dictionary (grade 3)

Use phonics including syllable types, word parts, word families and common prefixes and suffixes to read fluently and build meaning as they read (grade 3)

Determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, homophones, and homographs (grade 4)

The reading standards are also particularly strong in grades 5-8, in part because they provide grade-level descriptors of student expectations for working with literary, informational, and persuasive texts. Consider these eighth-grade standards for literary and persuasive texts:

Literary Text

Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved (grade 8)

Persuasive Texts

Identify rhetorical devices an author uses to persuade the reader, including bandwagon, peer pressure, repetition, testimonial, hyperbole, loaded words, transfer, amplification, and extended metaphor (grade 8)

In writing, standards specify important genres, including narrative, argument/analysis, and persuasive writing, and provide some detail about the essential genre-specific content that students must master.

The Maine standards also include expectations for the correct use of Standard English. These standards are particularly well written for grades Pre-K-5.

Maine underscores the importance of research writing by devoting an entire strand to research, which includes specific criteria and content that students should master across Pre-K-12.

Content Weaknesses

Despite the strengths noted above, some content is absent from Maine’s ELA standards. For starters, they do not address American literature, nor do they provide guidance regarding the level of reading/writing expected at each grade or grade band. While the standards claim that students should “read text, within a grade appropriate span of text complexity,” the actual standards, indicators, and descriptors neither define nor provide examples of how educators might assess grade-level appropriateness.

The writing standards also fail to include sample rubrics or examples that illustrate the quality of writing expected.

A number of the content-area weaknesses result from Maine’s decision to use grade bands in K-2 and high school. The Pine Tree State fails to delineate explicit and systematic expectations for early reading, which is not surprising in a document that groups Pre-K-2 standards together. The indicators for high school vocabulary, perhaps because they are similarly grouped (9-12), do not reference etymology, connotation/denotation, or shades of meaning, all of which are explicitly addressed in grades 7 and 8.

As mentioned, Maine includes expectations regarding the correct use of English conventions, yet its grade 6-8 standards fail to mention some critical content, such as parts of the verb or verb tenses, specific types of pronouns, types of phrases and clauses, or fragments.

The manner in which Maine has organized its ELA standards leads to serious gaps in content—in total, more than a third of the essential content is missing. Consequently, Maine can earn no higher than four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Maine’s ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Pine Tree State has in place today.

Maine • Mathematics

DOCUMENTS REVIEWED

Maine Learning Results: Parameters for Essential Instruction, Mathematics. October 22, 2007.
Accessed from: http://www.maine.gov/education/lres/pei/math_o7o8.pdf

Overview

Maine's standards are not well explicated; however, the organization is good, and the grade-level statements are generally easy to read and understand. The elementary standards prioritize arithmetic quite well, but they do not develop it appropriately. The high school content is condensed to a single set of standards for all of high school, and the coverage of high school math is inadequate.



| | |
|--------------------------------|-------------|
| Clarity and Specificity: | 2/3 |
| Content and Rigor: | 3/7 |
| Total State Score: | 5/10 |
| <i>(Common Core Grade: A-)</i> | |

General Organization

The standards are organized into four content strands such as Number and Data. Each strand is divided into three topics (Number, for instance, includes: Whole Number, Rational Number, and Real Number). The topics subdivide into grade-level "Performance Indicators" and then more specific "Descriptors." For instance, in the Pre-K-2 Whole Number strand, one performance indicator reads, "Students understand and use procedures to add and subtract whole numbers with one and two digits." One of the two accompanying descriptors reads, "Use and explain multiple strategies for computation." Both performance indicators and descriptors are referred to as standards in this review.

The standards are divided into three levels: Pre-K-2, grades 3-8 (for which individual grade-level standards are provided), and 9-Diploma (which includes all of the high school material).

Clarity and Specificity

Each topic is presented in a chart that shows its development through the grades and, appropriately, not all topics have standards for each grade. The topic of Whole Numbers is properly finished in sixth grade, though seventh and eighth grades have a statement that:

It is expected that students continue to use prior concepts and skills in new and familiar contexts (grades 7-8)

Many standards are straightforward and clear, for example:

- Tell time to the hour and half hour (grade 2)
- Represent fractions greater than one as mixed numbers and mixed numbers as fractions (grade 4)
- Add and subtract fractions with unlike denominators (grade 5)

The high school coverage is scant—there are roughly fifty standards for all of high school. The standards become less clear and specific than in earlier grades. In many standards, the language is clear enough, but the level of detail is insufficient to interpret the standards, as in the following:

- Use the concept of n^{th} root (high school)
- Use concepts such as domain, range, zeros, intercepts, and maximum and minimum values (high school)

The development of content is also not particularly coherent at the high school level. For example, standards dealing with quadratic equations are not placed together, but scattered across the topics. This is illustrated in the following standard, which appears under the topic Real Numbers rather than with other standards on quadratics:

Understand that some quadratic equations do not have real solutions and that there exist other number systems to allow for solutions to these equations (high school)

Though the organization is not well explained, it makes sense. The standards are well organized and the K-8 statements are generally clear. The high school standards are less clear and often lack specificity. The standards “do not quite provide a complete guide to users,” and therefore receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

About half of the elementary grade standards deal with the critical topic of arithmetic. This appropriately prioritizes it and sets the stage for students to succeed in more rigorous mathematics in the middle and upper grades.

Content Strengths

The grade-level standards have good focus. There are not a lot of extraneous standards in the lower grades. For example, probability is not introduced as a topic until it can be defined as a ratio:

Predict the probability of outcomes of simple experiments and verify predictions using the understanding that the probability of an occurrence is the ratio of the number of actual occurrences to the number of possible occurrences (grade 7)

It is also refreshing to see whole-number arithmetic as a focus in early grades, and then dropping out as a topic that students should have mastered.

The general structure of arithmetic is covered well with standards such as:

Use the inverse relationships between addition and subtraction and between multiplication and division and the commutative laws of multiplication and addition to solve problems (grade 3)

Fractions are covered reasonably well, and there are some other excellent standards such as:

Solve problems where different units are used within the metric and traditional systems of measurement (grade 6)

Content Weaknesses

Arithmetic, though prioritized, is not adequately developed. Instant recall of basic number facts is not required. Moreover, there is no mention of addition and subtraction facts *at all* in the standards. Multiplication facts are covered inadequately and also void of instant recall:

Multiply single-digit numbers and divide using single-digit divisors and up to two-digit dividends (division facts only, but remainders may be present) (grade 3)

The continued development of whole-number arithmetic is weak. For example, consider the following multiplication and division standards:

Use multiple strategies for multiplication and division (grade 3)
Students multiply and divide numbers up to four digits by numbers up to two digits, and by tens, hundreds, and thousands and interpret any remainders (grade 5)

Neither fluency nor standard methods and procedures are required. The latter standard is fine as far as it goes, but without fluency and standard algorithms, it is insufficient. The first standard allows students to use alternative methods.

The study of linear equations is missing some basic content including point-slope form, finding the equation of a line from two points, and slopes of parallel and perpendicular lines.

The high school standards omit much essential content. Geometry is covered insufficiently with about eleven standards. Proofs of the major theorems are not explicit and axioms are not mentioned. Quadratic equations are covered, but not coherently and lacking some content such as completing the square and solving max/min problems.

The standards are missing much of the STEM-ready content, including series, trigonometric identities, angle formulas, and polar coordinates.

Maine's standards focus on arithmetic in the elementary grades, but it is not sufficiently developed or culminated. The high school standards are scant and are missing much of the essential content. Taken together, these serious problems result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Maine's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Pine Tree State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Maryland • English Language Arts

DOCUMENTS REVIEWED

Maryland Voluntary State Curriculum: Reading/English Language Arts. November 15, 2007.
Accessed from: <http://mdk12.org/instruction/curriculum/reading/index.html>

Overview

The Maryland ELA standards are a mixed bag. Standards are generally well organized, and many are clear and specific. Others, however, fail to clarify expectations or omit essential content that students should master as part of a rigorous, K-12 curriculum. What's more, the failure to delineate grade-specific expectations in high school leaves teachers of grades 9-12 with very little guidance about the essential content and progression of rigor from grade to grade.



Clarity and Specificity: 2/3
Content and Rigor: 4/7

Total State Score 6/10

(Common Core Grade: B+)

General Organization

The Maryland state standards for Reading/ELA cover grades Pre-K-12, but are separated into early-middle and high school documents. Standards for Pre-K-8 are divided into the following seven standards categories:

1. General Reading Processes
2. Comprehension of Informational Texts
3. Comprehension of Literary Texts
4. Writing
5. Controlling Language (including grammar, usage, and mechanics)
6. Listening
7. Speaking

Each of these is further subdivided into topics, then indicators, and finally into grade-specific objectives.

The high school standards follow a similar organizational structure, with two important differences. First, the standards are not grade-specific, but clumped together for grades 9-12. Second, they are grouped according to these four learning goals:

1. Reading, Reviewing, and Responding to Texts
2. Composing in a Variety of Modes
3. Controlling Language
4. Evaluating the Content, Organization, and Language Use of Texts

Across all grade levels, the state frequently links objectives to “seeds.” According to the state, these seeds “are ideas for the indicator/objective that can be used to build a lesson.” They “are not meant to be all-inclusive, nor are they substitutes for instruction.” Essentially, seeds are suggested activities for lessons that will help teach specific standards.

Clarity and Specificity

Elements of the Maryland state ELA standards are very specific and provide excellent guidance about what is expected of students at each grade level. For example, the standards for phonics and phonemic awareness are detailed and specific and provide a clear progression from grade to grade.

Unfortunately, many of the standards, particularly those for reading literary and non-literary texts, are cluttered with peripheral skills (such as pre-reading, making use of illustrations, etc.) and jargon that make it difficult to discern exactly what is expected of students at each grade level.

Moreover, because the high school standards are not broken down by grade level, it's impossible to differentiate between the expectations that teachers should have for students in ninth grade versus tenth, eleventh, or twelfth. Worse still, the standards provided for K-8 appear to have little to do with those for grades 9-12. The latter follow a different organization, making it nearly impossible to detect K-12 vertical skill alignment.

Finally, while the standards often provide an overwhelming amount of detail, much of it does little to clarify expectations. In particular, the “seeds,” which are provided to help teachers better understand how to teach particular skills, generally describe activities that are only loosely linked to mastery of the essential content and skills in the standard itself.

These shortcomings make it difficult to understand the scope and sequence of the material that students must learn, and as a result, Maryland can earn no higher than two points out of three for Clarity and Specificity (see *Common Grading Metric*, Appendix A).

Content and Rigor

Content Strengths

Among the strengths of the Maryland K-12 standards is their clear focus on the development of phonics skills and phonemic awareness in early reading, with a clear progression of skills from grade to grade. The K-4 standards also include detailed expectations for vocabulary development, with a similar progression.

The grade 9-12 standards set forth rigorous and sophisticated grammar expectations, but because the K-8 standards are somewhat general and basic, it is unclear how students can reach the level expected of them in high school.

In reading, very detailed standards outline expectations for literary analysis and, in high school, the standards mention foundational U.S. documents, including specific references to some authors and texts that students should read. For example:

The student will

- Analyze the philosophical arguments presented in a literary work and their relationship to the author's position on those arguments
- Analyze foundational and other influential U.S. documents for their historical, rhetorical, and literary significance (e.g., The Declaration of Independence, Lincoln's "Gettysburg Address," King's "Letter from Birmingham Jail," Kennedy's Inaugural Address)
- Apply knowledge of genre characteristics (structure) to interpret and analyze a variety of literary works (e.g., poems, novels, essays, biographies, short stories)
- Interpret a single literary work from multiple critical approaches (grades 11-12)

The standards include reasonably detailed expectations for listening and speaking, formal oral presentations, and group discussion.

Other standards address expectations for research across all grade levels; the 9-12 research standards are particularly detailed and specific.

Content Weaknesses

The standards for literary analysis are clear and rigorous, as noted, but they also include a great deal of clutter—notably a disproportionate emphasis on pre-reading strategies and other peripheral skills that could distract from the most important literary analysis standards.

Aside from the few brief references in the high school standards to suggested texts and authors, the standards provide no guidance about the quality or complexity of the texts students should read across grade levels. Instead, the document merely provides a long list of genres that students should read. “Diversity” of texts is stressed with no guidance about what that means.

In writing, much of the language is vague and jargon-ridden, with too much emphasis on “activities” and little on knowledge and rigor (though the K-4 standards do slightly better on this front).

The K-8 standards devote meager attention to the characteristics of writing. At the high school level, the standards refer to an “Appendix A,” which is supposed to include helpful examples of student writing, but is buried and under another name on the website.

Maryland’s ELA standards present a decidedly mixed bag. While many are clear and rigorous, particularly at the high school level, there are serious gaps in content and a lack of alignment between the K-8 and high school documents. Taken together, these challenges present critical shortcomings and earn Maryland four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Maryland’s ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Old Line State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Maryland • Mathematics

DOCUMENTS REVIEWED¹

Maryland's Voluntary State Curriculum. June 2004.

Accessed from: <http://mdk12.org/instruction/curriculum/mathematics/index.html>

Overview

Maryland's standards are poorly organized and difficult to interpret without additional explanation, which is only occasionally provided. The major content weakness is in the development of arithmetic.



Clarity and Specificity: 1/3

Content and Rigor: 3/7

Total State Score: 4/10

(Common Core Grade: A-)

General Organization

Maryland's K-8 standards are subdivided into seven content strands such as Geometry and Measurement. Within each strand is a hierarchy, with "Topics" subdivided into "Indicators," and finally into grade-level objectives. It is the objectives that will be referred to as standards.

The high school standards are organized by courses: Algebra/Data Analysis, Geometry, and Algebra II. The standards are organized within courses by "Core Learning Goals" and also include "Assessment Limits," "Skill Statements," and "Additional Topics." Assessment Limits provide information regarding how the standard will be assessed (e.g., "A coordinate graph will be given with easily read coordinates"). The Skill Statement goes a step further and "gives the reader direction on how an assessment item is written [and] describes how the student is expected to respond to the item." Finally, the Additional Topics provide "content that may be appropriate for the curriculum but is not included in the Core Learning Goals."

Clarity and Specificity

Maryland offers some clearly stated standards, but in general they are difficult to read and understand. The organization itself is sometimes confusing; the statements are often unspecific and are subject to interpretation. The online version is difficult to navigate, and the additional explanatory material found there often fails to clarify the intent of the standards.

One strand—"Processes of Mathematics"—does not vary much from grade to grade.

The standards are generally vague, pedagogical statements such as:

| Make a plan to solve a problem (grades K-8)

This is certainly good advice, but as a standard it is so lacking in specificity as to be completely unmeasurable.

The choice of topics for K-8 is sometimes inappropriate, such as "Sample Space" from grades 1-8, and "Apply Knowledge of Fractions" for grades 1-4. Furthermore, the early standards for this topic are about the basics of fractions, rather than the applications, so the name is also misleading.

The verb "identify" is overused in the standards—more than fifty times in K-8—which often obscures the meaning. These adjacent standards illustrate the confusion generated by the word "identify" as well as the difficulty in interpreting the standards:

| Identify and use divisibility rules (grade 4)

| Identify factors (grade 4)

For the latter standard, the use of “identify” instead of “find” or “compute” leaves the reader unsure what students are expected to know or what kinds of problems they should be able to solve.

Maryland does provide online clarifications for the standards cited above. For the first, students are expected to be able to use the divisibility rules for two, five, and ten. The clarification of the second standard is about computing factors, not “identifying” them. However, that clarification contradicts the preceding standard by asking students to use a calculator to check for divisibility by two, five, or ten, which is completely inappropriate when students know the simple rules.

The high school standards are even harder to understand, and it is virtually impossible to grasp them without also reading the Assessment Limit that is included for each. For example, the following is a geometry standard and its Skill Statement:

- The student will analyze the properties of geometric figures (high school)
- The student describes and analyzes geometric figures (high school)

And here are the Assessment Limits for this standard and statement:

- Essential properties, relationships, and geometric models include the following:
 1. congruence and similarity
 2. line/segment/plane relationships (parallel, perpendicular, intersecting, bisecting, midpoint, median, altitude)
 3. point relationships (collinear, coplanar)
 4. angles and angle relationships (vertical, adjacent, complementary, supplementary, obtuse, acute, right, interior, exterior)
 5. angle relationships with parallel lines
 6. polygons (regular, non-regular, composite, equilateral, equiangular)
 7. geometric solids (cones, cylinders, prisms, pyramids, composite figures)
 8. circle/sphere (tangent, radius, diameter, chord, secant, central/inscribed angle, inscribed, circumscribed) (high school)

The Assessment Limits contain all of the useful content for this standard, including specific topics such as “congruence and similarity.”

Some standards are simply unclear, such as:

- The student will determine and interpret a quadratic function when given a graph, table of values, essential characteristics of the function, or a verbal description of a real-world situation (Algebra II)

The meaning of “determine and interpret” is subject to interpretation. Unfortunately, the Skill Statement for this standard is so convoluted and lengthy that it fails to clarify. In short, it reads, “Given one or more of the following:” followed by a list and then, “the student will be able to do each of:” followed by another list. This gives over twenty possibilities. Worse, some of the combinations make no sense. For example, one combination is: “[G]iven” a graph, students “will be able to” graph the function. This illustrates the general disorganization of the standards. The reader has very little idea what kinds of problems students are expected to be able to solve on quadratic equations.

The standards offer “limited guidance to users” and receive a Clarity and Specificity score of one point out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Maryland has many standards for each grade, generally over sixty. In elementary grades, nearly 40 percent of those standards are devoted to the development of arithmetic. This prioritizes arithmetic moderately well.

Content Strengths

The standards cover some of the basic properties of arithmetic well, including commutativity, associativity, and distributivity. They also explicitly cover the inverse relationship of addition and subtraction and of multiplication and division.

Despite the difficulty of interpretation, much of the essential content for high school is covered.

Content Weaknesses

The weaknesses in the foundation for whole-number arithmetic are pronounced. The standards do not adequately specify that students have automaticity, or quick recall, of basic number facts. These are the basic building blocks for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics.

In the following examples, the grade 4 standard is a desirable standard, but a rigorous treatment should include fluency with the standard algorithm. The grade 3 standard with the phrase “a variety of strategies” does not support mastery of the standard algorithm either.

Add whole numbers (grade 4)

Add numbers using a variety of strategies (grade 3)

The rest of the development of arithmetic is similar. Neither fluency nor standard methods are specified. In addition, common denominators are not covered.

In high school, the standards for quadratic equations are missing the technique of completing the square, which is necessary to develop the quadratic formula. Some STEM-ready material is missing, including trigonometry.

Maryland’s standards do not sufficiently prioritize or develop arithmetic, particularly whole-number arithmetic. In high school, the treatment of quadratic equations is incomplete, and some STEM-ready topics are not covered. These “serious problems” result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Maryland’s mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Old Line State has in place today.

1 Fordham’s 2005 *State of State Math Standards* reviewed the August 2003 draft version of Maryland’s math standards. For this evaluation in 2010, we reviewed the updated and finalized version (from June 2004). Along with this slight change in material reviewed, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, and with this finalized standards document, Maryland’s math grade dropped from a C in 2005 to a D in 2010. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1162#1162.

Massachusetts • English Language Arts

The 2001 Massachusetts ELA standards have been among the strongest in the nation since their adoption almost a decade ago. Yet, even as the National Governors Association and Council of Chief State Schools Officers were working on drafts of the Common Core standards, Massachusetts was working to update and improve its standards as well. This presents Bay State officials with a complex choice among the Common Core standards, their existing standards, or their newly revised draft.

In order to help inform that decision, we have included a complete review of the 2001 standards, as well as an analysis of the changes and improvements that can be found in the 2010 draft.

Current Massachusetts Standards

DOCUMENTS REVIEWED¹

Massachusetts English Language Arts Curriculum Framework. 2001. Accessed from: <http://www.doe.mass.edu/frameworks/current.html>

Supplement to Massachusetts English Language Arts Curriculum Framework. 2004. Accessed from: <http://www.doe.mass.edu/frameworks/current.html>

Overview

For almost a decade, the *Massachusetts English Language Arts Framework* has been one of the strongest sets of academic standards in use in U.S. public schools. Because its original framework was written for grade spans only, Massachusetts developed a supplement in 2004, which clarifies grade by grade standards for grades 3-8. The supplement rounds out a rigorous, specific, and clear set of expectations for teachers and students.



Clarity and Specificity: 2/3
Content and Rigor: 7/7

Total State Score: 9/10

(Common Core Grade: B+)

General Organization

Massachusetts organizes its ELA standards into four strands or content areas: Language, Reading and Literature, Composition, and Media.

There are two to twelve “general standards” within each strand, for a total of twenty-seven. These are “broad statements that outline what students should know and be able to do in English language arts.” For instance, under the Language strand is this general standard: “Students will use agreed-upon rules for informal and formal discussions in small and large groups.”

General standards are then broken into more detailed “learning standards” for Pre-K-2, individual grades, 3-8, and grade spans, 9-10 and 11-12. For example, one of the learning standards for grades 11-12 is:

Drawing on one of the widely used professional evaluation forms for group discussion, evaluate how well participants engage in discussions at a local meeting (grades 11-12)

In addition to the standards, the framework includes a number of “learning scenarios” that basically function as sample lesson plans. Each scenario includes an introduction, practice exercise, and formative assessment ideas to gauge student mastery. Scenarios often span one or more of the four strands. Several appendices describe the quality and complexity of reading materials that students are expected to encounter in various grade levels, offer sample reading passages, and

provide guidance on a number of other relevant issues such as best practices for teaching English language learners and a summary of the research on early reading acquisition.

Clarity and Specificity

Across nearly all grade levels and strands, Massachusetts's standards are clear and specific, as in the following “genre” standard for grades 11-12:

Identify and analyze characteristics of genres (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial (grades 11-12)

On the rare occasions when vaguely worded standards are included, Massachusetts provides examples that clarify the expectations in useful ways, for example:

- Make predictions using prior knowledge, pictures, and text
- For example, students and their teacher read together *Jump, Frog, Jump* by Robert Kalan. When each creature comes to the pond and hints at the next hazard for Frog, the teacher stops reading and asks students to use the pictures and their prior knowledge to make a prediction about what will happen next (Pre-K-K)

Such examples, coupled with the inclusion of sample lesson plans or “learning scenarios,” clarify what, precisely, students should know and be able to do.

Unfortunately, some of these excellent standards are difficult to track, due to a somewhat confusing organizational structure. As discussed above, the 2001 document provides standards by grade band only. The 2004 supplement provides additional standards, but only for grades 3, 5, and 7. While the intent of this supplement is to help teachers piece together grade-specific expectations for grades 3-8, the state doesn't provide explicit guidance about how these standards fit together, leaving some room for interpretation.

Furthermore, no grade-specific guidance is provided for grades Pre-K-3 or 9-12.

While the standards are clear and specific, the failure to provide specific expectations for every grade, coupled with a complicated and difficult-to-navigate organizational structure, earn them two points out of three for Clarity and Specificity (see *Common Grading Metric*, Appendix A).

Content and Rigor

Content Strengths

Massachusetts's early reading standards are strong. Careful attention has been paid to phonemic awareness, phonics, and fluency, as in the following “Beginning Reading” standards for grades Pre-K-K:

- Use letter-sound knowledge to identify unfamiliar words in print and gain meaning:
- know that there is a link between letters and sounds;
 - recognize letter-sound matches by naming and identifying each letter of the alphabet;
 - understand that written words are composed of letters that represent sounds;
 - use letter-sound matches to decode simple words (grades Pre-K-K)

In addition, the vocabulary strand is well-developed and emphasizes word analysis and etymology. Massachusetts includes a sub-strand for “Vocabulary and Concept Development,” as well as one entitled “Structure and Origins of Modern English” that highlights the development of the English language and focuses on grammar and usage.

Literary and information texts are handled separately, and each is treated thoroughly. The following standards, for example, illustrate the thorough treatment of theme in literary texts:

- Identify themes as lessons in stories, fables, and poems (grade 3)
- Identify themes as lessons in folktales, fables, and Greek myths for children (grades 3-4)
- Apply knowledge of the concept that theme refers to the main idea and meaning of a literary passage or selection when stated (grade 5)
- Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated (grades 5-6)
- Identify and supply evidence for theme in a selection (grade 7)
- Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic (grades 7-8)

The progressive rigor in the treatment of an important characteristic of literary text is evident. Many of these “theme” standards also include examples. All literary genres are covered, and nonfiction is addressed in similar detail in its own section.

Massachusetts defines the quality and complexity of texts to be read by including two exemplary reading lists, one titled “Authors, Illustrators, and Works Reflecting Our Common Literary and Cultural Heritage” and the other, “Suggested Authors and Illustrators of Contemporary American Literature and World Literature.” These lists can help ensure that students will be exposed both to quality American literature of historical significance and to significant contemporary authors from around the world.

Listening and speaking standards are rigorous, especially because of examples that consistently help clarify student expectations, as in the following “discussion” standard:

- Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions.
For example, in preparation for a student council meeting, students plan an agenda for discussion, including how long they will allow each speaker to present a case or argument. They build into their agenda time for making decisions and taking votes on key issues (grades 9-10)

Similarly, the standards for oral presentation are rigorous, addressing agreed-upon rules for formal and informal small- and large-group discussions, for “questioning, listening and contributing,” and a separate category for oral presentations where scoring rubrics for evaluation are required.

The standards for writing are comprehensive, and include formal research and the correct use of oral and written conventions. Again, examples help to indicate the level of rigor expected, as in this standard from grades 11-12:

- Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.
• For example, students compose an essay for their English and American history classes on de Toqueville’s observations of American life in the 1830s, examining whether his characterization of American society is still applicable today (grades 11-12)

Research and media (both their analysis and production) are carefully addressed, and standards for media begin as early as Pre-K, as in the following:

- Identify techniques used in television (animation, close-ups, wide-angle shots, sound effects, music, graphics) and use knowledge of these techniques to distinguish between facts and misleading information (grades Pre-K-2)

Introducing this concept early is likely to help Massachusetts students’ careful discernment when viewing media as older students and adults.

In short, virtually all essential content is included and covered well.

Content Weaknesses

Considering the strengths of the composition standards, it is surprising that Massachusetts does not expect students to write a coherent paragraph until grade 5. Students are certainly capable of this important skill in fourth and even third

grade, and should be expected to exhibit it particularly since the standards ask students to write multi-paragraph reports in grade 5.

Where writing is concerned, the development and use of criteria for its evaluation is referenced several times, but no student writing samples are included to illustrate expected levels of rigor and proficiency.

These minor shortcomings are dwarfed by the inclusion of detailed, specific, and rigorous content throughout the grades. Consequently, Massachusetts easily earns seven points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Massachusetts's existing standards are clearer, more thorough, and easier to read than the Common Core standards. Essential content is grouped more logically, so that standards addressing inextricably linked characteristics, such as themes in literary texts, can be found together rather than spread across strands. In addition, Massachusetts frequently uses standard-specific examples to clarify expectations. Unlike the Common Core, Massachusetts's standards treat both literary and non-literary texts in systematic detail throughout the document, addressing the specific genres, sub-genres, and characteristics of both text types. While both sets of standards address American literature and append lists of exemplar texts, Massachusetts's reading list is far more comprehensive. Standards addressing vocabulary development and grammar are also more detailed and rigorous in the Massachusetts document.

On the other hand, Common Core includes samples of student writing to clarify grade- and genre-specific writing expectations. In addition, the Common Core standards explicitly address foundational U.S. documents. Such enhancements would benefit Massachusetts's already-strong standards.

Massachusetts 2010 Draft Standards Comparison

DOCUMENTS COMPARED

WORKING DRAFT: Massachusetts English Language Arts Curriculum Framework. June 2010.

Accessed from: <http://www.doe.mass.edu/frameworks/ela/o610draft.pdf>

--COMPARED TO--

Massachusetts English Language Arts Curriculum Framework. 2001.

Accessed from: <http://www.doe.mass.edu/frameworks/current.html>

Supplement to Massachusetts English Language Arts Curriculum Framework. 2004.

Accessed from: <http://www.doe.mass.edu/frameworks/current.html>

Overview

The 2010 draft ELA standards have improved upon already clear and rigorous expectations without losing any of the essential content that was included in the original. The organization of the draft standards is clearer, and most of the few gaps that existed have been addressed.

Comparison

Improvements

The organization of the 2010 draft is dramatically improved. Grade-specific standards are now presented for all grades in a single, coherent document.

By more clearly delineating grade-specific standards, the 2010 draft has also more clearly defined the progression of content and rigor across all strands. While many states slip into repetition across grades, this draft makes meaningful distinctions in every strand from one grade to the next.

The 2010 draft also includes several small enhancements that further strengthen Massachusetts's already-excellent expectations. For example, while the 2001 document included standards addressing "discussion and presentation" within the Language strand, the 2010 draft devotes a separate strand to "discussion and presentation." Within this strand, the state has more clearly and rigorously defined standards for discussion, group work, and oral presentation.

Each genre of writing is also now addressed in its own sub-strand, making genre-specific expectations even clearer, more detailed, and rigorous.

Finally, the draft standards have addressed the two minor weaknesses that were noted (above) in the 2001 document. They now include expectations that specifically address foundational U.S. documents, and they require students to write a coherent paragraph in third grade.

No Change

All of the strengths that existed in the 2001 document remain, or have been improved and enhanced, in the 2010 update. For example, the standards continue to include helpful examples to clarify the intent and rigor of the standards, as in these from various strands:

- Identify the sense (touch, hearing, sight, taste, smell, and taste) implied in words appealing to the senses (fiction, grade 1)
- Analyze the function of character types (e.g., antagonist, protagonist, foil, tragic hero) (fiction, grade 9)
- Identify the type of evidence used to support a claim in a persuasive text (e.g., scientific research evidence, anecdotal evidence based on personal knowledge, or the discipline-based opinion of experts) (nonfiction, grade 5)

In addition, the reading, writing, grammar, and research standards remain clear, specific, and rigorous.

The one gap that remains in the 2010 draft is the continued absence of exemplar student writing samples that could further clarify writing expectations across grade levels.

The Bottom Line

The 2001 edition of the Massachusetts ELA standards were already among the best in the nation. The 2010 draft manages to further strengthen these standards without losing any of the essential content or clarity. These standards are a model of clear, rigorous K-12 ELA content and expectations.

¹ Massachusetts's curriculum frameworks have not changed since Fordham's last evaluation, the *State of State English Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, Massachusetts's ELA grade went from an A in 2005 to an A-minus in 2010. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1048#1048.

Massachusetts • Mathematics

As the National Governors Association and Council of Chief State Schools Officers were working on drafts of the Common Core standards, Massachusetts was working to update and improve its existing mathematics standards as well. This presents Bay State officials with a complex choice among the Common Core standards, their existing standards, or their newly revised draft.

In order to help inform that decision, we have included a complete review of the current standards, as well as an analysis of the changes and improvements that can be found in the 2010 draft.

Current Massachusetts Standards

DOCUMENTS REVIEWED¹

Massachusetts Mathematics Curriculum Framework. November 2000.

Accessed from: <http://www.doe.mass.edu/omste/ca.html>

Supplement to Massachusetts Mathematics Curriculum Framework. 2004.

Accessed from: <http://www.doe.mass.edu/omste/ca.html>

Overview

Massachusetts's K-8 standards are well organized and easy to read. In the elementary grades, arithmetic is moderately prioritized and, while some of its development is excellent, there are also some issues. The high school material is often strong, but these standards are too broadly stated, and some essential content is not covered.



Clarity and Specificity: 2/3
Content and Rigor: 6/7

Total State Score: 8/10

(Common Core Grade: A-)

General Organization

Massachusetts's standards are presented in two documents: a standards document (written in 2000) and a supplement (added in 2004). In both documents, the K-12 standards are organized into five content strands such as Number Sense and Operations and Geometry.

The 2000 document divides these strands into standards for grade bands from Pre-K-K through 11-12. The 2004 supplement adds grade-specific standards for grades 3, 5, and 7.

In addition to the grades 9-10 and 11-12 standards referenced above, the high school material includes separate standards for Algebra I and II, Geometry, and Pre-Calculus.

Clarity and Specificity

The standards are generally well presented and easy to read. Many are clear and concise, such as:

Identify angles as acute, right, or obtuse (grade 4)

Find and position whole numbers, positive fractions, positive mixed numbers, and positive decimals on a number line (grade 5)

Clarifications and examples are provided for some standards, though their use is not consistent and sometimes the examples do not relate to the standard.

Some standards, particularly in high school, are so broadly stated that it is unclear what students are expected to know and what kinds of problems they should be able to solve, for example:

- Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative and recursive patterns such as Pascal's Triangle (grades 11-12)
- Perform operations on functions, including composition. Find inverses of functions (grades 11-12)

In addition, the presentation of the standards is confusing, because standards are spread across two separate documents, making the progression of content difficult to track.

The shortcomings described above detract from the overall clarity of the standards, thus earning the standards two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

While Massachusetts does not explicitly prioritize its standards, by counting the number of standards devoted to various topics, it is possible to determine which content is considered most important. By that gauge, arithmetic is moderately prioritized, comprising about 40 percent of the standards in the crucial elementary grades.

Content Strengths

The standard algorithms for addition, subtraction, and multiplication are made explicit:

- Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers) (grade 2)

The structure of arithmetic is well and thoughtfully covered. For example, the standards introduce the inverse nature of addition and subtraction in grade 2 and then revisit it in grades 5-8, as shown below:

- Understand and use the inverse relationship between addition and subtraction (e.g., $8 + 6 = 14$ is equivalent to $14 - 6 = 8$ and is also equivalent to $14 - 8 = 6$) to solve problems and check solutions (grade 2)
- Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems (grade 5)

The number line is introduced early and emphasized throughout. Fractions are continually located on the number line in grades 2-6, starting with:

- Identify and represent common fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) as parts of wholes, parts of groups, and numbers on the number line (grade 2)

The geometry standards cover content reasonably well. Proofs are required and postulates are mentioned, although in a rather densely written standard:

- Write simple proofs of theorems in geometric situations, such as theorems about congruent and similar figures, parallel or perpendicular lines. Distinguish between postulates and theorems. Use inductive and deductive reasoning, as well as proof by contradiction. Given a conditional statement, write its inverse, converse, and contrapositive (Geometry)

There are some solid standards for quadratic equations:

- Find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula.
- Demonstrate an understanding of the equivalence of the methods (grades 9-10)

In addition, most of the STEM-ready content is covered.

Content Weaknesses

Some of the development of whole-number arithmetic is not quite rigorous enough. In particular, automaticity with the basic number facts is not explicitly required.

The standard algorithm is barely applied to division, with only a single-digit divisor:

Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders) (grade 4)

By failing to require students to divide using numbers greater than single-digit divisors, this standard is woefully inadequate.

The standards do not mention common denominators.

In high school, there are some gaps in content. The coverage of linear equations is missing some content, including standard form, and finding the equation of a line between two points. For quadratics, the general theory is not well developed. The vertex form and symmetry are not developed and max/min problems are not specifically included.

While proofs are mentioned in geometry, it is not specified that the major theorems are to be proven; instead, they are only to be used or applied, for example:

Apply properties of angles, parallel lines, arcs, radii, chords, tangents, and secants to solve problems (Geometry)

The arithmetic of rational expressions is not covered and the STEM-ready content does not mention inverse trigonometric functions. The following standard may include them but is not specific enough to interpret:

Perform operations on functions, including composition. Find inverses of functions (grades 11-12)

Taken together, the omissions and shortcomings mentioned above leave Massachusetts with a Content and Rigor score of six points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With minor differences, Common Core and Massachusetts both cover the essential content for a rigorous K-12 mathematics program. Massachusetts's standards are generally clear, briefly stated, and often further clarified with the use of examples and other explanatory material. These enhancements make Massachusetts's standards easier to read and follow than Common Core. What's more, in Massachusetts, the standards presented for high school courses tend to be better organized than the Common Core.

Massachusetts and Common Core have things to learn from each other in high school geometry. Common Core covers some high school algebra content that is missing from the Massachusetts standards, and it excels in the coverage of arithmetic. Finally, Massachusetts's standards lack the admirable focus of Common Core in the early grades, and would benefit from the careful guidance that Common Core gives on fractions.

Massachusetts 2010 Draft Standards Comparison

DOCUMENTS COMPARED

WORKING DRAFT: *Massachusetts Mathematics Curriculum Framework*. June 2010.

Accessed from: <http://www.doe.mass.edu/frameworks/math/o610draft.pdf>

—COMPARED TO—

Massachusetts Mathematics Curriculum Framework. November 2000.

Accessed from: <http://www.doe.mass.edu/omste/ca.html>

Supplement to Massachusetts Mathematics Curriculum Framework. 2004.

Accessed from: <http://www.doe.mass.edu/omste/ca.html>

Overview

The draft 2010 mathematics standards address several of the content and clarity gaps in the existing standards. Unfortunately, some of those improvements have been offset by the deterioration in the coverage of important content.

Comparison

Improvements

The organization of the 2010 draft has improved dramatically. In the current document, grade-specific standards can be pieced together for grades 3-8, but those standards are presented in two different documents, making them difficult to read and the progression of content difficult to track. The 2010 draft is far more readable. Grade-specific standards are presented for all grades in a single, coherent document.

In addition, the number of standards has been reduced, and the share devoted to arithmetic in the crucial elementary grades has increased. This is an excellent improvement.

The 2010 draft also addresses some of the content gaps in the current standards, including: proof of the Pythagorean Theorem, the equation of a line going through two points, and max/min for quadratic functions.

The knowledge of number facts has improved significantly. Whereas the existing standards don't explicitly require students to have automaticity with the basic facts, the new standards include the following:

Know addition facts (addends to ten) and related subtraction facts to automaticity (grade 1)

Know multiplication facts and related division facts through 12×12 to automaticity (grade 4)

No Change

Some content gaps in the existing standards have not been addressed, including: common denominators, inverse trigonometric functions, vertex form for quadratic functions, division for polynomials, and the arithmetic of rational expressions. These remain serious oversights.

New Shortcomings

While the 2010 draft makes several admirable improvements as noted above, it also introduces some new problems. Specifically, while the expectations for the number facts have improved, the goals for subsequent whole-number arithmetic have been weakened. The addition and subtraction sequence of standards in the current version is:

Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers) (grade 2)

Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently (grade 3)

Observe above the requirement that conventional algorithms are to be learned. In the new draft, however, this sequence has changed to:

Add three-digit numbers accurately and efficiently in a variety of ways, including use of the conventional algorithm (grade 2)

Add and subtract up to five-digit numbers accurately and efficiently. Include the conventional algorithm with and without regrouping (grade 3)

Here, the conventional algorithm is included along with unspecified other methods. This undermines students' learning fluency with the standard algorithms.

Similar standards exist for multiplication. Fraction arithmetic in the current standards is done in a straightforward way without mentioning methods. The new draft again includes the unnecessary and undermining "variety of strategies":

Using a variety of strategies, multiply positive fractions with whole numbers (grade 5)

The Bottom Line

The improvements in the new draft are substantial but these are offset to some extent by weaker threads for whole-number arithmetic and the arithmetic of fractions, material that forms the foundation of K-12 mathematics. Both versions omit some important mathematics.

¹ Massachusetts's curriculum frameworks have not changed since Fordham's last evaluation, the *State of State Math Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, Massachusetts's math grade went from an A in 2005 to a B-plus in 2010. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1163#1163.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Michigan • English Language Arts

DOCUMENTS REVIEWED

Michigan English Language Arts Grade Level Content Expectations: ELA Across the Grades, v.12.05. 2006.

Accessed from: http://www.michigan.gov/mde/o,1607,7-140-28753_33232---,00.html

High School Content Expectations: English Language Arts. April 2006.

Accessed from: http://www.michigan.gov/documents/ELA11-14open1_142201_7.pdf

Overview

Although the Michigan standards have a few moments of clarity, specificity, and rigor, overall they are a muddle. The standards include many loosely worded general statements and few clear and specific expectations for students. They emphasize process over content and student outcomes.



Clarity and Specificity: 1/3

Content and Rigor: 2/7

Total State Score: 3/10

(Common Core Grade: B+)

General Organization

In grades K-8, the Michigan standards are organized into three strands:

- » Reading
- » Writing
- » Listening, Speaking and Viewing

Each strand is then divided into multiple sub-strands, which are further divided into grade-level expectations.

In high school, however, a single set of standards is presented for grades 9-12, with no specific grade-level expectations. The strands (which have sub-strands) are:

- » Writing, Speaking, and Expressing
- » Reading, Listening, and Viewing
- » Literature and Culture
- » Language

Clarity and Specificity

In general, the Michigan standards are neither clear nor specific. In some cases, specific content is included, but more often broad statements take the place of specific, measurable expectations. Consider this fourth-grade Speaking standard:

Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation (grade 4)

How would a teacher measure whether this expectation had been met?

A number of strands include entire sub-strands for which the purpose is unclear, and for which expectations are often difficult to understand, much less to measure. For instance, this standard, which is the only one to be found under the sub-strand “Reading Attitude,” is listed for every grade, 3-8:

Be enthusiastic about reading and do substantial reading and writing on their own (grades 3-8)

Many other standards are repeated verbatim (or nearly verbatim) across grade levels, such as this “response” standard in the Reading strand, repeated in grades 6, 7, and 8:

Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions (grades 6-8)

A standard like this contains no specified outcomes, which is unfortunately true of the majority of Michigan’s standards. The standards earn a score of one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Speaking and listening standards are difficult to do well. However, Michigan’s contain some good content, as in the standards under the Speaking sub-strand, “Conventions,” that require students to “use common grammatical structures correctly when speaking” and to “speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.”

The listening standards in grades 6-8 also address the analysis of media, as in this seventh-grade standard:

Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects (grade 7)

In high school, multimedia analysis and production are treated quite thoroughly.

Also in high school, the standards designate American literature as a topic for study, as in this example:

Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced (high school)

The high school standards also ask students to:

Demonstrate knowledge of American minority literature and the contributions of minority writers (high school)

It is difficult to evaluate the rigor of such broad statements, but Michigan is to be commended for acknowledging the importance of studying our own literary heritage.

Content Weaknesses

The weaknesses far outweigh the strengths of the Michigan standards, beginning with early reading content, which is rather superficial. The following “phonics” standard for Kindergarten is one of just four total:

Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants (Kindergarten)

The early reading standards, moreover, appear to offer phonics as a choice among reading strategies, as in this “Word recognition, Word Study and Fluency” standard in Kindergarten:

Narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic) (Kindergarten)

In addition, the Reading strand includes a “Metacognition” sub-strand in which reading “strategies” (e.g., “making credible predictions based on illustrations”) eclipse word study.

Where vocabulary is concerned, there is only one standard that ostensibly addresses word structure, but the standards emphasize other strategies for determining word meaning, such as “context clues,” “mental pictures,” “semantic feature analysis,” and “questioning.” Use of a dictionary is mentioned only twice—once in third grade and once in high school.

The analysis of literary text is overly concerned with politically correct interpretations of literature rather than close examination of genres, characteristics of genres, literary elements, and literary devices. Consider this seventh-grade standard:

Investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit (grade 7)

It is far from clear what actual knowledge or skills a student should demonstrate to meet this standard, but it has very little to do with analysis of genres, structures, literary elements, or devices.

Another standard asks students to:

Describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit (grade 6)

Asking students to judge whether characters are “fair” or not seems at least idiosyncratic, if not ridiculous.

Informational text structures and features are covered in a rudimentary way, without much detail, and the analysis of informational text is thin, without any reference to the analysis of reasoning and the truthfulness or validity of arguments. In high school, where informational text is mentioned, it is tossed in with literary text, as in this high school standard:

Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader (high school)

The standard hardly provides guidance for teachers at different grade levels about how students should analyze informational text structures and features.

Michigan’s writing standards emphasize narrative writing, which appears at nearly every grade level from K-8. Other “genres” are sprinkled across grades and treated summarily, as in this standard from eighth grade:

Write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations (grade 8)

In high school, writing is addressed in a strand called, Writing, Speaking and Visual Expression. Explicit writing expectations are often missing. One unmeasurable “writing attitude” standard is included; it simply exhorts students at each grade level from K-8 to “be enthusiastic about writing and learning to write.”

Standards for grammar and usage are pell-mell. They include some specific content, but also tend to include arbitrary grade-level assignments. “Infinitives, gerunds, participial phrases, and dashes or ellipses” are to be covered in eighth grade. Continuous verb tenses (which could easily be moved down several grades) are to be covered in seventh grade, yet “adjective and adverbial subordinate clauses” (which are more difficult) are to be covered in sixth. Spelling standards are, for the most part, very superficial.

Speaking and Listening standards could be more rigorous, especially in high school, where they are lost in two strands. The treatment of reading and writing also suffers in high school because too many of these “hybrid” standards are skills-based statements that are ultimately devoid of content, such as:

Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect) (high school)

It would be far more helpful to teachers to describe the expected characteristics of each genre listed, and to state which genres are most appropriate for study at each grade level.

Standards for formal oral presentation are included, but only nominally and mostly in grades K-8, where students are asked to use, for example, “an informational organizational pattern” but are never asked to do more important things like anticipating counterclaims.

In sum, despite some laudable efforts, these standards are too fraught with vague language and nonacademic expectations to comprise a rigorous set of expectations for students and teachers. Consequently, they can earn no higher than two points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Michigan’s ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Great Lake State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Michigan • Mathematics

DOCUMENTS REVIEWED

Mathematics Grade Level Content Expectations v.12.05. March 2006.

Accessed from: http://www.michigan.gov/documents/MathGLCE_140486_7.pdf

Algebra I (v.09.09) and II (v.11.07), Geometry (v.11.07), and Pre-Calculus.

Accessed from: http://www.michigan.gov/mde/o,1607,7-140-38924_41644_42668---,00.html

Overview

Michigan's standards are well organized and clearly written. They cover much of the essential content with both depth and rigor, particularly in high school. Elementary school has many excellent features, but some of the basics for whole-number arithmetic are missing.



Clarity and Specificity: 3/3

Content and Rigor: 6/7

Total State Score: 9/10

(Common Core Grade: A-)

General Organization

The K-8 standards are organized into five content strands such as Algebra and Geometry. The strands are divided into three or four domains, which are further organized by topics, then into grade-level expectations. Not all domains or strands appear in each grade. For example, the Algebra strand does not appear until sixth grade.

The high school standards are organized by course. Within each course the standards are organized similarly to K-8 but with different strands, domains, and topics.

Clarity and Specificity

The standards are well organized and easy to read and understand. They are stated clearly and succinctly, for example:

- Add and subtract money in dollars and cents (grade 3)
- Locate tenths and hundredths on a number line (grade 4)
- Express fractions and decimals as percentages and vice versa (grade 5)
- Convert ratio quantities between different systems of units, such as feet per second to miles per hour (grade 7)

While the succinctness of the standards results in many per grade—fifty-five in fourth grade alone—breaking the standards down into these discrete small bites generally serves to add to specificity rather than detract from clarity.

In high school, particularly in the generally rigorous Algebra I, some standards are either too vague or too general to give proper guidance, for example:

- Identify and interpret the key features of a function from its graph or its formula(s) (high school)
- Write the general symbolic forms that characterize each family of functions (high school)
- Identify the family of function best suited for modeling a given real-world situation (high school)

It is not clear what students are expected to know or what kinds of problems they should be able to solve.

Though not all standards are clear, Michigan's grade-level expectations are generally well organized and easy to read and interpret. They provide solid guidance to users about the content and skills students must master and therefore merit three points out of three for Clarity and Specificity (see *Common Grading Metric*, Appendix A).

Content and Rigor

Content Priorities

The majority of the standards in elementary grades are focused on arithmetic. This appropriately prioritizes arithmetic, which should be the foundation of elementary- and middle-school mathematics.

Content Strengths

Michigan's standards include most of the essential content. Many of the K-8 standards, in particular, give excellent guidance on the mathematical content that students must master. The number line appears early and is included throughout. The development of fractions is notably strong. In fourth grade, two topics are "Understand Fractions" and "Add and Subtract Fractions." In fifth grade, the often neglected topic of common denominators appears explicitly under the topic "Add and Subtract Fractions Using Common Denominators." Also, the concept of fractions as division is made explicit with:

Understand a fraction as a statement of division (grade 5)

The invert and multiply formula for the division of fractions is done better than in most textbooks:

Understand division of fractions as the inverse of multiplication, e.g., if $4/5 \div 2/3 = \square$, then $2/3 \cdot \square = 4/5$, so $\square = 4/5 \cdot 3/2 = 12/10$ (grade 6)

The development of area is also strong, including, for example, the following standards:

Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole-number side lengths (grade 3)

Use square units in calculating area by covering the region and counting the number of square units (grade 3)

Know and understand the formulas for perimeter and area of a square and a rectangle; calculate the perimeters and areas of these shapes and combinations of these shapes using the formulas (grade 4)

The standards for high school are often well stated and rigorous, including most STEM-ready standards.

Linear equations are well covered. In this Algebra I example, linear equations' various forms and the ability to convert between them are made explicit:

Write the symbolic forms of linear functions (standard, point-slope, and slope-intercept) given appropriate information and convert between forms (high school)

The geometry standards are excellent. Not only do they include proofs, they set up the foundation for geometry with:

Recognize Euclidean geometry as an axiom system. Know the key axioms and understand the meaning of and distinguish between undefined terms, axioms, definitions, and theorems (high school)

In addition, important facets of quadratic equations are stated clearly:

Convert quadratic functions from standard to vertex form by completing the square (high school)

Express quadratic functions in vertex form to identify their maxima or minima and in factored form to identify their zeros (high school)

Content Weaknesses

Michigan does not develop the foundation for whole-number arithmetic sufficiently. The standards do not adequately specify that students have automaticity, or quick recall, of basic number facts. These are the basic building blocks for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics.

Moreover, students are expected to know, not necessarily instantly recall, only the facts for addition. The others they can solve for or find. Students should not be struggling with basic number facts as they continue on to more difficult mathematics.

The standards do call for fluency with basic whole-number operations, but they do not adequately include standard methods and procedures. For example, the following second-grade standard mentions strategies and algorithms, but does not specify what algorithms are to be used:

Add fluently two numbers through 99, using strategies including formal algorithms; subtract fluently two numbers through 99 (grade 2)

High school covers much mathematics with both depth and rigor. In elementary school, arithmetic is appropriately prioritized, and fluency is required, but the standards do not support the standard algorithms. This minor problem results in a Content and Rigor score of six points out of seven (see *Common Grading Metric*, Appendix A).

The Bottom Line

With some minor differences, Common Core and Michigan both cover the essential content for a rigorous K-12 mathematics program. That said, Michigan's standards are exceptionally clear and well presented. Standards are briefly stated and sometimes clarified with the use of examples, making them easier to read and follow than Common Core. In addition, the high school content is organized so that standards addressing specific topics, such as quadratic functions, are grouped together in a mathematically coherent way. The organization of the Common Core is more difficult to navigate, in part because standards dealing with related topics sometimes appear separately rather than together.

The chief weakness in Michigan's standards stems from their lack of specific content expectations in the development of arithmetic. Common Core provides admirable focus and explicitly requires standard methods and procedures, and the inclusion of those essential details would enhance Michigan's standards.

Minnesota • English Language Arts

DOCUMENTS REVIEWED¹

Minnesota Academic Standards: Language Arts K-12. May 19, 2003.

Accessed from: <http://education.state.mn.us/mdeprod/groups/Standards/documents/LawStatute/ooo269.pdf>

Overview

Minnesota's ELA standards are clearly organized and presented, and often include clear and detailed expectations. Unfortunately, the inclusion of vague standards coupled with the omission of some critical content across grade levels leaves teachers in the North Star State without the guidance they need to drive rigorous curriculum, instruction, and assessment across all strands.



Clarity and Specificity: 2/3

Content and Rigor: 4/7

Total State Score: 6/10

(Common Core Grade: B+)

General Organization

The K-8 *Minnesota Academic Standards in Language Arts* are divided into three strands that span all grade levels: Reading and Literature; Speaking, Listening, and Viewing; and Writing. Each strand is divided into sub-strands, then further separated into grade-specific standards, and finally into detailed benchmarks.

The high school standards follow a similar structure, but grade-specific standards and benchmarks are not provided. Instead, standards and benchmarks for grades 9-12 are combined and written as “completion outcomes,” which describe what students should know and be able to do upon completion of twelfth grade.

Clarity and Specificity

Minnesota's ELA standards are well organized. The structure of the standards is easily accessible, and grade-level expectations are clear.

In addition, many standards are written in easy to understand language that leaves little room for misinterpretation or confusion. In particular, the grammar standards spell out in detail exactly which English conventions students should master in each grade. For example:

Apply punctuation conventions correctly in writing, including:

- a. apostrophes
- b. semi-colon
- c. capitalization of proper nouns
- d. abbreviations
- e. sentence beginnings and first words in quotes
- f. commas (in compound sentences, and after subordinating conjunctions, noun of address, and non-essential clauses)
- g. quotation marks (to identify dialogue) (grade 7)

Still, some standards and benchmarks are vague, lacking in the detail necessary for planning, instruction, and assessment development. For example:

- Read a variety of high-quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries (grade 8)
- Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups (grade 4)
- Demonstrate active listening and comprehension (grade 4)

Specifying that students should follow “rules” or demonstrate “active listening,” or generally encouraging students to read a “variety of high-quality texts” does not provide enough information to ensure that students across the state are being held to equally rigorous standards.

Because no grade-specific indicators are provided for high school, the secondary standards are particularly vague and make it difficult to understand the scope and sequence of essential skills. Take, for example, the following writing standard:

- Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose (grades 9-12)

This is so general that it’s impossible to know which genres should be prioritized across grades or what is an appropriate progression of skills within each genre.

These shortcomings make the scope and sequence of the material across grades unclear, earning the standards two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Minnesota provides reasonably detailed expectations for writing, including research and conventions. These include a separate and detailed sub-strand for research; clearly delineated expectations for conventions that students are expected to master in each K-8 grade; and admirable encouragement for grammar to be taught as a separate unit, thus underscoring the importance of the explicit and focused grammar standards.

Although sometimes repetitive across grade levels, the Literature strand includes several standards that outline clear expectations for reading literary texts, such as:

- Identify first person and third person point of view (grade 4)
- Identify and determine the meanings of similes and metaphors (grade 4)
- Critically read and evaluate text to determine author’s purpose and point of view (grade 4)

While they don’t always clearly progress across grades, the standards are reasonably strong in listening and speaking, such as the following seventh-grade standards:

- Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation (grade 7)
- Adjust delivery and language in oral presentations for the intended audiences and purposes (grade 7)
- Perform expressive oral readings of prose, poetry or drama (grade 7)

The standards also include expectations for analysis of information presented in multimedia formats.

Finally, high school provides some useful standards for reading and analyzing informational text, such as:

- Summarize and paraphrase main idea and supporting details (grades 9-12)
- Trace the logical development of an author’s argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author’s evidence in a persuasive text (grades 9-12)
- Identify, understand and explain the various types of fallacies in logic (grades 9-12)

These standards could be enhanced through language clarification and grade-specific indicators.

Content Weaknesses

Minnesota ELA standards lack much critical content. Some are poorly written or vague; exemplar texts or rubrics would help clarify expectations, but these are not supplied.

Across all grade levels, the Reading standards fail to name any specific authors or works that students should read, nor do they refer to book lists. American literature (and literature of other cultures) is mentioned only in passing.

Expectations regarding text complexity across grade levels are also veiled, such as:

- Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature (grades 9-12)
- Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature (grades 9-12)
- Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world (grades 9-12)

The phrase “works of literary merit,” absent guidance about how to judge whether a book meets that criterion, is open-ended and fails to delineate appropriate, rigorous texts for each grade.

While some expectations for the comprehension and analysis of literary and non-literary texts are clear, many are not. For example:

- Identify and understand recurring themes across literary works, citing evidence from texts (grade 8)
- Identify and analyze structural elements particular to dramatic literature (grade 8)

Clear standards would specify the structural elements and recurring themes that students should study, and there would be a clear progression of this content across grade levels.

In writing, standards are focused on process almost to the exclusion of clarifying expectations for genre-specific writing. Similarly, the reading standards seem to emphasize the teaching of comprehension strategies over content. For example:

- Notice when reading breaks down, reread and use phonetic and other strategies to self-correct (grade 3)
- Monitor comprehension and use strategies to self-correct when needed (grade 5)

Far too many standards in the reading strand are repeated almost verbatim from grade to grade, making it difficult to see a progression of rigor across grades.

Some standards—particularly vocabulary—expect students to master material that is never outlined in the standards themselves. For instance, sixth-grade students are supposed to employ knowledge of Latin and Greek roots, yet standards for K-5 never mention actually learning those roots.

Taken together, more than 35 percent of critical K-12 ELA content is missing, earning Minnesota a score of four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Minnesota’s ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the North Star State has in place today.

¹ The Minnesota ELA standards have not changed since our last evaluation, the *State of State Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) These changes contributed to a change in Minnesota’s final ELA grade: from a B to a C. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1050#1050.

Minnesota • Mathematics

DOCUMENTS REVIEWED

Minnesota Academic Standards: Mathematics K-12. 2007.

Accessed from: http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Mathematics/index.html

Overview

Minnesota's standards are well organized, easy to read, and cover some content with depth and rigor. Arithmetic is appropriately prioritized but there are some issues with its coverage. The high school standards are sometimes strong but do not cover much STEM-ready content.



Clarity and Specificity: 2/3

Content and Rigor: 5/7

Total State Score: 7/10

(Common Core Grade: A-)

General Organization

The K-8 standards are organized by four content strands such as Numbers & Operation and Algebra. Each strand is then broken into topics, which are specific to each grade, and finally into grade-specific standards that detail what students should know and be able to do.

High school material is organized similarly, except that standards are presented together for grades 9-11. (No standards are included for grade 12.)

Clarity and Specificity

The standards are well presented, easy to read, and sometimes include examples to clarify intent. Statements are often clear and specific, such as:

Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch (grade 3)

Measure angles in geometric figures and real-world objects with a protractor or angle ruler (grade 4)

Some standards, however, are too broadly stated to be clear. These, for instance, have examples that do not provide sufficient clarification:

Represent the relationship between two varying quantities with function rules, graphs and tables; translate between any two of these representations (grade 6)

Obtain information and draw conclusions from graphs of functions and other relations (high school)

In high school, the standards are frequently too broadly stated to understand what, specifically, students should know and be able to do. In addition, the organization by strands is confusing and does not present related content coherently. For example, standards about specific topics, such as quadratic equations, may be scattered throughout the strands.

Minnesota's standards are often clear and specific. They make frequent use of examples to clarify the intent. However, many standards are too broadly stated to interpret. The standards "do not quite provide a complete guide to users" and receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Arithmetic is well prioritized—nearly half of the standards in the crucial grades address the development of arithmetic.

Content Strengths

The structures of arithmetic are well covered. The number line is introduced early and used throughout. Word problems also appear frequently. Understanding fraction multiplication and division is specified:

Use the meanings of fractions, multiplication, division and the inverse relationship between multiplication and division to make sense of procedures for multiplying and dividing fractions

For example: Just as $12/4 = 3$ means $12 = 3 \times 4$, $2/3 \div 4/5 = 5/6$ means $5/6 \times 4/5 = 2/3$. (grade 6)

Linear equations are covered quite well. Included are the following basic, but often overlooked, standards:

Understand that a function is linear if it can be expressed in the form $f(x)=mx+b$ or if its graph is a straight line (grade 8)

Express linear equations in slope-intercept, point-slope and standard forms, and convert between these forms. Given sufficient information, find an equation of a line (grade 8)

Quadratics are covered in unusual depth, as in the following example:

Identify the vertex, line of symmetry and intercepts of the parabola corresponding to a quadratic function, using symbolic and graphical methods, when the function is expressed in the form $f(x) = ax^2 + bx + c$, in the form $f(x) = a(x - h)^2 + k$, or in factored form (grades 9-11)

The arithmetic of polynomials and rational expressions is included.

High school geometry sets up the foundations of geometry and discusses proofs. The actual standards emphasize applying results rather than proving basic theorems, but the examples make it clear that proof is important, as in:

Know and apply properties of equilateral, isosceles and scalene triangles to solve problems and logically justify results

For example: Use the triangle inequality to prove that the perimeter of a quadrilateral is larger than the sum of the lengths of its diagonals (grades 9-11)

Content Weaknesses

The development of arithmetic is problematic, in part because instant recall of the number facts is not explicitly required. In addition, the standards undermine mastery of the standard algorithms by allowing any procedure to be acceptable as long as students have touched briefly on the standard algorithms:

Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms (grade 3)

Multiply multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms (grade 4)

Division is handled the same way. This lack of support for standard procedures continues through the fractions and decimals, and the integers and rational numbers, strands:

Add and subtract decimals and fractions, using efficient and generalizable procedures, including standard algorithms (grade 5)

Multiply and divide decimals and fractions, using efficient and generalizable procedures, including standard algorithms (grade 6)

Common denominators are not mentioned.

The standards are infused with the use of calculators and other technologies when it comes to doing arithmetic in applications, for example:

Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results (grade 3)

The high school content is missing much STEM-ready material. This includes more advanced content for trigonometry, series, and logarithms.

Minnesota's standards include some mathematically rich content and are often strong. Arithmetic is well prioritized but its development is not quite rigorous enough. Calculators and other technology appear too frequently in the standards. The high school content is missing some of the STEM-ready content. The missing "crucial content" results in a Content and Rigor score of five points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of B, Minnesota's mathematics standards are decent, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are superior to what the North Star State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Mississippi • English Language Arts

DOCUMENTS REVIEWED

Mississippi Language Arts Curriculum Framework. 2007.

Accessed from: <http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/frameworks.html>

Overview

The Mississippi standards are mysterious, as if they were constructed to obfuscate rather than clarify student expectations. They are organized under just two headings: Reading and Writing. Some content is strong, as in early reading, but most of the standards are characterized by complicated and repetitive prose in which content and skills are mostly disconnected from one another, making it difficult to identify the expectations for students.



Clarity and Specificity: 1/3

Content and Rigor: 3/7

Total State Score: 4/10

(Common Core Grade: B+)

General Organization

Mississippi's standards are organized under the two headings Reading and Writing. Each of these is divided into two "competencies." For Reading, the competencies are "word recognition" and "vocabulary & reading strategies" and for Writing they are "express, communicate, evaluate, or exchange ideas effectively" and "apply standard English" [sic]. These four competencies comprise the required learning for all students, according to the state, although they are further broken into more detailed "objectives" and numbered bullet points for each grade K-12.

Clarity and Specificity

The Mississippi standards are specific in some places, but overall they are woefully lacking in clarity and extremely repetitive, making it impossible to identify specific expectations for students at each grade level.

In many cases, the standards include overarching statements jam-packed with skills for students to demonstrate, as in the following grade 10 reading objective:

The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning (grade 10)

This and other skills-based statements are often followed by bulleted lists of specific content. The tenth-grade standard shown above, for example, is followed by a list of nearly every genre and literary device imaginable (along with a shorter list for informational texts). No connection is ever made between the skills and the content. Which verbs in the overarching statement go with which predicates in the bulleted list—and to what end? Separating the skills from the content in this way makes it impossible to know what students are supposed to be learning.

Besides this confusion, repetition of standards verbatim (or nearly verbatim) across grade levels further clouds Mississippi's expectations for students. The long list of genres and literary devices that accompanies the standard above is repeated nearly verbatim from grades 2-7:

The student will identify ("use" at grade 7) and use ("produce" at grade 4) grade-level synonyms, antonyms and homonyms (grades 2-7)

One happy exception is in the “word recognition” competency in the early grades, which is quite specific about phonemic awareness, phonics, and vocabulary development.

These critical shortcomings leave Mississippi with one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Phonemic awareness and phonics are both addressed systematically and in great detail, with examples, as in these first-grade objectives:

- Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring) (grade 1)
- Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in “bi-cy-cle,” bas + ket + ball = basketball, telephone = tel + e + phone) (grade 1)

Fluency targets are identified, including specific numbers of high-frequency and irregularly spelled words. The vocabulary objectives are detailed, with lists of roots and affixes for each grade. Dependence on context clues seems minimal, and the use of reference materials, such as the dictionary, is required.

Another bright spot is the analysis of the “tools of persuasion,” which builds from grades 4-8 and culminates in these objectives:

- 1) Evaluate the author’s use of and distinguish between fact and opinion
- 2) Evaluate use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities, false syllogisms, etc). (grade 8)

Not many state standards address these specific “tools of persuasion,” and it is a shame that Mississippi’s high school standards don’t do more of it at higher levels of complexity.

Standards for grammar are included under the writing competency, and they are detailed if a bit repetitive. Good examples are offered to illustrate expectations in some cases.

Content Weaknesses

Mississippi’s reading comprehension standards are bloated, repetitive, and skills-based, with little connection between the skills and any content. For example, competency two states:

- The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity

As is clear from the objectives attached to it, this competency conflates literary and informational texts and does not make important distinctions about how each type should be read and analyzed.

Nowhere is the study of American literature required, nor are any examples offered of the quality and complexity of reading that students should be doing.

The writing standards are process-heavy and repetitive across grades. Products are superficially treated, even in eleventh grade, as in this objective:

- The student will compose formal persuasive texts, providing evidence as support (grade 11)

By the junior year of high school, we would expect to see more detail about the necessary characteristics of persuasive writing, such as the use of rhetorical techniques, the anticipation of counterclaims, and the quality of the reasoning.

Research is given sporadic treatment, first in the reading comprehension section for grades 9-12, where the same standard is repeated for each grade:

| The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (grades 9-12)

Research is also addressed in the writing section of the standards, with some coverage beginning in second grade. The research process is outlined, but the only products specified are “to present the results using a variety of communication techniques.” No standards address proper citation of sources. In high school, the standards for research simply state that students will:

| Research a topic comparing and/or contrasting information from a variety of sources to present findings (grade 10)

Research papers are mentioned briefly at twelfth grade, but no characteristics or page lengths are provided.

Finally, it must be noted that Mississippi has no standards for listening and speaking, and that different media are only nominally mentioned in the publishing phase of the writing process where students are asked to “publish writing formally and informally using a variety of media.” Such omissions are glaring.

The missing content coupled with the vague and repetitive language makes it impossible to understand what is expected of Mississippi’s students.

Taken together, close to 65 percent of the essential K-12 ELA content is missing from these standards, leaving Mississippi with three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Mississippi’s ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Magnolia State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Mississippi • Mathematics

DOCUMENTS REVIEWED

2007 Mississippi Mathematics Framework Revised. 2007.

Accessed from: http://www.mde.k12.ms.us/acad/id/curriculum/math/2007_framework/2007_MS_Math_Framework_Competencies_and_Objectives_9-18-07.pdf

Overview

Mississippi's standards are well organized and concise. In the elementary grades, arithmetic is moderately prioritized, but the development is not quite rigorous enough. The high school material covers much of the essential content, including STEM-ready content.



Clarity and Specificity: 2/3

Content and Rigor: 4/7

Total State Score: 6/10

(Common Core Grade: A-)

General Organization

The standards are organized into five content strands such as Number and Operations and Measurement. Grade-level standards are provided through seventh grade, and then, from eighth grade on, standards are presented by course rather than by grade.

For each grade or course, the strands have broad “competency” statements which are subdivided into more specific “Objectives.” It is the latter that are treated here as standards.

Also provided are five process standards, including “problem solving” and “reasoning and proof.” According to the state, these process standards should “permeate all instructional practices.”

Clarity and Specificity

The standards are well presented and generally easy to read. Statements are often concise and clear, such as:

- Read and write time to the hour, half-hour, quarter-hour, and five-minute intervals using digital and analog clocks (grade 2)
- Add and subtract decimals through hundredths (grade 4)

However, some standards are subject to wide interpretation on the part of the reader, such as:

- Use a pattern rule to translate and recognize patterns from one pattern representation to another (grade 1)
- Identify and analyze the relationships between and among points, lines, line segments, angles, and rays (grade 4)
- Predict and calculate the volume of prisms (grade 6)
- Explain the meaning of multiplication and division of rational numbers (grade 6)
- Develop generalizations to characterize the behaviors of graphs (linear, quadratic, and absolute value) (transition to algebra)

These standards do not clearly outline what students are expected to know or what types of problems they are expected to solve.

The lack of specificity in the following standard makes it unclear if inverse trigonometric functions should be covered:

- Provide a convincing argument (or proof) regarding the inverse relationship of two functions (Advanced Algebra)

Mississippi's standards are well presented and generally easy to read with many clear and specific standards. There are, however, some standards that are too broadly stated to interpret, so that the standards “do not quite provide a complete guide to users.” (See *Mathematics Content-Specific Grading Criteria*, Appendix A.) The Clarity and Specificity score is two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

While the state does not explicitly set priorities, the number of standards devoted to particular content areas communicates implicit priorities. In Mississippi, fewer than 40 percent of the standards in the crucial elementary grades are devoted to arithmetic, which prioritizes this essential content only moderately well.

Content Strengths

The structure of arithmetic is emphasized. For example, the inverse nature of addition and subtraction appears in all grades 2-7, and commutativity in all grades 3-7.

The high school content is often strong. Examples include the following important standards for manipulative skills, quadratic equations, and geometry:

- Add, subtract, multiply, and divide polynomial expressions (Transition to Algebra)
- Determine the solutions to quadratic equations by using graphing, tables, completing the square, the Quadratic formula, and factoring (Algebra I)
- Classify triangles and apply postulates and theorems to test for triangle inequality, congruence, and similarity (Geometry)

Content Weaknesses

The development of arithmetic is inadequate, in part because automaticity with basic number facts is not explicitly required.

In addition, although there are some clear expectations for whole-number arithmetic, the development is sometimes weak. Specifically, fluency with the standard algorithms is not specified. The development of multiplication is illustrated in the following standards:

- Model multiplication using arrays, equal-sized groups, area models, and equal-sized moves on the number line (grade 3)
- Explain two or more methods of multiplying whole numbers (one- and two-digits) with justification (grade 4)
- Multiply four-digit numbers by two-digit numbers (including whole numbers and decimals) (grade 6)

The grade 6 standard above is desirable but not adequately supported by the preceding standard, which mentions “two or more methods” and may undermine student mastery of the standard algorithm.

In addition, there is little development of fractions. When fractions are introduced, they are not explicitly introduced as parts of a set or a whole, but with:

- Identify and model representations of fractions (halves, thirds, fourths, fifths, sixths, and eighths) (grade 3)

Although fraction arithmetic is expected, methods and procedures, including common denominators, are not mentioned. Fractions are not put on a number line until sixth grade.

The standards are also weak on explicating place value. It is never mentioned specifically, though it appears implicitly as in:

- Compose and decompose five-digit numbers and decimal numbers through hundredths, with representations in words, physical models, and expanded and standard forms (grade 4)

The high school content, though generally well covered, is missing some details. These include point-slope form for linear equations, vertex form for quadratic equations, and constructions in geometry.

The STEM-ready content is missing inverse trigonometric functions.

Taken together, these critical shortcomings result in a Content and Rigor score of four points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Mississippi's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Magnolia State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Missouri • English Language Arts

DOCUMENTS REVIEWED

Communication Arts Grade-Level Expectations for K-8. October 2008.

Accessed from: http://dese.mo.gov/divimprove/curriculum/GLE/documents/ca_gle_2.o_k8_1008.pdf

Communication Arts Course-Level Expectations for High School. Updated October 2008.

Accessed from: <http://dese.mo.gov/divimprove/curriculum/GLE/CAcle.html>

Information and Communications Technology Literacy Grade-Level Expectations 2.0. 2009-2010.

Accessed from: <http://dese.mo.gov/divimprove/curriculum/GLE/>

Information and Communications Technology Literacy Course-Level Expectations. 2009-2010.

Accessed from: <http://dese.mo.gov/divimprove/curriculum/GLE/>

Overview

The Missouri ELA standards include some important K-12 content. Unfortunately, this content is buried among vaguely worded and repetitive standards that fail to provide the kinds of content-rich expectations that teachers need to plan robust, college-prep curricula, instruction, and assessment.



Clarity and Specificity: 1/3

Content and Rigor: 3/7

Total State Score: 4/10

(Common Core Grade: B+)

General Organization

Missouri's K-8 ELA standards—dubbed *Communication Arts Grade-Level Expectations* by the state—are divided into three strands: Reading; Writing; and Listening and Speaking. Each strand is further divided into sub-strands, which are common across several grades, and finally into grade-level expectations (GLEs).

The high school standards follow the same organizational structure but are grouped by course—English I-IV—rather than by grade level, though one assumes that English I corresponds with ninth grade, English II with tenth, and so on.

Finally, the state provides an additional set of standards called *Information and Communications Technology Literacy Grade-Level Expectations*. These follow the same organizational structure as the K-12 ELA standards, with two exceptions. First, “information and communications technology literacy” is treated as one strand, which is then divided into sub-strands and grade-level expectations. Second, the expectations therein are designed to be shared by teachers across content areas (ELA, science, history, etc.) and include standards for research, media, and technology.

Clarity and Specificity

The organization of the Missouri ELA standards is reasonably clear, though two major flaws diminish the utility of the document.

First, separating the communication technology literacy standards from the ELA standards makes it much less likely that they will be well integrated into instruction, particularly since the state gives very little guidance as to which teachers are ultimately responsible for ensuring student mastery of those expectations. Instead, the state explains that these standards exist separately because “the knowledge and skills required for proficiency in this area are not limited to one content area.” Unfortunately, by neither integrating any of the strands—notably the research-writing strand—more deliberately into the ELA standards, nor assessing the expectations laid out in the document, Missouri runs the serious risk that these standards will not be used to guide instruction in its classrooms.

Second, while the standards themselves are generally written in plain, jargon-free language, many of them lack the specificity needed to guide planning, instruction, and assessment. Take, for example, the following phonics standard:

Develop and apply decoding strategies to “problem-solve” unknown words when reading grade-level instructional text (grade 1)

This standard lacks the specificity needed to guide early reading instruction. What’s more, the standard is repeated—without the word “develop”—verbatim for grades 2-9.

The repetition of equally vaguely worded standards across several grades is a pervasive problem, across all strands and grade levels, making it very difficult to discern the progression of skills across grades. This is particularly true of the high school Reading standards, as demonstrated by the following, repeated verbatim for English I-IV:

Analyze and evaluate the text features in grade-level text (English I-IV)

The failure to provide any details on the text features that students should master renders this standard instructionally meaningless.

Taken together, these shortcomings fail to make clear precisely what students should know and be able to do at various grade levels. Therefore, Missouri can earn no higher than one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The Missouri grade- and course-level expectations include some expectations for much of the essential K-12 ELA content. For example, there is a focus on reading and writing across genres, research processes, early reading, and speaking and listening.

The K-4 standards also address systematic vocabulary development reasonably well, although they could be improved by expecting students to study basic prefixes and suffixes, and compound words.

Conventions are also addressed systematically in grades K-4, as demonstrated by the following:

- In written text
 - a. space correctly between words in a sentence and in margins
 - b. capitalize months of year, titles of individuals, greeting and closing of letter
 - c. use correct ending punctuation in imperative and exclamatory sentences
 - d. correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives
 - e. correctly spell simple compounds, homophones, contractions and words with affixes (grade 3)

The *Information and Communication Technology Literacy* GLEs include a robust research strand with clear and specific expectations about the research process, including these high school expectations:

- Locate multiple primary and secondary sources of various media using appropriate organizational tools
- Select material appropriate to student’s reading ability
- Analyze information to determine relevance in relationship to the topic
- Analyze impact of timeliness when selecting sources
- Analyze the source to determine its credibility
- Evaluate accuracy of information by determining whether it contradicts or verifies other sources
- Evaluate for bias by analyzing viewpoint(s) conveyed in source
- Evaluate the copyright date of information to best meet the information need [sic] (grades 9-12)

Finally, the standards outline specific expectations for reading and analyzing literary and non-literary texts, including a focus on the analysis of text features, such as graphics, tables of contents, indices, etc. For example:

Use details from text to

- identify and explain flashback, mood and theme
- analyze point of view
- analyze author's viewpoint/ perspective
- determine how an incident foreshadows a future event (grade 8)

Unfortunately, the progression of essential content and skills across grade levels is often unclear, as explained below.

Content Weaknesses

The biggest challenge with the Missouri standards is that they provide GLEs in name only. Most of these expectations repeat from grade to grade and address content only at a very general level, leaving significant gaps across all strands.

To begin, the early-reading standards fail to delineate an actionable set of expectations for early-reading development. While the statements touch on fluency, phonics, and phonemic awareness, they provide few details about what, exactly, students should know and be able to do at various grade levels, as shown by the grade 1 phonics standard reproduced above.

Many of the reading standards for middle and high school are similarly vague, and there is disproportionate focus on standards that specify comprehension strategies, such as self-monitoring and reflection, rather than on critical content. Take, for example, the following strategies-focused standard, which is repeated verbatim for English I-IV:

During reading, utilize strategies to

- a. determine meaning of unknown words
- b. self-monitor comprehension
- c. question the text
- d. infer
- e. visualize
- f. paraphrase
- g. summarize (English I-IV)

Worse, Missouri fails to include examples of texts, discussion of text difficulty, samples of texts or authors—including any mention of foundational works of American literature—or any other information that would help educators ensure that they are teaching progressively rigorous texts across grade levels.

While the K-4 grammar standards (mentioned above) are clear and include much important content, the middle and high school GLEs fail to build upon this strong base. Instead, they continue to focus on low-level capitalization, punctuation, and spelling skills rather than demanding mastery of more advanced content including analysis of sentence structure, fragments and run-ons, or types of phrases and clauses, and sentence structure.

Further, the state fails to provide adequate genre-specific expectations for writing. While some expectations focus on the characteristics and quality of writing expected from grade to grade, the standards at the middle and high school level do not show a sufficient progression of rigor. For instance, many of them remain focused on basic organization and structure rather than on demonstrating, for example, an increasingly sophisticated understanding of audience and purpose or the development of ideas through multi-paragraph essays. The inclusion of annotated samples of student work or genre-specific rubrics would better clarify expectations across grades.

The GLEs do not address specific skills for effective participation in groups, or specific media viewing and production skills and criteria.

The combination of vague and repetitive standards leads to serious content gaps. More than 50 percent of the critical K-12 ELA content is missing, earning Missouri three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Missouri's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Show Me State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Missouri • Mathematics

DOCUMENTS REVIEWED

Grade Level Expectations 2.0, Mathematics (K-8). April 2008.

Accessed from: http://dese.mo.gov/divimprove/curriculum/GLE/documents/ma_gle_2.0_k8_o4o8.pdf

Course Expectations, Mathematics—2008-2009 (High School). April 2008.

Accessed from: http://dese.mo.gov/divimprove/curriculum/GLE/documents/ma_cle_o4o8.pdf

Overview

Missouri's standards are well presented and organized, but the statements are often very broad and difficult to interpret. In K-8, arithmetic is covered reasonably well, but not sufficiently prioritized. In high school, the standards are vague and do not cover some essential content.



Clarity and Specificity: 1/3

Content and Rigor: 2/7

Total State Score: 3/10

(Common Core Grade: A-)

General Organization

The Missouri K-8 math standards are divided into five content strands that are common across all grades. Each strand is divided into topics and then sub-topics, and not all topics and sub-topics appear at every grade. Finally, grade-specific standards are provided for each sub-topic.

High school standards are organized similarly, except they are presented by course instead of grade level.

Clarity and Specificity

The standards are well presented and easy to read. Some sequencing is nice, for example:

- Tell time to the nearest half hour (grade 1)
- Tell time to the nearest five minutes (grade 3)
- Solve problems involving elapsed time (hours and minutes) (grade 6)

Unfortunately, it is often difficult to interpret many standards because they are far too broadly stated. Examples are:

- Identify, model and describe situations with constant or varying rates of change (grade 5)
- Describe the effects of multiplication and division on fractions and decimals (grade 6)
- Compare and contrast various forms of representations of patterns (every high school course)

The word “describe” appears frequently, and there is no clarification about what type of mathematical problem this might apply to. In addition, many awkward phrases appear, such as “number relationships of addition” and “analyze patterns using words.” One might describe the results of a mathematical analysis of a pattern with words, but it is not a mathematical activity to analyze a pattern with words.

Though well organized and easy to read, Missouri's standards are generally neither clear nor specific. They offer “limited guidance to users” and therefore receive a Clarity and Specificity score of one point out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

While Missouri doesn't explicitly prioritize content, it's possible to glean priorities by analyzing the number of standards devoted to various topics. Unfortunately, only about a third of the standards in the crucial elementary grades are devoted to the development of arithmetic, which does not sufficiently prioritize the development of this essential content.

Content Strengths

The early development of whole-number arithmetic is reasonable. For example, quick recall of addition and subtraction facts is specified:

Demonstrate fluency including quick recall with basic number relationships of addition and subtraction for sums up to 20 (grade 2)

Multiplication and division facts are not stated quite so explicitly, but fluency is required:

Demonstrate fluency with basic number relationships (12 x 12) of multiplication and related division facts (grade 4)

The structure of arithmetic is also covered.

Content Weaknesses

Some otherwise-desirable standards do not specify fluency with standard methods:

Apply and describe the strategy used to compute up to 3-digit addition or subtraction problems (grade 3)
 Demonstrate fluency with efficient procedures for adding and subtracting decimals and fractions (with unlike denominators) and division of whole numbers (grade 5)

There is no mention of common denominators, and multiplication and division of decimals is not explicit.

Area is not developed for rectangles, parallelograms, or triangles. The only coverage for these is in the general standard:

Solve problems involving the area or perimeter of polygons (grade 6)

High school content is extremely weak. The standards are so broadly stated that it is unclear what students are expected to know or be able to do. Specific content is rarely mentioned, as demonstrated by the following standards:

Compare properties of linear, exponential, logarithmic and rational functions (Algebra II)
 Describe and use algebraic manipulations, inverse or composition of functions (Algebra II)
 Use and solve equivalent forms of equations and inequalities (Algebra II)

Linear equations are mentioned several times but most of the basic material is omitted. Slope is mentioned only once in eighth grade. Although standards include solving problems with graphs and recognizing linear functions from graphs, there is no explicit standard for graphing linear equations or any mention of finding a linear equation from two points, using the point-slope form, or the relationship between the slopes of parallel and perpendicular lines.

The geometry standards do not specifically include many of the standard results. There is vague mention of proof in the following standard, but axioms or postulates, or what students are expected to be able to prove, are not mentioned:

Use inductive and deductive reasoning to establish the validity of geometric conjectures, prove theorems and critique arguments made by others (Geometry)

Basic material on quadratic equations is missing. Although students are expected to solve them, and factoring is mentioned elsewhere in the standards, there is no mention of solving quadratics by factoring, completing the square, or the quadratic formula. Complex roots, vertex form, and max/min problems are also not covered.

Polynomials are not mentioned at all. They appear only indirectly in the following poorly stated standard:

Describe and use algebraic manipulations, including factoring and rules of integer exponents and apply properties of exponents (including order of operations) to simplify expressions (Algebra I)

STEM-ready standards are almost entirely missing. Although trigonometric functions are mentioned, there are no graphs, identities, inverse trigonometric functions, or polar coordinates.

Many of Missouri's standards are so broadly stated that it is difficult to interpret the intent. Arithmetic is not set as a priority, and, though the early development is reasonable, some important topics such as decimal multiplication are missing. High school is missing much of the essential content, and there is little guidance given to the development of the material that is included. These "serious problems" result in a Content and Rigor score of two points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Missouri's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Show Me State has in place today.

Montana • English Language Arts

DOCUMENTS REVIEWED

Grade-Level Expectations, Reading (Grades 3-8, 11). March 31, 2010.

Accessed from: <http://opi.mt.gov/pdf/standards/ReadingExpect.pdf>

Grade-Level Expectations, Writing (Grades 4, 8, 12). March 31, 2010.

Accessed from: <http://www.opi.mt.gov/pdf/Standards/ContStds-Writing.pdf>

Grade-Level Expectations, Literature (Grades 4, 8, 12). March 31, 2010.

Accessed from: <http://www.opi.mt.gov/pdf/Standards/ContStds-Literature.pdf>

Montana K-12 Communication Arts Content Standards Framework, (January 2010).

Accessed from: <http://opi.mt.gov/PDF/Standards/ContStds-CommArts2010.pdf>

Overview

The Montana ELA standards are woefully deficient. Specific indicators are provided only for three grade levels—fourth, eighth, and upon graduation—leaving the vast majority of teachers in the Treasure State with no guidance about what students should know and be able to do. Worse still, even when benchmarks are provided, they are generally too vague to be instructionally useful.



Clarity and Specificity: 0/3

Content and Rigor: 2/7

Total State Score: 2/10

(Common Core Grade: B+)

General Organization

The *Montana Communication Arts Content Standards* are five in number: Speaking and Listening; Reading; Literature; Media Literacy; and Writing. For each of these standards, the state provides a “rationale,” which includes a several-paragraph description of why the standard is included. For instance, the Reading rationale states:

...Reading is a strategic problem-solving process in which readers gain personal meaning as they interact with media forms in a culturally diverse society. Readers systematically inquire, assess, analyze, synthesize, and critically evaluate information. Constructing meaning from text is first accomplished with teacher guidance, moving students to become proficient and independent readers...

The standards are then divided into benchmarks that describe what “proficient” students should know and be able to do by the end of fourth grade, eighth grade, and upon graduation. (No grade-specific benchmarks are provided.)

Finally, Montana provides “performance descriptors” for the three benchmark grades (fourth grade, eighth grade, and upon graduation). These descriptors are designed to “define how well students apply the knowledge and skills they have acquired” and to “gauge the level to which benchmarks have been attained in terms of range, frequency, facility, depth, creativity and quality.”

Clarity and Specificity

On the positive side, the Montana ELA standards are well organized and clearly presented. Unfortunately, that clarity is more a reflection of the emptiness of the standards than a particularly thoughtfully designed organizational structure.

As noted above, the state provides benchmarks for only three grades: fourth, eighth, and upon graduation. While the standards acknowledge that “a district’s curriculum should include the entire progression of knowledge contained in the

benchmarks,” the state fails to provide any specific guidance about what that progression should look like. And most of the benchmarks that it does provide for grades 4, 8, and 12 are too nebulous to be instructionally valuable. For example:

- Expand and utilize general and specialized vocabulary through the use of context clues, analysis of word origins, and reference sources (upon graduation)
- Recognize the need for background knowledge and research to enhance comprehension (upon graduation)
- Identify and use text features to enhance comprehension (end of grade 4)

Similarly vague benchmarks plague the document across grade levels and strands.

Rather than adding clarity or specificity, the performance descriptors generally just repeat the vague language of the indicators themselves. Take, for example, the following indicators and corresponding performance descriptors:

- Standard: Make and revise predictions
- Performance Descriptor: Makes predictions (end of grade 4)
- Standard: Make, revise, and explain predictions
- Performance Descriptor: Revises and explains predictions (end of grade 8)
- Standard: Make, revise, and justify predictions
- Performance Descriptor: Justifies predictions (upon graduation)

Taken together, these shortcomings leave Montana teachers with virtually no guidance about what students should know and be able to do. The standards earn zero points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Given both their vagueness and their failure to articulate expectations for most grades, the Montana standards are thin on content. On the positive side, they give a perfunctory nod to some essential content. For instance, the state delineates expectations for the comprehension and analysis of literary and non-literary texts, including:

- Explain how authors’ choices of language and use of devices contribute to the meaning of literary works (end of grade 4)
- Identify and explain the impact of the organizational structure of a selection, including order of importance, spatial, problem-solution, and cause-effect (end of grade 8)

Similarly, the standards address, albeit in generic terms, the characteristics and quality of writing expected of students, such as:

- Demonstrate knowledge of language choices and their impact on writing through control of voice, strong sentence fluency, and effective word choice (end of grade 8)

Standards outlining expectations for listening, speaking, the delivery of formal oral presentation, and multimedia are also included.

Content Weaknesses

Even among the areas of strength noted above, there is much room for improvement. The larger problem, however, is the immense amount of essential content that is missing entirely from Montana’s standards.

For starters, standards covering phonics, phonemic awareness, and vocabulary development provide virtually no content-specific guidance, as demonstrated below:

- Decode unknown words combining the elements of phonics, use of word parts, and context clues (end of grade 4)

In addition, while standards are included for the comprehension and analysis of literary and non-literary texts (discussed above), other than briefly mentioning in the reading rationale that students should read books that have “stood

the test of time,” the state fails to provide any guidance about the quality or complexity of texts that students should read from grade to grade. They also only make passing (and politically correct) reference to the importance of reading outstanding works of American literature that reflect our common cultural heritage, as shown below:

Recognize author’s purpose, point of view, and language use in culturally diverse texts, including those by and about Montana American Indians (end of grade 4)

This standard, with minor variation, also appears in benchmarks for grade 8 and upon graduation.

The standards also fail to include specific guidance—rubrics, exemplar student work, etc.—that would help clarify the quality of writing that students should produce each year. Nor do they specify in which genres students should gain experience and proficiency by writing at each grade level, thus omitting nearly all of the essential genre-specific writing content.

While benchmarks addressing grammar are covered, they are woefully inadequate and repeated verbatim for each benchmark level. For example:

Apply conventions of standard written English (e.g., usage, punctuation, spelling) appropriate for purpose, audience, and form (end of grade 4, end of grade 8, upon graduation)

Finally, the standards include no benchmarks for research at any grade level.

Taken together, these critical shortcomings leave well over 80 percent of the essential K-12 content missing and earn the standards two points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Montana’s ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Treasure State has in place today.

Montana • Mathematics

DOCUMENTS REVIEWED¹

Grade Level Expectations: Grades 3-8 and 10, Mathematics. 2003.

Accessed from: <http://www.measuredprogress.org/assessments/clients/montana/MathGLE.pdf>

Montana K-12 Mathematics Content Standards Framework. September 2009.

Accessed from: <http://www.opi.mt.gov/pdf/Standards/10ContStds-Math.pdf>

Overview

Montana's mathematics standards are so minimal that they supply nearly no guidance. There are only eight broadly worded standards per grade. While the standards are accompanied by a *Content Standards Framework* document, that framework is only occasionally more specific than the grade-level material and falls far short of clearly explicating specific content expectations.



Clarity and Specificity: 1/3

Content and Rigor: 0/7

Total State Score: 1/10

(Common Core Grade: A-)

General Organization

Montana's grade-level expectations (GLEs) are provided for grades 3-8 and grade 10, with eight standards per grade. For example, one of the eight standards for grade 3 is "Communicates solutions to problems in a variety of ways (e.g., concrete, pictorial, graphical)."

The *Framework* document contains benchmark expectations for the end of grades 4, 8, and "upon graduation." The benchmark statements are presented in grade-banded charts, which are organized by four content strands: Number Sense and Operation, Data Analysis, Geometric Reasoning, and Algebraic and Functional Reasoning. For example, here is benchmark 1.1 under Number Sense and Operation:

A proficient student will:

- End of Grade 4—1.1 Whole Number Relationships: Demonstrate relationships among whole numbers; identify place value up to 100,000 and compare numbers (e.g., greater than, less than, and equal to)
- End of Grade 8—1.1 Rational Number Relationships: Recognize, model, and compare different forms of integers and rational numbers including percents, fractions, decimals, and numbers using exponents and scientific notation
- Upon Graduation—1.1 Quantification: Use multiple notations to perform and interpret the effects of operations on very large and very small numbers with and without technology

Both the benchmark expectations and the GLEs are referred to as standards below.

Clarity and Specificity

The standards are far from clear or specific. The GLEs (eight per grade) are generally stated so broadly that they are not measurable. The benchmark statements at the end of grades 4, 8, and upon graduation are slightly more substantial, yet still far from clear. Examples of vague GLEs and benchmarks include:

Selects and uses appropriate problem-solving strategies (e.g., estimate, look for a pattern, simplify the problem) and technologies (e.g., paper and pencil, calculator) in many contexts (GLE, grade 3)

Use spatial reasoning to identify slides and flips of congruent figures within artistic and cultural contexts, including those of Montana American Indians (benchmark, end of grade 4)

Applies geometric relationships such as coordinates and transformations to solve selected problems (GLE, grade 7)

Formulates and communicates logical arguments using appropriate mathematical ideas (e.g., mathematical terms, notations) (GLE, grade 8)

Applies functions, graphs, and algebraic concepts to solve real-world problems (GLE, grade 10)

The lack of detail in these standards renders them almost completely subject to interpretation on the part of the reader. Further, since they are basically the totality of the statements on each topic, there is no other material to offer clarification.

In general, Montana's standards are almost completely lacking in clear, specific statements that explicate the material that students are expected to know. Most statements are sweeping generalities that do not provide the necessary detail to determine the intent. They "offer limited guidance to users," and receive a Clarity and Specificity score of one point out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Montana does not provide explicit guidance on the relative importance of the content. The GLEs for the crucial elementary grades have only a few standards covering arithmetic. The benchmarks contain more standards about arithmetic, but in the crucial elementary grades, these standards still amount to less than 30 percent of the expectations, which does not sufficiently prioritize this essential content.

Content Strengths

Strengths are hard to come by in Montana's standards. That said, the standards do specify that students have minimal computational skills, for example:

Uses addition, subtraction, multiplication, and division of whole numbers to estimate, compute, and determine whether results are accurate (GLE, grade 4)

Compute fluently and solve multi-step problems using integers, fractions, decimals, and numbers in exponential form (benchmark, end of grade 8)

Content Weaknesses

Very little essential content is covered, as illustrated by the following words that do not appear at all in the Montana standards: denominator, triangle, rectangle, parallelogram, compass, parallel, perpendicular, polynomial, factor (in high school), series, point, absolute, quadratic, sine, and logarithm.

A similar list of key content words (e.g., slope, line) are mentioned only minimally. "Place value" is not in the grade-level standards at all, and is mentioned in the benchmark standards only twice.

Aside from the bare statements that students should learn operations in arithmetic, there is no development of arithmetic. Standard procedures are not included, and very little of the structure of arithmetic is mentioned. The totality of fraction development is:

Identify and model common fractions such as tenths, fourths, thirds, and halves; and decimals such as money and place value to 0.001; and recognize and compare equivalent representations (benchmark, end of grade 4)

Linear functions are not developed as a topic, and only a few standards relate to them. For example, slope is mentioned only once:

Identify and compute rate of change/slope and intercepts from equations, graphs, and tables; model and solve contextual problems involving linear proportions or direct variation using cultural contexts, including those of Montana American Indians (benchmark, end of grade 8)

There is only one more standard on linear equations:

Identify linear and non-linear functional relationships and contrast their properties using tables, graphs, or equations with appropriate technology (benchmark, end of grade 8)

Missing content on lines includes practically all the basics such as point-slope form and finding the equation of a line between two points.

High school geometry is similarly lacking. Proof is mentioned, but the content implicit in the following standard is entirely subject to interpretation:

Establish the validity of geometric conjectures using deductive reasoning, indirect proof, and counterexamples, and critique arguments made by others (benchmark, upon graduation)

A few standards express expectations about functions, such as:

Applies functions, graphs, and algebraic concepts to solve real-world problems (GLE, grade 10)
Represent functions in a variety of ways including tables, graphs or diagrams, verbal descriptions, and symbolic expressions in recursive and explicit form. Justify the choice of an appropriate form for solving a given problem (benchmark, upon graduation)

Yet these do not develop specific functions that these standards might be referring to. This renders them essentially useless in terms of evaluating the content that they are supposed to cover.

All STEM-ready content is missing from the standards, including graphs of trigonometric functions, inverse trigonometric functions, polar coordinates, and logarithms.

Finally, Montana's standards fall victim to political correctness. The state's constitution requires that "the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians." Therefore, there are fifteen references in the GLEs to Montana American Indians. Here are two:

Evaluating Data: Solve problems and make decisions using data descriptors such as minimum, maximum, median, and mode within scientific and cultural contexts, including those of Montana American Indians (benchmark, end of grade 4)
Finding Probability and Predicting: Create sample spaces and simulations from events found in different cultures, including those of Montana American Indians, determine experimental and theoretical probabilities, and use probability to make predictions (benchmark, end of grade 8)

Including references to Montana American Indians as part of the "cultural context" of math is distinctly not math. Further, by so doing, the standards "embrace fads, suggest political bias, or teach moral dogma"—all of which is discouraged in the *Common Grading Metric* (see Appendix A).

Montana's standards are so sparse and poorly written as to supply very little of the essential content of mathematics. The almost complete lack of specific content, coupled with the politically correct references, render these standards of little use in guiding mathematics education, and they receive a Content and Rigor score of zero points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Montana's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Treasure State has in place today.

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- ¹ Montana's Office of Public Instruction released an updated version of their grade-level expectations (called Essential Learning Expectations, or ELEs) on March 31, 2010. This is a guiding document only, and therefore has no official adoption date. Given the date of creation, the document materials have not yet begun to be used in classrooms. Since they have not been officially adopted, and are not yet used in classrooms, they did not fit criteria for reviewable documents (see Methods section, *Introduction and National Findings*). Therefore, Fordham reviewers did not review these most recent Montana ELEs.

Nebraska • English Language Arts

DOCUMENTS REVIEWED

Nebraska Language Arts Standards: K-4. April 2009.

Accessed from: http://www.nde.state.ne.us/Assessment/documents/StandardsGradesK-4BoardApproved_ooo.pdf

Nebraska Language Arts Standards: 5-8 and 12. April 2009.

Accessed from: <http://www.nde.state.ne.us/Assessment/documents/StandardsGrades5-8.12BoardApproved.pdf>

Overview

The Nebraska standards are a disappointment. The prevalence of vaguely worded standards that repeat across grades makes it difficult to discern a rigorous progression of content from grade to grade. What's more, the state's failure to include standards for grades 9, 10, and 11 leaves enormous content gaps at the high school level. Students, teachers, curriculum, and assessment developers will have a hard time understanding what Nebraska expects its students to know and be able to do.



Clarity and Specificity: 1/3

Content and Rigor: 1/7

Total State Score: 2/10

(Common Core Grade: B+)

General Organization

The standards are organized into four strands:

- » Reading
- » Writing
- » Speaking/Listening
- » Multiple Literacies

Each strand is organized into one to six broad sub-strands. For instance, the Writing strand includes two sub-strands, Writing Process and Writing Genres. For grades K-8, each sub-strand is divided into grade-specific standards. For high school, standards are provided only for grade 12.

Clarity and Specificity

The standards are clearly organized, but unmeasurable verbs, generalized or tendentious language, and repetition characterize the Nebraska standards. Students are often asked to “demonstrate an awareness of,” “recognize,” “use,” or “engage in” something, but the purpose is not always clear, and the action is presented in a way that cannot be measured nor success determined. For example:

Demonstrate awareness of and sensitivity to the use of words (grade 1)

Respond to text verbally, in writing, or artistically (grade 4)

Use narrative and informational text to develop a national and global multi-cultural perspective (grade 5)

Where specificity is attempted, it is often a laundry list of content presented parenthetically, such that specific outcomes for students are indiscernible. For example:

Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support) (grade 8)

It is commendable that these text structures are mentioned, but ultimately the state provides no guidance about what it means to “apply knowledge of” them.

Because the standards are generally unmeasurable and do not provide specificity about student expectations, they earn one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Nebraska’s standards for “concepts about print,” “phonological awareness,” and “word analysis” are detailed, frequently offering helpful examples to clarify intent, as in:

Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends) (grade 1)

Fluency targets (for sight words) are included in Kindergarten and grade 1.

Content Weaknesses

Despite their strengths mentioned above, the early reading standards are ultimately too broadly worded to help teachers develop a systematic sequence of early reading content, as in this word analysis standard repeated in first and second grades:

Manipulate phonemes orally (e.g., blend, segment) (grades 1-2)

Nebraska gives equal weight to essential early reading content—such as phonics and phonemic awareness—and to comprehension strategies. The latter, however, are a mish-mash of repetitive standards related to literary and informational text features, retelling, and author’s purpose, and of content-less and unmeasurable standards such as this one:

Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading (grades K-3)

Standards for vocabulary at the early grades do not fully address word analysis and etymology and they repeatedly call instead for the use of context clues to determine the meaning of unknown words (though dictionary use is also mentioned). Vocabulary in upper elementary includes some structural analysis of words, but also includes “selecting” a context clue strategy “to determine meaning.”

Nebraska outlines standards for analyzing literary and non-literary texts, but they are not systematically treated. At times the two text types are addressed together, as in this all-encompassing “multi-genre” standard:

Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks) (grade 4)

Much of the language that is specific to text type is similarly all-encompassing and often repeated across grades, as in this standard for literary text:

Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme) (grade 7)

Similarly packed statements are included for informational text, and nowhere else are these elements explored in any detail.

The standards nowhere define or illustrate the quality and complexity of reading that students should master, and American literature is never mentioned.

Writing standards are divided into “process” and “genres.” The former looks remarkably similar across grade levels and are very general. Thesis statements are not mentioned until grade 8. Distinct characteristics of writing products by specific genres are never delineated. The closest Nebraska comes to detailing expectations for writing in specific genres is the following eighth-grade standard:

Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog) (grade 8)

Even in twelfth grade, where it is essentially the same, this standard fails to identify the kinds of writing (narrative, argument, etc.) that students should know how to produce. Without describing the characteristics of effective persuasive writing, among many other omissions, the standards cannot be helpful in preparing students for the post-high school world.

Conventions are discussed in writing but only nominally. There is no specific progression of expectations for knowledge of grammar, usage, and mechanics. Instead, Nebraska repeats empty editing standards across most grades, as in:

Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation) (grades 1-4)

Speaking and listening standards are perfunctory, vague, and frequently focused on nonacademic content, such as:

Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words) (grade 2)

The standards do not address group discussions or formal oral presentations (or their evaluation).

The final category of standards, “Multiple Literacies,” appears designed to address mostly information, media, and technology skills. They are as close as Nebraska comes to “research” standards. Although they laudably note the need for ethical use of source material, they primarily dwell on hard-to-assess activities that might or might not be academic. It’s hard to tell:

Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals) (grades K-4)

Nowhere do the standards outline expectations for a serious research process nor the qualities of any research products. Multimedia is addressed only obliquely in the listening and speaking strand, such as here:

Utilize available media to enhance communication (e.g., presentation software, poster) (grade 4)

At least 80 percent of essential content is missing here, leaving Nebraska with one point out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Nebraska’s ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Cornhusker State has in place today.

Nebraska • Mathematics

DOCUMENTS REVIEWED

Nebraska Mathematics Standards. October 8, 2009.

Accessed from: <http://www.nde.state.ne.us/math/index.html>

Overview

Nebraska's standards are well organized and easy to read. In K-8, however, arithmetic is only slightly prioritized, and there are problems with its development. High school is missing much of the essential content.



Clarity and Specificity: 2/3

Content and Rigor: 3/7

Total State Score: 5/10

(Common Core Grade: A-)

General Organization

The K-8 grade-specific standards are organized in four content strands such as Number Sense and Algebraic Concepts, which are further subdivided into topics. The topics change from grade to grade. High school material is provided for grade 12 only.

Clarity and Specificity

The standards are well presented and easy to read. They are divided by topic, though, logically, not every topic appears in each grade. For example, there are no standards about probability in the early grades.

Many standards are succinct and clear, such as:

- Count by multiples of 5 up to 100 (grade 1)
- Compare and order whole numbers 0-1,000 (grade 2)
- Estimate and measure length using customary (nearest 1/2 inch) and metric (nearest centimeter) units (grade 4)

Some, however, are not clear, such as:

- Compare different models to represent mathematical situations (grade 5)
- Justify the classification of three-dimensional objects (grade 6)
- Explain how statistics are used or misused in the world (grade 12)

In these examples, the reader is left with no idea what students are supposed to know or what kinds of problems they should be able to solve. Moreover, as the twelfth-grade standard above illustrates, the high school material tends to be particularly broadly stated and subject to interpretation. Another example of this is the following, which is one of the few standards that mentions quadratic equations but does not make clear what students should know, specifically, about quadratic equations:

- Model contextualized problems using various representations for non-linear functions (e.g., quadratic, exponential, square root, and absolute value) (grade 12)

In addition, some standards are confusing such as:

- | Show equivalence among common fractions and non-repeating decimals and percents (grade 6)
- | Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square) (grade 12)

In regards to the first example, $1/3$, a common fraction, gives a repeating decimal. Moreover, technically, non-repeating decimals are never equivalent to fractions. The second one just makes no sense.

Nebraska's standards are generally well presented and easy to read. However, there are some standards that are too broadly stated to interpret. They “do not quite provide a complete guide to users” and receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

While the state does not explicitly set priorities, the number of standards devoted to particular content areas communicates implicit priorities. Accordingly, arithmetic is only moderately well prioritized—almost 40 percent of the standards in appropriate grades deal with its development.

Content Strengths

The structure of arithmetic—commutativity, associativity, distributivity, and the inverse nature of addition and subtraction and of multiplication and division—are all well covered.

The number line starts early and is carried through the years, for example:

- | Show equivalence among common fractions and non-repeating decimals and percents (grade 6)
- | Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square) (grade 12)

In the development of fractions, common denominators are explicitly included:

- | Identify and name fractions in their simplest form and find common denominators for fractions (grade 5)

In addition, the standards include the important skill of conversion between measurement systems:

- | Convert between metric and standard units of measurement, given conversion factors (e.g., meters to yards) (grade 8)

In high school, while some standards are too vague to determine the intent, we also find some very strong standards. In geometry, for example, proofs of some major theorems and explicit mention of postulates are both included:

- | State and prove geometric theorems using deductive reasoning (e.g., parallel lines with transversals, congruent triangles, similar triangles) (grade 12)
- | Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true (grade 12)

In addition, important high school algebra skills are included, for example:

- | Add, subtract, and simplify rational expressions (grade 12)
- | Multiply, divide, and simplify rational expressions (grade 12)

Content Weaknesses

The development of whole-number arithmetic is inadequate. One illustration of this is the fact that the phrase “place value” does not even appear in the standards.

Instant recall of number facts is not required, but is replaced with the less stringent:

- Fluently add whole number facts with sums to 20 (grade 2)
- Compute whole-number multiplication facts 0-10 fluently (grade 3)

In the continued development of whole-number arithmetic, fluency and standard algorithms are not required. There are some clear statements that students are expected to know how to do basic arithmetic, but methods and procedures are not specified.

The development of formulas for area is not specifically included in the standards. Students are expected to “determine” area, but the development of the requisite formulas is not made explicit:

- Determine the area of rectangles and squares (grade 5)
- Determine the area of parallelograms and triangles (grade 6)

The high school standards are missing much essential content.

The coverage of linear functions is missing some basic content such as point-slope form and finding the equation of a line through two points.

Quadratic equations are not well covered. They are mentioned specifically only a few times, and the theory is not developed. Solving quadratic equations is in the following standard, but it does not adequately specify particular content expectations:

- Solve quadratic equations (e.g., factoring, graphing, quadratic formula) (grade 12)

Missing content for quadratics includes the technique of completing the square, vertex form, and max/min problems.

In addition, most of the STEM-ready material is not covered. There is almost no trigonometry after the basic definitions. Other missing content includes logarithms and polar coordinates.

Though slightly prioritized, the development of whole-number arithmetic is not adequate. The high school material is missing much of the essential content. These “serious problems” result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Nebraska’s mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Cornhusker State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Nevada • English Language Arts

DOCUMENTS REVIEWED

Nevada English Language Arts Standards. November 30, 2007.
Accessed from: http://www.doe.nv.gov/Standards_EnglishLangArts_Standards.html

Overview

Nevada’s standards are generally well organized and written in precise, jargon-free language. The repetition of expectations across grade levels, coupled with the inclusion of too many broadly worded standards however, leaves teachers in the Silver State with little specific guidance about what, precisely, students should know and be able to do at each grade level.

| | | |
|--------------------------------|---------------------------|-------------|
| <div>GRADE</div> <div>C</div> | Clarity and Specificity: | 1/3 |
| | Content and Rigor: | 4/7 |
| | Total State Score: | 5/10 |
| <i>(Common Core Grade: B+)</i> | | |

General Organization

The *Nevada English Language Arts Standards* are divided into eight content standards, which are common across all grades:

- » Content Standard 1.0 Word Analysis
- » Content Standard 2.0 Reading Strategies
- » Content Standard 3.0 Literary Text
- » Content Standard 4.0 Expository Text
- » Content Standard 5.0 Effective Writing
- » Content Standard 6.0 Types of Writing
- » Content Standard 7.0 Listening
- » Content Standard 8.0 Speaking

Each content standard is divided into several strands, then into grade-specific “indicators.” (Note, though, that these grade-level indicators are provided only for K-8. High school indicators are presented in a single band spanning grades 9-12.)

Clarity and Specificity

The Nevada standards are clearly organized, concise, and generally devoid of unnecessary jargon. Some indicators are clear and specific, including:

- Analyze plot development with a focus on
- exposition
 - rising action
 - falling action (grades 7-12)

Unfortunately, far too many standards are so broadly written and repetitive that they provide little guidance as to what students should know and be able to do from grade to grade. For example, the standard above, while clear and specific, is repeated verbatim in every grade, 7-12, thus showing no progression of rigor.

Worse, many of the repetitive standards are so general that they are instructionally meaningless. For example, the following vacuous standards are also repeated verbatim across several grades:

- Write poetry (grades 2-12)
- Write responses to literary text (grades 1-3)
- Write response to expository text (grades 1-3)

In many cases, there are only a small handful of standards provided for each strand, and because many of those are vague, teachers are left with virtually no guidance about what, precisely, students should know or be able to do.

Finally, Nevada makes a woefully inadequate attempt to scaffold skills across grade levels by simply adding the phrase “with assistance” to the front of many standards. According to the state, this term is used to reflect the realities:

1. that many skills require more than one year for a student to become proficient,
2. that students are provided support from teachers, peers, and other resources when appropriate, and/or
3. that these skills are not state-testable at this grade level.

In practice, this distinction adds more confusion than clarity or scaffolding. Take, for example, the following speaking indicators:

- With assistance, communicate information that maintains a clear focus (grade 1)
- With assistance, communicate information in a logical sequence (grade 2)

What “assistance” should teachers be providing first- and second-grade students to communicate information that maintains a clear focus or that is presented in a logical sequence? Unfortunately, rather than answering that question by actually scaffolding the knowledge and skills that students would need to master these capstone standards, the state has merely tacked an empty statement onto the beginning, thus leaving far too much room for interpretation.

While Nevada’s standards are well organized and concisely written, these serious shortcomings prevent them from providing the guidance that teachers and curriculum and assessment developers need to ensure students are being held to equally rigorous standards across the state. Accordingly, Nevada earns one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Nevada’s standards for phonological awareness, phonemic awareness, phonics, and structural analysis are clearly defined and comprehensive. The standards dealing with English language conventions are also generally strong and delineate a clear progression of skills, particularly for spelling, capitalization, punctuation skills, and sentence types.

Although too many indicators at this level include the nebulous “with assistance” caveat, the K-4 standards do address systematic vocabulary development; for example:

- Comprehend vocabulary using
 - suffixes
 - synonyms
 - antonyms (grade 1)
- With assistance, comprehend vocabulary using
 - homographs
 - homophones
 - abbreviations
 - context clues (grade 1)

The standards also include a strong research strand that outlines expectations for specific components of the research process, such as:

Write research papers by

- choosing and narrowing a research topic
- locating, collecting, and analyzing information from primary and secondary sources
- recording information
- paraphrasing and summarizing information
- organizing collected information
- documenting and citing sources in a consistent format (grade 8)

Demonstrate an understanding of the difference between original works and plagiarized works (grade 8)

Evaluate credibility of resources (grade 8)

The writing standards generally include expectations for the characteristics of quality writing products, particularly in grades K-4 where the standards clearly delineate a progression from writing sentences to paragraphs, to multiple paragraphs, to multiple paragraphs with transitions.

Standards for literary texts also include some important content. For example, some indicators focus on the methods of characterization used by authors: the character's motivations; the development of characters; supporting conclusions about characters with textual evidence; examining relationships among protagonists, antagonists, supporting characters, etc. In addition, some standards focus on crucial elements of plot development, including climax, resolution, exposition, rising action, and falling action.

Content Weaknesses

Although the standards for reading literary texts do include some important content, it is often impossible to discern how their rigor progresses from grade to grade because too many standards are repeated verbatim across grades 5-12, as in the examples cited above (see "Clarity and Specificity").

The state also specifies standards for reading non-literary texts, though essential genre-specific content is not well prioritized. Take, for example, these two standards from the Expository Text strand:

Identify and explain the use of

- bold-faced words
- underlined words
- highlighted words
- italicized words (grades 6-12)

Evaluate information from

- illustrations
- graphs
- charts
- titles
- text boxes
- diagrams
- headings
- maps (grades 6-12)

Devoting an entire standard to drawing attention to important words in non-literary texts is excessive, particularly when equally important text features are lumped together in other standards. And, in both cases, the standard is repeated verbatim across six grade levels with no discernable progression of rigor.

In addition, the standards fail to delineate expectations for describing the truth and/or validity of an argument or for recognizing and explaining the presence of fallacious reasoning.

What's more, the state gives virtually no guidance about the quality and complexity of literary and non-literary texts that students should read across grade levels. While the standards indicate that students should be reading "grade-appropriate" works of literature, what constitutes "grade-appropriate" is inadequately explained:

Grade-appropriate in this document is determined by length of text, vocabulary, sentence complexity, layers of meaning, complexity of concept, and percentage of text versus pictures.

The failure to mention any exemplar texts or authors leaves little confidence that students across the state will be exposed to equally rigorous texts in any grade. Similarly, the standards fail to mention reading outstanding works of American literature that reflect our common culture.

While the K-4 writing standards, mentioned above, are reasonably strong, the 5-12 standards do not provide clear expectations for the quality of writing expected at each grade level. For example, the following standard is repeated verbatim at every grade, 5-12, with no additional detail about what students should know and be able to do:

Draft multiple paragraph papers about a single topic that address

- audience
- purpose
- supporting details
- introduction
- conclusion
- transitions (grades 5-12)

In addition, as discussed above, while the state technically includes genre-specific standards for writing, those standards are so broadly written that they fail to outline significant content, nor do they provide guidance about how rigor should progress from grade to grade.

Finally, the state provides no standards for media and viewing.

Taken together, these shortcomings leave as much as 50 percent of the critical ELA content missing, thus earning the standards four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Nevada's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Silver State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Nevada • Mathematics

DOCUMENTS REVIEWED

Nevada Mathematics Standards, Integrating Content and Process. Summer 2006.

Accessed from: http://www.doe.nv.gov/Standards/Mathematics/New_Nevada_Math_Standards_Complete_Document_6.29.06_PDF.pdf

Overview

Nevada's standards are well organized and easy to read. Arithmetic is prioritized and developed reasonably well. The high school standards, however, are scant—a single set of standards for grades 9-12 omits much essential content.



Clarity and Specificity: 2/3

Content and Rigor: 4/7

Total State Score: 6/10

(Common Core Grade: A-)

General Organization

Nevada's K-8 math standards are divided into five content strands: Numbers, Number Sense and Computation; Patterns, Functions and Algebra; Measurement; Spatial Relationships, Geometry and Logic; and Data Analysis. Each strand is subdivided into topics, and then into grade-level standards. (Note, though, that not all topics include grade-level standards.)

In high school, the standards are organized similarly, except that only one set of standards is presented for grades 9-12.

In addition to the content strands mentioned above, Nevada provides four process standards, such as problem-solving and mathematical reasoning. These process standards are meant to be integrated into the instruction of all content strands.

Finally, Nevada explicitly prioritizes its standards by labeling them with one of three codes: E for “enduring...big ideas,” I for “important,” and W for “worth knowing,” respectively.

Clarity and Specificity

The standards are well presented and easy to read. Statements are generally concise and clear:

Identify the value of a given digit in the 1's, 10's and 100's place (grade 2)

Identify perfect squares to 225 and their corresponding square roots (grade 8)

The organization of the K-8 standards is clear and helpful. Topics are generally focused on important content, such as place value or fractions, which makes the sequencing through the grades clear and easy to follow, as demonstrated below:

Compare fractions with unlike denominators using models and drawings, and by finding common denominators (grade 5)

Add and subtract fractions with unlike denominators (grade 6)

Some standards, however, are overly broad and subject to interpretation. This is particularly true in high school, where the standards for all grades are combined. Here are two examples of excessive breadth:

Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations (grades 9-12)

Solve mathematical and practical problems involving linear and quadratic equations with a variety of methods, including discrete methods (with and without technology) (grades 9-12)

Without further detail, it is not clear what students are expected to know or what kinds of problems they should be able to solve.

The organization of the high school standards by strand is unhelpful. Standards on specific topics, such as quadratics or geometry, are not presented coherently, but are scattered throughout the strands.

The organization for K-8 is elegant, simple, and easy to read and understand. In high school, both the organization and clarity of the standards are not as strong. The standards do not quite provide a clear guide to users and receive a Clarity and Specificity score of two points out of three. (See the *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

By labeling each standard E, I, or W (as described above), Nevada provides some helpful guidance about content priorities. While this scheme is not completely clear, the hierarchy suggests that the “big idea” (E) standards are the highest-priority standards, and, using that as a guide, arithmetic standards in the crucial elementary grades comprise more than 40 percent of the standards. This prioritizes arithmetic moderately well.

Content Strengths

Memorization of the basic number facts is explicit:

Immediately recall and use addition and subtraction facts (grade 3)

Immediately recall and use multiplication and corresponding division facts (products to 144) (grade 4)

Although done without mention of fluency or standard algorithms, Nevada provides straightforward arithmetic standards:

Add and subtract one- and two-digit numbers without regrouping (grade 2)

Add and subtract two- and three-digit numbers with and without regrouping (grade 3)

Add and subtract multi-digit numbers (grade 4)

This is a clearly developed sequence for addition and subtraction. Multiplication and division are presented similarly.

The connection between decimals and place value is clear:

Identify and use place value positions of whole numbers and decimals to hundredths (grade 5)

Although the high school standards are generally very weak, some are good and clear:

Identify parallel, perpendicular, and intersecting lines by slope (grades 9-12)

Content Weaknesses

The content in elementary school has a few problems. Both fluency and standard procedures are missing in the development of arithmetic. Although the structure of arithmetic is generally well covered, the inverse nature of addition and subtraction and of multiplication and division is not developed.

Some essential content is not explicitly covered in the development of perimeter and area. For instance, triangles are not explicitly covered, though students are expected to find the area of plane figures, which implicitly includes triangles. The following sequence of standards illustrates this gap:

- Define and determine the perimeter of polygons and the area of rectangles, including squares (grade 4)
- Select, model, and apply formulas to find the perimeter, circumference, and area of plane figures (grade 6)

Nevada's high school standards are too scant to cover the essential content well. In geometry, proofs and axioms are missing, as are theorems about triangles, congruence, similarity, and circles. There are very few algebra standards. Quadratic equations appear in only a few standards, and the development is weak. Although quadratic equations are to be solved, no techniques for doing so are mentioned, such as completing the square. Polynomials, though included as a topic, are covered only with the following:

- Add, subtract, multiply, and factor 1st and 2nd degree polynomials connecting the arithmetic and algebraic processes (grades 9-12)

STEM-ready content is largely missing, including exponential and logarithmic functions, complex numbers, and polar coordinates. Trigonometry is introduced but not developed.

Arithmetic is reasonably well developed and prioritized. The high school standards, which are combined for all grades, are missing much of the essential content. These serious problems result in a Content and Rigor score of four points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Nevada's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Silver State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

New Hampshire • English Language Arts

DOCUMENTS REVIEWED

K-12 Reading New Hampshire Curriculum Framework. June 2006.

Accessed from: http://www.education.nh.gov/instruction/curriculum/english_lang/documents/reading_frame.pdf

K-12 Writing and Oral Communication Curriculum Framework. June 2006.

Accessed from: http://www.education.nh.gov/instruction/curriculum/english_lang/documents/writing_frame.pdf

Overview

The New Hampshire standards are generally clearly written and specific, but their presentation is confusing and difficult to follow. In addition, the state fails to prioritize essential content and includes inappropriate or unnecessary standards that distract from the good content that is included throughout.



Clarity and Specificity: 2/3

Content and Rigor: 4/7

Total State Score: 6/10

(Common Core Grade: B+)

General Organization

The New Hampshire ELA standards are organized into two broad categories: standards for reading and standards for written and oral communication. Eight appendices (six for reading and two for writing) are also included.

For each of the two categories, the state presents seven or eight “strands.” In reading, for example, the strands include: Early Strategies for Reading, Reading Fluency and Accuracy, Vocabulary, and Reading Strategies. The strands are further subdivided into sub-strands, and finally into grade-level expectations (GLEs) for grades K-8, or grade-span expectations (GSEs) for grades 9-10 and 11-12.

Each GLE or GSE is introduced with a “stem” that repeats across the grades and is designed to “communicate the main curriculum and instructional focus of the GLE/GSE...” One of the stems under the “Word Identification Skills and Strategies” strand, for example, is:

Applies word identification/decoding strategies by...

The specific GLE or GSE completes the sentence.

Finally, throughout the document, the state indicates which GLEs/GSEs are assessed on the state test and which are not (the latter being reserved for “local curriculum and assessment”).

Clarity and Specificity

The New Hampshire ELA standards are frequently clearly written and specific. For example,

Demonstrate initial understanding of elements of literary texts by...[i]dentifying literary devices as appropriate to genre: rhyme, alliteration, simile, description, or dialogue (grade 4)

In addition, the GLEs and GSEs often include concrete and helpful examples to further clarify expectations, such as:

Applies word identification and decoding strategies (leading to automaticity) by...[i]dentifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes)

- EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., flower and shower)
- EXAMPLES (multi-syllabic words): happiness, shower, sunshine (grade 2)

Unfortunately, the clarity and specificity of the standards is somewhat offset by an overly complex structure. The standards feature a six-page introduction that obfuscates more than it clarifies; in fact, it inaccurately describes the organization of the standards themselves. (The introduction, for instance, claims that the reading standards are divided into five strands, but there are actually eight.)

In addition, as mentioned above, the state distinguishes between standards that are assessed on the state test and those that are not. But the manner in which this is explained is anything but simple:

...GLEs and GSEs are meant to capture the “big ideas” of reading that can be assessed, without narrowing the curriculum locally. They are not intended to represent the full reading curriculum for instruction and assessment locally, at each grade. The set of GLEs/GSEs includes concepts and skills intended to be assessed on demand, in a large-scale assessment (indicated by “State”) and other GLEs/GSEs (indicated by “Local”) for Local assessment purposes only. All of the Reading GLEs/GSEs described in this document are expected to be assessed Locally, even if indicated for large-scale assessment...

Grade Level/Span Expectations—at any grade—represent reading content knowledge and skills **introduced instructionally at least one to two years before** students are expected to demonstrate confidence in applying them independently in an on-demand assessment (emphasis original)

The latter suggests that teachers should begin scaffolding each of the GLEs/GSEs two years *before* it appears as a standard, yet the state provides no guidance about what this scaffolding should look like.

Finally, the eight appendices are bulky. While some supply useful information, others could easily be deleted without compromising content (and, perhaps, adding clarity).

On balance, the inclusion of mostly clear and specific GLEs and GSEs is weakened by the standards’ too-complex structure, thus earning New Hampshire two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The standards include expectations for phonics, phonemic awareness, and vocabulary development in the early grades that are generally strong, including:

Demonstrates phonemic awareness by...[b]lending and segmenting phonemes in more complex one-syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (Kindergarten)

Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...[s]electing appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text—“Based on the way ‘spring’ is used in this passage, would having a ‘spring’ be necessary for survival? Explain how you know” (grade 5)

The state also clearly prioritizes the study of both literary and non-literary texts and includes genre-specific content in both strands, such as:

Demonstrate initial understanding of elements of literary texts by...[i]dentifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time (grade 4)

Demonstrate initial understanding of informational texts (expository and practical texts) by...[o]rganizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (grade 7)

Demonstrate initial understanding of informational texts (expository and practical texts) by...[i]dentifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (grade 8)

One of the appendices also offers general guidance about the complexity of texts that students should be reading across grade levels.

Standards delineating genre-specific expectations for writing are included for each grade, including sub-strands devoted to persuasive, research, literary analysis, and narrative writing. The writing standards are strengthened by the inclusion of reasonably strong expectations for English language conventions, including:

In independent writing, students demonstrate command of appropriate English conventions by...[a]pplying rules of standard English usage to correct grammatical errors

- EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns (grade 8)

The state also delineates clear expectations for listening and speaking, the delivery and evaluation of formal oral presentations, and group discussion.

Content Weaknesses

As noted above, New Hampshire delineates expectations for the analysis of literary and non-literary texts and includes general guidance about their usage at each grade level. The appendix appears to be intended to identify exemplar texts and authors that students should read. Unfortunately, this appendix includes virtually no actual titles or authors and therefore adds little value, as demonstrated by this suggested “list” of high school informational texts:

Informational Texts include, but are not limited to, Reference materials: Reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, legal documents (i.e., Supreme Court case decisions, lease agreements), public documents (drivers’ manuals) and discourse, essays (including literary criticisms), articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries, etc. [and] Practical/functional texts: Procedures/instructions, announcements, invitations, advertisements, pamphlets, schedules, memos, applications, catalogues, etc. (high school)

Standards addressing the research process and research writing are inadequate and often include sweeping language that provides little guidance to instructors.

In some cases, unnecessary and potentially distracting standards are included. For example, the “reading fluency and accuracy” sub-strand extends well beyond its usefulness into the upper grades and includes standards devoted to tracking student fluency and accuracy rates. In the upper grades, it’s more appropriate to evaluate reading comprehension and only resort to measuring fluency and accuracy when student comprehension of grade-appropriate texts is poor.

Finally, while the state includes much sound content, the standards fail to appropriately prioritize it. For instance, far too many expectations—and an entire appendix—are devoted to skills and strategies, such as reading comprehension and self-monitoring strategies. By failing to give clear priority to mastery of essential content, educators could easily focus excessive attention on teaching content-empty strategies and skills rather than genre-specific material.

Taken together, the omission of some critical content coupled with the inclusion of sometimes inappropriate or content-empty standards earns New Hampshire four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, New Hampshire's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Granite State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

New Hampshire • Mathematics

DOCUMENTS REVIEWED

K-12 Mathematics New Hampshire Curriculum Framework. June 2006.

Accessed from: <http://www.education.nh.gov/instruction/curriculum/math/documents/framework.pdf>

Overview

New Hampshire's standards are poorly organized and difficult to read. Whole-number arithmetic in the elementary grades is neither prioritized nor well developed. The high school standards, despite poor presentation, do include much of the essential content, including STEM-ready material.



Clarity and Specificity: 2/3

Content and Rigor: 3/7

Total State Score: 5/10

(Common Core Grade: A-)

General Organization

The K-8 standards are organized into four content strands: Number and Operations; Geometry and Measurement; Functions and Algebra; and Data, Statistics and Probability. There are also two process strands—Problem Solving, Reasoning, and Proof; and Communication, Connections, and Representations—that are less content-focused and meant to be integrated across the four content strands. The grade-level standards are organized by topic and all begin with the same or similar stem phrase, with that phrase having different completions in different grades.

High school standards are organized similarly but not divided by grade. They are instead divided into two categories: “High School” and “Advanced Mathematics.”

Clarity and Specificity

The standards are neither clear nor easy to read. The stem-phrase organization of the grade-level material is poorly implemented and results in many standards that are awkwardly worded and unnecessarily complex. For example, in the following standard, a simple expectation is conflated with data analysis expectations through the use of the stem phrase, which is in bold:

Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using more, less, or equal (grade 1) (emphasis added)

This pattern of unnecessary complexity continues in other ways. Consider this confusing “multi-stem” standard in eighth grade:

Demonstrates conceptual understanding of linear relationships ($y=kx$; $y=mx+b$) **as a constant rate of change** by solving problems involving the relationship between slope and rate of change; informally and formally determining slopes and intercepts represented in graphs, tables, or problem situations; or describing the meaning of slope and intercept in context; **and distinguishes between linear relationships (constant rates of change) and nonlinear relationships (varying rates of change)** represented in tables, graphs, equations, or problem situations; or **describes how change in the value of one variable relates to change in the value of a second variable** in problem situations with constant and varying rates of change (grade 8) (emphasis added)

This standard is not only difficult to read, it is also difficult to discern what students are expected to know and what kinds of problems they should be able to solve. For example, it is not clear how a student “informally” determines the slope of a line or “describes” varying rates of change.

The standards are difficult to read and many of them are not clear or measurable. They do not provide a “clear guide for users” (see *Common Grading Metric*, Appendix A), and receive a Clarity and Specificity score of one point out of three.

Content and Rigor

Content Priorities

New Hampshire has few standards per grade, which could have served to prioritize arithmetic in elementary school. However, standards about arithmetic comprise less than 30 percent of the standards, meaning that arithmetic is not properly prioritized.

Content Strengths

While K-8 content is severely deficient, the standards cover much of high school mathematics well, including STEM-ready material. They include polar coordinates, inverse trigonometric functions, trigonometry identities, and the arithmetic of rational expressions.

Content Weaknesses

Whole-number arithmetic is not adequately developed. Fluency with basic facts and standard procedures are not required. The overview of the Number and Operations strand states:

Having students know basic facts and having students compute fluently (i.e., accurately and efficiently) continues to be an important goal in mathematics education....A deep understanding of the operations and their properties will help students make sense of computation algorithms and lead to fluency in computation.

These laudable goals are not reflected in the standards themselves. The first building block for arithmetic is instant recall of the basic facts. The standards do not adequately specify that students have automaticity, or quick recall, of basic number facts, as in:

Mentally adds and subtracts whole-number facts through 20 (addends whose sum is at most 20 and related subtraction facts) (grades 2-4)

There are similar standards for multiplication and division facts.

The capstone for whole-number multiplication is this standard:

Accurately solves problems involving multiple operations on whole numbers or the use of the properties of factors and multiples; and addition or subtraction of decimals and positive proper fractions with like denominators. (Multiplication limited to 2 digits by 2 digits, and division limited to 1-digit divisors) (grade 4)

This is the only standard that explicitly mentions whole-number multiplication, and it does not ensure mastery. The poor development of arithmetic continues with fractions and decimals. Students are expected to be able to compute, yet common denominators are never mentioned nor are any standard procedures for these operations. While computational fluency is mentioned in the overviews, it is not supported within the standards.

In high school, there are some standards that are more appropriately covered in calculus classes than in regular high school mathematics. For example, this ambitious but overly broad multi-part standard requires calculus but is included among the high school standards:

Demonstrates conceptual understanding of linear and nonlinear functions and relations (including characteristics of classes of functions) through an analysis of constant, variable, or average rates of change, intercepts, domain, range, maximum and minimum values, increasing and decreasing intervals and rates of change (e.g., the height is increasing at a decreasing rate); describes how change in the value of one variable relates to change in the value of a second variable; or works between and among different representations of functions and relations (e.g., graphs, tables, equations, function notation) (high school)

In geometry, the role of proof is not clear. The standards do require proof, but no mention is made of axioms or pos-

tulates. The advanced mathematics material for high school makes reference to Euclidean systems, but the basic high school standards do not. Linear equations are missing point-slope form and finding the equation of a line through two points. Quadratics is missing complex roots, vertex form, and max/min problems.

While high school mathematics is covered reasonably well, including much STEM-ready content, the K-8 material fails to prioritize or sufficiently develop arithmetic. Neither computational fluency nor standard procedures are expected. These “serious” problems result in a Content and Rigor score of two points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, New Hampshire’s mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Granite State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

New Jersey • English Language Arts

DOCUMENTS REVIEWED

New Jersey Core Curriculum Content Standards for Language Arts Literacy: K-8. 2004.
Accessed from: http://www.state.nj.us/education/cccs/2004/s3_lal.pdf

New Jersey Core Curriculum Content Standards for Language Arts Literacy: 9-12. January 2008.
Accessed from: http://www.state.nj.us/education/cccs/2004/s2_lal/

Overview

New Jersey's standards exhibit some strengths in key areas, such as reading, but enough problems exist in content coverage of other areas, as well as in overall clarity and specificity, that the standards on balance are rather mediocre.



Clarity and Specificity: 2/3
Content and Rigor: 4/7
Total State Score: 6/10
(Common Core Grade: B+)

General Organization

The New Jersey standards are organized into the following strands:

- » Reading
- » Writing
- » Speaking
- » Listening
- » Viewing and Media Literacy

Within each of the strands, the standards are organized into categories (eight for Reading, and two to four for the other strands), and finally into grade-specific standards. Grades 9-12 is the exception: Just one set of standards is offered for all four grades.

Clarity and Specificity

The New Jersey standards are a mix of specific and vague. In most places, their language is specific enough to communicate clear expectations for students, but some standards are vague and unmeasurable, such as the following “Comprehension Skills and Response” standards in Kindergarten:

Comprehension Skills and Response to Text

1. Respond to a variety of poems and stories through movement, art, music, and drama
2. Verbally identify the main character, setting, and important events in a story read aloud
3. Identify favorite books and stories (Kindergarten)

Among those three standards, only the second is academic *and* measurable.

Student outcomes are also unclear in this “Reading Strategies” standard for third grade:

Develop and use graphic organizers to build on experiences and extend learning (grade 3)

In standards such as these for vocabulary, one from Kindergarten and one from grade 7, the expectations are too broadly drawn to be useful:

- Continue to develop a vocabulary through meaningful, concrete experiences (Kindergarten)
- Develop an extended vocabulary through both listening and independent reading (grade 7)

On the other hand, in the same set of seventh-grade standards, the following specific standard also appears:

- Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources (grade 7)

New Jersey's standards would be more useful to teachers and students if more of them reached this level of clarity and specificity.

At each grade level, "Comprehension Skills and Response to Text" standards deal with the analysis of both literary and informational texts. These standards are not organized in any systematic way, making it difficult to track expectations across grades by type of text. In some grades, as many as seventeen disparate standards appear in this category. Organizing them by text type would make them much easier to track.

Finally, it must be noted that New Jersey has developed a single set of standards for grades 9-12. It is impossible for one set of standards to cover so much material at a level of specificity that is useful, and no guidance is offered for specific high-school grade levels.

These challenges leave the scope and sequence of the material not completely apparent or sensible, thus earning New Jersey two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The New Jersey early reading standards are fairly rigorous. Key topics—concepts about print, phonological awareness, decoding and word recognition, and fluency—are all addressed. Here is part of a first-grade standard for "Decoding and Word Recognition":

1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh)
2. Recognize and use rhyming words to reinforce decoding skills
3. Decode regular one-syllable words and nonsense words (e.g., sit, zot)
4. Use sound-letter correspondence knowledge to sound out unknown words when reading text
5. Recognize high-frequency words in and out of context
6. Decode unknown words using basic phonetic analysis (grade 1)

These six items are reasonably rigorous, though it is a shame that the last item in the set, shown below, wrongly suggests that words can be decoded by using context clues:

7. Decode unknown words using context clues (grade 1)

Holding aside this last stumble, the standard above is typical of the early reading content.

Vocabulary is addressed in every grade, including important categories such as knowledge of word parts, synonyms and antonyms, connotation and denotation, and dictionary use.

Although it is sometimes difficult to locate, the content of the standards for literary and informational texts is largely on target, as in the following standard on literary elements from grade 7:

- Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot (grade 7)

The high school standards also include the welcome statement that “foundational U.S. documents are to be studied for their historical and literary significance.”

Standards for Speaking and Listening are mostly commendable. They address active listening and effective speaking skills, including recitations and oral presentations. The speaking standards include a word choice category, which is helpful. The standards also suggest the use of a scoring rubric to evaluate oral presentations, though no rubric is provided.

Content Weaknesses

Informational text is not given as much attention as literary text throughout the document. Of the fifteen standards for “Comprehension Skills and Response to Text” in grade 8, for example, only two address informational text explicitly:

- Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts
- Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding (grade 8)

The high school standards are a bit better, but they tend to focus more on functional documents instead of the analysis of arguments and persuasive writing.

In addition, other than the solitary standard noted above that mentions foundational U.S. documents, nowhere does New Jersey define the quality and complexity of reading that is appropriate for students.

The writing standards address “process” and “products,” as well as “forms, audiences and purposes.” The second and third categories are blurred, which makes priorities difficult to glean. Conventions are discussed within the writing strand, but the standards are mostly generic, as in this grade 5 standard:

- Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting (grade 5)

In some places, specific aspects of grammar are mentioned, but not in a systematic or thorough way.

Inquiry and research are treated in both reading and writing, but the expectations are thin and appear sporadically. Within grade 8 writing, for example, the only standard that mentions research states:

- Prepare a works consulted page for reports or research papers (grade 8)

Research is mentioned in bits and pieces throughout the standards document, but the standards do not fully address all aspects of the research process either within a grade or across grades.

Though some of the standards are unmeasurable, the expectations for Viewing and Media Literacy are good enough when it comes to analysis of media. The standards fall short of expecting students to produce media products, however, save for one standard in grades 9-12. This essential college- and career-ready skill should be addressed.

These gaps leave at least 35 percent of the essential K-12 content missing, earning New Jersey four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, New Jersey’s ELA standards are mediocre, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Garden State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

New Jersey • Mathematics

DOCUMENTS REVIEWED

New Jersey Core Curriculum Content Standards for Mathematics. January 2008.

Accessed from: http://www.state.nj.us/education/cccs/2004/s4_math_sands.doc

New Jersey Standards Clarification Project Phase I. January 2008.

Accessed from: <http://www.state.nj.us/education/aps/cccs/math/njscp.htm>

Draft Proposed New Jersey Algebra I Core Content. Revised April 14, 2010.

Accessed from: <http://www.state.nj.us/education/aps/cccs/math/alg1content.pdf>

Achieve ADP Algebra II End-of-Course Exam Content Standards with Comments and Examples: Core. January 2010.

Accessed from: <http://www.achieve.org/files/ADPAlgebraIIEOCEXamStandardsupdated012710.pdf>

Overview

New Jersey's standards are extremely difficult to read and understand. They are presented in several different documents and, within each presentation, the organization is complex, making them difficult to follow. Arithmetic is moderately prioritized, but its development is inadequate. High school content is reasonably well covered, but it is presented in several different documents, with some STEM-ready material missing.



Clarity and Specificity: 1/3

Content and Rigor: 4/7

Total State Score: 5/10

(Common Core Grade: A-)

General Organization

New Jersey divides its math expectations into five strands, each of which is divided into between three and six different topics. Grade-specific expectations are then presented for grades 2-8 and grade 12. (Note that one of the five strands is a process strand that is devoted to general problem solving and pedagogy.)

In addition, the state provides a “clarification” document for grades 3-8 that is designed to clarify expectations at both the strand and the standard level. At the strand level, the state offers essential questions, areas of focus, and example problems. At the standard level, “comments and examples” are included.

In addition to the twelfth grade standards mentioned above, the state also presents course-specific standards for Algebra I and II. The Algebra I standards are organized the same way as the Clarification Project but with different content strands and topics. For Algebra II, New Jersey uses Achieve's *ADP Algebra II* core standards.

Clarity and Specificity

The general presentation of the standards is very poor and extremely difficult to follow because essential content and clarification is scattered across several documents.

In addition, standards are frequently repeated across the grades with no grade-specific clarification, for example:

Use coordinates in four quadrants to represent geometric concepts (grades 7-8)

Some standards are clear and concise, such as:

- Understand and use the concepts of equals, less than, and greater than to describe relations between numbers (grade 3)
- Use a protractor to measure angles (grade 5)

Unfortunately, essential details that help clarify student expectations are often difficult to find. Take, for example, the following standard, which is repeated verbatim across grades 3-6:

- Compare and order numbers (grades 3-6)

In order for teachers to discern what numbers are included for specific grades (i.e., whole numbers, fractions, decimals, etc.), they must dig through two different (and confusing) documents.

What's more, the clarifications frequently are not helpful; this standard and its clarification is one example:

- Recognize, describe, extend, and create space-filling patterns
 - Clarification: This is an area of focus in grade 3 and may be assessed at a higher level of understanding in grade 4 (grades 3-4)

The use of examples in the clarification documents is a good feature, but they are not provided consistently and frequently fail to provide needed illumination. These standards are so difficult to follow that they “offer limited guidance to users” and receive a Clarity and Specificity score of one point out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

In a clarification document, New Jersey explicitly prioritizes the most important standards by labeling them as “focal points.” Unfortunately, arithmetic comprises less than 40 percent of the “focal points” standards in the crucial grades, a moderate, but inadequate, setting of priorities.

Content Strengths

In the early development of arithmetic, memorization of basic number facts is made explicit:

- Develop proficiency with basic addition and subtraction number facts using a variety of fact strategies (such as “counting on” and “near doubles”) and then commit them to memory (grade 2)
- Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as “skip counting” and “repeated subtraction”) and then commit them to memory (grade 4)

The number line is introduced in grade 3 and appears throughout. Standards on measurement are strong and clear. Converting between measuring systems is included, for example:

- Know approximate equivalents between the standard and metric systems (e.g., one kilometer is approximately 6/10 of a mile) (grade 5)

Some of the high school content is well covered, particularly in the Algebra II standards. For example, algebraic facility with polynomial and rational functions is included.

Content Weaknesses

The coverage of whole-number arithmetic does not include fluency or standard algorithms:

- Use efficient and accurate pencil-and-paper procedures for computation with whole numbers
 - Addition of 3-digit numbers
 - Subtraction of 3-digit numbers
 - Multiplication of 2-digit numbers
 - Division of 3-digit numbers by 1-digit numbers (grade 4)

This failure to instill standard methods continues with decimals and fractions where students are expected to construct their own procedures for decimals:

Construct and use procedures for performing decimal addition and subtraction (grade 4)

Technology is introduced early and included often in the standards, undermining students' mastery of arithmetic. For example, the following standard appears to give students the choice to always use a calculator:

Select pencil-and-paper, mental math, or a calculator as the appropriate computational method in a given situation depending on the context and numbers (grades 2-6)

Another example is the following, where important introductory algebraic skills and concepts may be subsumed by the use of calculators:

Solve simple linear equations informally and graphically: Multi-step, integer coefficients only (although answers may not be integers); [u]sing paper-and-pencil, calculators, graphing calculators, spreadsheets, and other technology (grade 7)

The high school material is missing some content. The coverage of linear equations omits point-slope form and finding the equation for a line between two points. In geometry, major theorems are not proven, and axioms and postulates are not mentioned. In addition, much STEM-ready content is missing, including most of that relating to trigonometry.

Arithmetic is moderately prioritized, but the development is inadequate. Some high school content is reasonably well covered, but much of the STEM-ready material is missing. These shortcomings result in a Content and Rigor score of four points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, New Jersey's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Garden State has in place today.

New Mexico • English Language Arts

DOCUMENTS REVIEWED

New Mexico Language Arts Standards, Grades K-4. June 2009.

Accessed from: <http://www.ped.state.nm.us/standards/Language%20Arts/Language%20Arts%20K-4.pdf>

New Mexico Language Arts Standards, Grades 5-8. June 2009.

Accessed from: <http://www.ped.state.nm.us/standards/Language%20Arts/Language%20Arts%205-8.pdf>

New Mexico Language Arts Standards, Grades 9-12. August 2009.

Accessed from: <http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/dl10/Language%20Arts%209-12.pdf>

Overview

New Mexico provides essentially two separate sets of standards—one for K-8 students and one for high school. Whereas the former are vague, repetitive, and fail to provide clear guidance about what, precisely, students should know and be able to do across content strands, the 9-12 standards are generally clear and rigorous. Given this dichotomy, it's unclear how elementary and middle school students will be adequately prepared for the rigors that lie ahead.



Clarity and Specificity: 1/3

Content and Rigor: 4/7

Total State Score: 5/10

(Common Core Grade: B+)

General Organization

The New Mexico K-8 ELA standards are divided into three strands: Reading and Listening for Comprehension, Writing and Speaking for Expression, and Literature and Media.

These strands are subdivided into “content standards,” which broadly define student learning goals. For example, Content Standard I for the “reading and listening” strand says: “students will apply strategies and skills to comprehend information that is read, heard and viewed.”

Each content standard is broken into “benchmarks” by grade band (K-4, 5-8, and 9-12), and finally into “performance standards,” which are grade-specific.

The high school standards follow a similar organizational structure, with three important distinctions. First, there are nine strands rather than three: Reading, Language, Communication, Writing, Research, Logic, Informational Text, Media, and Literature. Second, some of the high school performance standards are presented for grade bands—9-10, 11-12, or 9-12—rather than for individual grades. Third, the grade-specific expectations for high school are called “performance indicators” rather than “performance standards.”

Clarity and Specificity

The New Mexico ELA standards for grades 9-12 are clearly presented and logically organized. Many of the performance indicators also very specifically outline what students should know and be able to do, as in the following vocabulary standards:

Use comprehension strategies for unfamiliar vocabulary:

- Use knowledge of roots, prefixes, suffixes (e.g., Greek/Latin) and etymology to determine the meaning of unfamiliar vocabulary (grades 9-10)
- Use general and specialized dictionaries, thesauri and glossaries...to determine the definition and pronunciation of unfamiliar words (grades 9-10)
- Use etymology, the principles behind spelling, and usage of words to determine meaning (grades 11-12)
- Differentiate shades of meaning and multiple meanings of words, including the significance of both connotation and denotation (grades 11-12)

By contrast, the organization of the K-8 standards is confusing. They combine reading and listening in one strand, and speaking and writing in another, but then include writing performance standards in the Reading strand and reading standards in the Writing. Not only is this confusing, it also leads to a number of standards that are repeated verbatim across strands and benchmarks.

In addition, the benchmarks, which are intended to organize the grade-specific performance standards, actually add more confusion than clarity. For example, a 5-8 benchmark requiring students to “apply grammatical and language conventions to communicate” includes a performance standard asking students to “relate prior knowledge to textual information,” something that seems better suited to reading than to a conventions benchmark.

Finally, the K-8 standards are plagued with performance standards that are so broad and unmeasurable as to be instructionally meaningless, such as:

- Increase vocabulary through reading, listening and interacting (grade 4)
- Respond to non-fiction using interpretive, critical and evaluative processes (grade 4)

It’s clear that New Mexico has invested significant time in improving the organization and clarity of the 9-12 ELA standards. Unfortunately, because the organization of the K-8 standards is so poor and the standards so vague, New Mexico can earn no higher than one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

While there is much room for improvement in the New Mexico ELA standards, a few bright spots can be seen. The performance standards include reasonably clear expectations for phonics and phonemic awareness. They address listening and speaking skills in each grade, including standards that provide criteria for making formal oral presentations. The standards for conventions are generally good and require mastery of essential grammar content. And the state has wisely chosen to include a separate strand focused on essential research skills.

Unfortunately, as noted above, the 9-12 standards are far superior and provide more guidance about what essential content and skills students should master than do the K-8 standards. (See a vocabulary example supplied above.)

The high school standards include a separate strand for logic that admirably focuses on argument—assessing the truth and validity of an argument, recognizing, explaining, and analyzing fallacious reasoning, and analyzing rhetorical strategies.

There is also a new high school strand devoted to literary elements that clearly describes the content and skills that students must master, such as:

- Analyze various aspects of characterization (e.g., antagonist/protagonist, hero/heroine, tragic hero, archetype, stock character, flat character/round character, static character/dynamic character, foil) (grade 10)
- Analyze essential elements of plot (e.g., setting, exposition, conflict, rising action, climax, denouement) and identify the various effects of flashback, foreshadowing, and multiple subplots (grade 10)
- Identify characteristics of common genre fiction (e.g., science fiction, fantasy, magical realism, mystery, suspense, Western, horror, romance, Gothic literature, Manga, etc.) (grade 10)

Poetry and drama also have separate, more specific, and rigorous benchmarks in grades 9-12.

Content Weaknesses

As noted earlier, the weaknesses of the New Mexico standards are concentrated at the K-8 level. In reading, the K-8 standards disproportionately focus on comprehension skills and strategies, rather than essential content, and it is frequently difficult to track the progression of skills from grade to grade. What's more, no standards reflect the importance of reading grade-appropriate works of American literature, nor is there any guidance—book lists, authors, etc.—about the types, amount, or complexity of reading that students should be doing.

While the state does list genres that students should read, the K-8 standards do not provide genre-specific performance standards that would help teachers better understand what content and skills students should focus on within each genre. Take, for example, the exhausting and instructionally useless fourth-grade standard below:

Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., auto-biographies, informational books, diaries, and journals), poetry, drama (grade 4)

The state includes K-8 standards that specify the writing genres that students should study each year, but again the expectations fail to consistently clarify the essential characteristics of those genres. For instance, the K-4 standards provide very little genre-specific guidance, whereas the 5-8 standards include some clear expectations for research and argument. (These, however, are inexplicably buried in a reading strand, rather than among the writing standards.)

The K-8 standards do not require that students study synonyms, antonyms, basic prefixes and suffixes for identifying word meanings, compound words, multiple-meaning words. (They do expect students to use affixes to decode and to distinguish multiple-meaning words when writing, but they don't include either of these elements as part of a comprehensive vocabulary acquisition program.)

Finally, a disproportionately large number of reading standards focus on students' personal connections to texts, such as "evaluating personal circumstances and background that shape interaction with literature and media" (grade 8), which suggests that all interpretations are equally valid, depending on one's own perspective.

New Mexico's failure to delineate clear expectations for grades K-8 leaves more than 35 percent of the essential K-12 content missing, thus earning the standards four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, New Mexico's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Land of Enchantment has in place today.

New Mexico • Mathematics

DOCUMENTS REVIEWED¹

Mathematics Content Standards, Benchmarks, and Performance Standards. June 2002; Reformatted January 2008.
Accessed from: <http://www.ped.state.nm.us/MathScience/dlo8/Standards/MathStandardsComplete2008.pdf>

Overview

New Mexico's standards are so excessive in number that they are difficult to read. There are weaknesses in arithmetic and in high school mathematics, but the greatest shortcoming is a failure to set priorities.



Clarity and Specificity: 1/3
Content and Rigor: 4/7

Total State Score: 5/10

(Common Core Grade: A-)

General Organization

The standards are organized by content strands such as Algebra and Geometry. These strands are further subdivided into "Benchmarks," which are finally broken down into grade-level "Performance Standards."

High school is not broken down into grades, but rather into content strands, which are slightly different from those for K-8. The organization by Benchmarks and Performance Standards is the same as for K-8.

Clarity and Specificity

Some of New Mexico's standards are excellent and explain exactly what a student should be able to do. Examples are often provided to clarify standards, such as:

Solve simple multiplication and division problems (e.g., $135 \div 5 = \underline{\quad}$) (grade 3)

Unfortunately, the important standards are completely overwhelmed by the sheer number of standards, leaving readers with the general impression that New Mexico's math standards are unfocused and unclear. They lack clarity in two ways: they are poorly organized, and many of the statements lack specificity.

The standards are so numerous that they are repetitious and their presentation seems haphazard. Topics may be mentioned many times, even within a grade, and may appear in different places under different headings. For example, in the seventh grade, "add and subtract fractions with unlike denominators" appears twice under different Benchmarks. In second grade, there are at least seven standards relating to addition that appear under various Benchmarks. This makes it very difficult to determine what students are supposed to know about addition in second grade. This confusion continues throughout the standards, and the scope and sequencing of important content becomes very difficult to discern.

In addition, many standards are also vague, overly general, and hard to measure, such as:

Participate in group and individual activities based on the concepts of space and location (grade 1)
Select and use an appropriate model for a particular situation (grade 7)

The excellent content within the standards is buried among voluminous and vaguely worded expectations. These shortcomings render them of little guidance to users. (See the *Common Grading Metric*, Appendix A.) Accordingly, New Mexico receives a Clarity and Specificity score of one point out of three.

Content and Rigor

Content Priorities

The gravest problem with New Mexico's standards is in their failure to prioritize content. Given the sheer number of standards presented at each grade—generally more than sixty, typically divided further into lists of sub-standards—the reader is left with no guidance about what content is most important. Vague standards about “concepts of space and location” (see example above) appear to be weighted equally with key topics such as counting and beginning addition and subtraction.

In fourth grade, whole-number operations culminate with an excellent standard requiring that students use the standard algorithms for arithmetic. Teaching students to master these algorithms is an appropriate focus for much of fourth grade mathematics. Yet this is just one standard out of sixty-one, with no indication that it is particularly important. Similarly, fractions are covered in only a few of the many fourth-grade standards.

Fewer than 30 percent of the math standards in the elementary grades are devoted to developing arithmetic, a woefully inadequate proportion given the centrality of this content at this stage of schooling.

Content Strengths

New Mexico covers much of the essential content, often rigorously. Basic properties of arithmetic such as commutativity, associativity, and distributivity are covered, as are the inverse nature of addition and subtraction and of multiplication and division. An outstanding feature is that students are expected to understand and use the standard algorithms for whole-number arithmetic.

The high school standards include much essential content, including proofs in geometry and many STEM-ready topics such as geometric series, exponential and logarithmic functions, and trigonometric identities.

Content Weaknesses

Although the capstone standards for whole-number arithmetic are explicit and appropriate, the prerequisite instant recall with basic number facts is not required. The highest such requirements are these second- and third-grade standards:

- Use addition combinations (addends through 10) and related subtraction combinations (grade 2)
- Compute with basic number combinations (e.g., multiplication pairs up to 10 x 10 and their division counterparts) (grade 3)

Using or computing with the number facts is not the same as recalling them with automaticity. The standards do not adequately specify that students have automaticity, or quick recall, of basic number facts. These are the basic building blocks for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics.

In high school, the treatment of quadratic equations is incomplete. The technique of completing the square is not included, and this makes it impossible to do a thorough analysis of quadratic equations and their graphs. Also missing in the high school standards are such STEM topics as the manipulation of complex numbers and polar coordinates.

The biggest issue with New Mexico's standards, however, is their failure to set priorities. Combined with missing content related to quadratics and STEM in high school, these critical shortcomings result in a Content and Rigor score of four points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, New Mexico's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Land of Enchantment has in place today.

¹ Fordham's 2005 *State of State Math Standards* reviewed New Mexico's June 2002 content standards document. In January 2008, the content standards were reformatted, changing the document some. Along with these changes to the document reviewed, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, and with this reformatted standards document, New Mexico's math grade dropped from a B to a C. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1173#1173

New York • English Language Arts

DOCUMENTS REVIEWED

Learning Standards for English Language Arts. March 1996.

Accessed from: <http://www.emsc.nysed.gov/ciai/ela/pub/elalearn.pdf>

English Language Arts Core Curriculum. May 2005.

Accessed from: <http://www.emsc.nysed.gov/ciai/ela/elacore.pdf>

Student Work. March 1996.

Accessed from: <http://www.emsc.nysed.gov/ciai/ela/pub/elawork.pdf>

Overview

The presentation of the New York State Learning Standards for ELA—and the accompanying *English Language Arts Core Curriculum*—is somewhat confusing; and although much of the essential K-12 ELA content is included, it is often buried among non-essential standards more focused on instructional strategies than on student outcomes. In addition, many vaguely worded standards leave too much room for weak or inconsistent implementation across schools and districts.



Clarity and Specificity: 1/3

Content and Rigor: 3/7

Total State Score: 4/10

(Common Core Grade: B+)

General Organization

New York's ELA standards consist of two documents: the *Learning Standards for English Language Arts* and the *English Language Arts Core Curriculum*.

The former is divided into four standards common to all grades:

- » Information and understanding
- » Literary response and expression
- » Critical analysis and evaluation
- » Social interaction

Each of these standards is broken down into four strands (Reading, Writing, Listening, and Speaking). Each strand then describes expectations for three grade bands: elementary, intermediate, and commencement.

These learning standards are supplemented by the *English Language Arts Core Curriculum*, which is where one finds grade-specific performance indicators (what are typically thought of as “standards”). The *Core Curriculum* is divided into three categories:

- » “Core performance indicators,” which are common to all grades and which broadly describe what students should know and be able to do across all four standards
- » “Literacy competencies”
- » Grade-specific “performance indicators”

While the “literacy competencies” and “performance indicators” are presented separately, the difference between the two is not immediately clear.

Finally, the state provides “sample tasks” to accompany selected performance indicators, as well as a supplementary document containing examples of student work, “intended to begin articulating the performance standards for each level of achievement.”

Clarity and Specificity

The organization of the standards is somewhat muddled. It appears that the “learning standards” are broad descriptions of what students should know and be able to do across three different grade bands (elementary, intermediate, and commencement), yet the state does not clearly link these standards to the performance indicators found in the *Core Curriculum*.

The presentation of the latter document is equally confusing. The state breaks its expectations into “literary competencies” and “performance indicators,” but it’s difficult to understand what the intended difference between the two is; both include statements that describe what students should know and be able to do at each grade.

In addition, much of the language in both documents is too vague and generic to guide curriculum, instruction, or assessment development. Take, for example, the following performance indicators for the fifth-grade “critical analysis and evaluation” standard:

- Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing (grade 5)
- Analyze the impact of an event or issue from personal and peer group perspectives...(grade 5)

While the inclusion of the supplementary document with student work samples and examples of student writing is admirable, the document itself feels unfinished and is somewhat difficult to navigate.

Such defects muddle the overall presentation, earning the standards two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The standards include reasonably clear expectations for research papers. Students at the high school level are expected to use primary and secondary sources, select and limit their topics, use language appropriate to research, and accurately cite sources.

The expectations for K-8 grammar are similarly clear, although they could be strengthened by delineating a clearer progression from middle to high school.

The standards also devote ample attention to listening and speaking skills and to the analysis of media.

Many of the writing performance indicators are clear and outline important genre-specific expectations across grade levels. For example, these standards include:

- Narrative:
 - Develop literary texts that contain characters, simple plot and setting
 - Use rhythm and rhyme to create short poems and songs (grade 4)
- Informational/Expository Writing:
 - Use at least two sources of information when writing a report.
 - State a main idea and support it with facts and details.
 - Use organizational patterns such as compare/contrast and time/order for expository writing.
 - Compare and contrast ideas between two sources (grade 4)

Many Reading standards are similarly detailed, including:

- Use indexes to locate information and glossaries to define terms (grade 7)
- Identify the author's point of view, such as first-person narrator and omniscient narrator (grade 7)
- Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing) convey the author's message or intent (grade 7)

Content Weaknesses

The problem of vagueness noted above is exacerbated in the Reading standards by the omission of any authors or literary works across grades K-8. Take, for example, the following fourth-grade reading standard:

- Identify literary elements, such as setting, plot, and character, of different genres, with assistance (grade 4)

Such standards are meaningless unless the state makes it clear that students should be working with sufficiently rigorous and complex texts.

While the high school standards make some attempt to supply such guidance, the language of the performance indicators is too vague to ensure that students are reading consistently complex and rigorous texts across schools and districts. For example:

- Read a selection of poems of different forms, including sonnets, lyrics, elegies, narrative poems, and odes, and recognize the effect of the structure and form on the meaning (commencement)
- Act out scenes from a full-length play in class (commencement)
- Read and interpret works of recognized literary merit from several world cultures and recognize the distinguishing features of those cultural traditions (commencement)

The standards also make no mention of American literature. Instead, they merely emphasize reading a “wide range” of literature.

While important content (mentioned above) is included in the New York standards, much of it is hard to find because it's buried among standards laced with unnecessary content or distracting detours into pedagogy. For example:

- Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners (grade 3)
- Share the process of writing with peers and adults; for example, write a condolence card, get-well card, or thank-you letter with writing partner(s) (grade 10)
- Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud (grade 4)

Finally, the standards place disproportionate emphasis on “social interaction.” Not only does each standard implicitly address social interaction (“Students will read, write, listen, and speak for...”), but the fourth standard (“Students will read, write, listen, and speak for social interaction”) is explicitly devoted to it.

Thus, despite a few areas of strength and the effort at comprehensiveness, the standards lack literary content, contain much vague language, leave excessive room for weak implementation, and include far too many standards focused on social interaction, pedagogy, or unnecessary content. Taken together, these shortcomings cause the omission of more than 35 percent of the critical K-12 ELA content, leaving New York with a score of four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, New York's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Empire State has in place today.

New York • Mathematics

DOCUMENTS REVIEWED

Mathematics Core Curriculum MST Standard 3, PreKindergarten-12. Revised March 2005.
Accessed from: <http://www.emsc.nysed.gov/3-8/MathCore.pdf>

Overview

New York's standards are generally strong. They cover much of the essential content with both depth and rigor. The main weakness in the standards is with the development of arithmetic. Though it is reasonably prioritized, its coverage is not quite rigorous enough. High school content is often strong, including STEM-ready material.



Clarity and Specificity: 2/3
Content and Rigor: 5/7
Total State Score: 7/10
(Common Core Grade: A-)

General Organization

The Pre-K-12 standards are divided into five content strands, such as Number Sense and Operations and Algebra. (An additional five process strands are also provided.) Each strand is subdivided into topics, and then, for grades K-8, into grade-specific standards.

The high school standards follow a similar organizational structure, except the standards are presented by course rather than by grade.

Clarity and Specificity

The content standards are generally well presented and easy to read. However, these useful content standards are buried after a very long list of vague process standards, such as:

- Explore, examine, and make observations about a social problem or mathematical situation (grades K-4)
- Observe patterns and formulate generalizations (grades 7-8)
- Use mathematics to show and understand social phenomena (grades 1-8, all high school courses)

Worse, the state generally provides a greater number of process standards than content standards at each grade, thus burdening the standards with unnecessary and potentially distracting content.

Once past the vague process standards, the content standards are generally well presented and easy to read and understand. Most statements are succinct and detailed, for example:

- Skip count by 4's to 48 for multiplication readiness (grade 2)
- Measure objects, using ounces and pounds (grade 3)
- Know and understand equivalent standard units of length:
 - 12 inches = 1 foot
 - 3 feet = 1 yard (grade 4)

Some standards, however, are vague, such as:

- Formulate questions about themselves and their surroundings (grades 2-3)
- Understand the concept of rate (grade 6)

It is not clear what students are expected to know or what kinds of problems they should be able to solve.

The standards even go so far as to redefine words. For example, according to the state, the word “justify” can mean to find “a set of examples that supports the conjecture,” something that would not normally be considered a justification.

The high school standards are generally explicit, detailed, and rigorous. An example is this series on lines from the high school course in Integrated Algebra:

- Explain slope as a rate of change between dependent and independent variables
- Determine the slope of a line, given the coordinates of two points on the line
- Write the equation of a line, given its slope and the coordinates of a point on the line (Integrated Algebra)

While the plethora of process standards in each grade detracts from ease of reading, the content standards themselves are generally clear and well presented. Still, because some standards are too broadly stated to determine the intent, New York does not quite provide a “complete guide to users,” and therefore receives a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

New York does not explicitly set priorities among its standards, though it does implicitly prioritize content through the number of standards devoted to particular topics. Admirably, New York prioritizes arithmetic reasonably well by devoting nearly half of the content standards in the crucial elementary grades to it.

Content Strengths

The structure of arithmetic—commutativity, associativity, distributivity, and the inverse nature of addition and subtraction and of multiplication and division—is well covered.

The number line is introduced early and continued throughout. Fractions are explicitly placed on the number line in this standard, which also makes explicit the connection of fractions to division:

- Develop an understanding of fractions as locations on number lines and as divisions of whole numbers (grade 4)

High school coverage is often excellent. Besides the examples above, the development of linear equations continues in Integrated Algebra with:

- Write the equation of a line, given the coordinates of two points on the line (Integrated Algebra)
- Write the equation of a line parallel to the x- or y-axis (Integrated Algebra)
- Determine the slope of a line, given its equation in any form (Integrated Algebra)

Quadratic equations are well covered and include the important technique of completing the square.

Geometry is extraordinary in its attention to detail and covers significant content quite well. In addition, most STEM-ready content is covered, including material on trigonometry and logarithms.

Content Weaknesses

The development of whole-number arithmetic is inadequate, in part because instant recall of the basic number facts is not explicitly required.

The continued development of whole-number arithmetic is missing both fluency and the standard algorithms, the crucial capstone standards for whole-number arithmetic. Instead, the standards specify “a variety of strategies” as in these for addition and subtraction:

- Use a variety of strategies to add and subtract 3-digit numbers (grade 3)
- Use a variety of strategies to add and subtract numbers up to 10,000 (grade 4)

There are similar standards for multiplication and division and all operations for decimals. Worse, when computations get more complicated, the standards explicitly state that a calculator should be used:

- Use a variety of strategies to multiply three-digit by three-digit numbers Note: Multiplication by anything greater than a three-digit multiplier/multiplicand should be done using technology (grade 5)

The development of fractions is missing common denominators.

One standard is at best misleading:

- Determine whether a given triangle is a right triangle by applying the Pythagorean Theorem and using a calculator (grade 7)

Calculators cannot make this determination, which requires the converse of the Pythagorean Theorem, not the theorem itself.

Although the geometry standards in high school are often excellent, there are some issues with proof and the foundations for geometry. The phrase “investigate, justify, and apply theorems” is used often. Proofs of major theorems are not specified, and axioms are included only in the introduction to the geometry course.

New York covers much of the essential content quite well, particularly in high school. In K-8, though arithmetic is reasonably prioritized, there are some weaknesses in its development. These few shortcomings result in a Content and Rigor score of five points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of B, New York’s mathematics standards are decent, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are superior to what the Empire State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

North Carolina • English Language Arts

DOCUMENTS REVIEWED

North Carolina Standard Course of Study for English Language Arts. 2004.

Accessed from: <http://www.ncpublicschools.org/curriculum/languagearts/scos/2004/>

Overview

The *North Carolina Standard Course of Study for English Language Arts* is one of the most befuddling sets of standards reviewed for this report. It is difficult to describe its organization and purpose, for neither is obvious to the reader. The standards are jam-packed with jargon and littered with generic skills that appear in multiple strands (often nonacademic skills, such as personal reflection). Glimpses of good content can be found in early reading, vocabulary, analysis of arguments, and even conventions, but in many places the standards are devoid of academic content.



Clarity and Specificity: 0/3

Content and Rigor: 3/7

Total State Score: 3/10

(Common Core Grade: B+)

General Organization

The North Carolina ELA standards are divided into three strands: Oral Language, Written Language, and Media/Tech-nology use. For each strand, the state lists five or six “competency goals,” such as these for grade 5:

- Competency Goal 1: The learner will apply enabling strategies and skills to read and write
- Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed
- Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology
- Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts
- Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively (grade 5)

While these goals appear to approximate traditional ELA standards categories, the lines among reading, writing, listening, and speaking are frequently blurred in confusing ways. Some goals remain the same over a few grade levels and then morph into new goals at other grade levels. Each of the competency goals are broken into grade-level objectives.

Clarity and Specificity

The North Carolina standards are rarely specific, and even more rarely clear. One reason is that the “competency goals” for each grade are all-encompassing, and the standards that appear under them are simply long lists of generic, skills-based expectations. For example:

Goal 1: The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues (grade 7)

This competency goal does not specify what academic content is covered, nor do the standards that follow, which state that the student will: “narrate a personal account...,” “analyze expressive materials that are read, heard, and/or viewed,” “interact in group activities...,” and “reflect on learning experiences...” (The second standard is itself followed by a list of metacognitive strategies for analyzing expressive materials, such as “making connections between works, self and related topics.”) But what products are students producing and why? What kinds of texts are they reading, hearing, and

viewing? North Carolina supplies scarcely even a clue. The standards throughout the grades include similar lists of skills unconnected to any actual content.

The standards themselves are overloaded with sweeping or otherwise unclear language, as in this second-grade standard:

Use text for a variety of functions, including literary, informational, and practical (grade 2)

“Using” texts is not something that can be assessed. A similar standard, which states that students should “read a variety of texts,” appears in several grades, including this fifth-grade standard:

Read a variety of texts, such as:

- fiction (tall tales, myths)
- nonfiction (books of true experience, newspaper and magazine articles, schedules)
- poetry (narrative, lyric, and cinquains)
- drama (plays and skits) (grade 5)

Much more guidance is needed to know what students should read and what they should do with what they have read.

At the upper grades, the standards tend to get even more abstract, as in this standard from grade 12:

Analyze general principles at work in life and literature by:

- discovering and defining principles at work in personal experience and in literature
- predicting what is likely to happen in the future on the basis of those principles (grade 12)

These significant shortcomings of organization make it impossible to give North Carolina points for Clarity and Specificity. As a consequence, they earn zero points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

The North Carolina standards exhibit a few spots where the language is specific enough to convey rigorous expectations for students, but overall the weaknesses far outweigh the strengths.

Content Strengths

Standards for early reading are fairly clear and specific in grades K-3. Phonemic awareness and phonics are addressed, as in this standard from grade 1:

Demonstrate decoding and word recognition strategies and skills:

- generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns
- use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text
- recognize many high-frequency and/or common irregularly spelled words in text (e.g., have said, where, two)
- read compound words and contractions
- read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking)
- read appropriate word families (grade 1)

Long lists of comprehension strategies are also offered, some of which are unmeasurable and are really just instructional activities, but at least most of the core content for early reading can be found here.

American literature is specifically addressed in grade 11—as is British literature in grade 12. The grade 11 standard reads:

Interpret the significance of literary movements as they have evolved through the literature of the United States by:

- analyzing the characteristics of literary genres, including fiction, nonfiction, drama, and poetry, and how the selection of genre shapes meaning
- relating ideas, styles, and themes within literary movements of the United States
- understanding influences that progress through the literary movements of the United States
- evaluating the literary merit and/or historical significance of a work from Colonial Literature, the Romantic Era, Realism, the Modern Era, and Contemporary Literature (grade 11)

North Carolina deserves credit for making this attempt to codify the importance of studying our literary heritage.

The standards do a decent job of addressing oral and written language conventions, with a competency goal at each grade level identifying specific content to be mastered. Similarly, the standards cover research fairly well, although the content is buried in a generic goal about “using and evaluating information from a variety of resources.”

In upper grades, the standards address the analysis of “argumentative works” in ways that convey real expectations for students.

Content Weaknesses

The greatest weakness of the North Carolina standards is that no priority is given to real academic content, which is included along with many, many nonacademic goals for students (for instance, appraising changes in themselves).

In reading, literature and nonfiction are consistently considered in the same breath, making it difficult to know what students are supposed to do with each type of text. These standards (like the one appearing below) tend to be repeated across grades.

Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- author’s purpose
- plot
- conflict
- sequence
- resolution
- lesson and/or message
- main idea and supporting details
- cause and effect
- fact and opinion
- point of view (author and character)
- author’s use of figurative language (e.g., simile, metaphor, imagery) (grades 3-4)

Other student expectations for reading have more to do with personal feelings and responses than with analyzing genres, literary elements, stylistic devices, or rhetorical techniques. Consider this eighth-grade standard:

Reflect on learning experiences by:

- evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.
- appraising changes in self throughout the learning process.
- evaluating personal circumstances and background that shape interaction with text (grade 8)

Such nonacademic expectations have no place in a state standards document.

Finally, with regard to reading, the quality and complexity of reading materials are never defined; there is no list or other “exemplar” document that would indicate what students should be reading at each grade.

The Writing standards suffer from the same problem of not indicating what kind of writing should be produced at each grade, or even noting the characteristics of each genre. Standards cover a mish-mash of genres, as in this fourth-grade standard:

Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions) (grade 4)

It would be much more helpful if specific characteristics of each genre were outlined and scaffolded at appropriate grade levels.

In twelfth grade, there are two “feel-good,” experience-centric standards:

Compose reflective texts that give the audience:

- an understanding of complex thoughts and feelings
- a sense of significance (social, political, or philosophical implications)
- a sense of encouragement to reflect on his or her own ideas (grade 12)

Compose texts (in print and non-print media) that help the audience understand a principle or theory by:

- researching experience for relevant principles that relate to themes in literature and life.
- presenting a thesis, supporting it, and considering alternative perspectives on the topic.
- adjusting the diction, tone, language, and method of presentation to the audience (grade 12)

Listening is covered only superficially, embedded in standards about comprehending text that is “read, heard or viewed.” No standards for formal oral presentations are included, nor any for their evaluation. Multimedia is not addressed.

Taken together, these shortcomings leave over 65 percent of the essential ELA content missing from the standards, earning North Carolina three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, North Carolina’s ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Tar Heel State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

North Carolina • Mathematics

DOCUMENTS REVIEWED

North Carolina Essential Standards—Mathematics. 2009.
Documents supplied to Fordham¹

Overview

North Carolina's standards are well presented and easy to read. However, they are often poorly phrased and difficult to interpret. In the K-8 material, arithmetic is moderately prioritized, but the development is inadequate. The high school content is sometimes strong, sometimes not.



Clarity and Specificity: 1/3
Content and Rigor: 3/7
Total State Score: 4/10
(Common Core Grade: A-)

General Organization

The K-8 standards are grouped into five strands, such as Number and Operations and Measurement. Each strand is divided into “Essential Standards,” and then subdivided into grade-specific “Clarifying Objectives.” For the purposes of this review, we refer to both—the Essential Standards and Clarifying Objectives—as standards.

The high school standards follow a similar organization, with two important distinctions. First, standards are presented by course, such as Math A and Math BC, rather than by grade. Second, an additional strand focused on “Discrete Mathematics” is included.

Clarity and Specificity

The standards are well presented and easy to read. Statements are generally concise and some are clear, such as:

Use formulas to determine the area and circumference of circles (grade 6)

However, despite the initial impression of readability, the North Carolina math standards contain numerous clarity problems. Some are just poorly stated, with no attention to grammatical conventions, such as:

Understand counting by 10's and 100's on and off the decade (grade 2)
Understand patterns to translate it into new forms (grade 3)
Use various phrases to read time (quarter 'til, noon, etc.) (grade 3)
Use order of operations (grade 4)
Apply multiplication and division to non-negative fractions (grade 6)

Many others are too broadly stated to interpret, such as:

Identify patterns and trends to make decisions using data (grade 2)
Represent situations as algebraic equations (grade 5)
Understand misuses of surveys, sampling, graphs and statistics (grade 8)
Use critical path analysis and weighted digraphs to optimally schedule large projects that are comprised of many smaller tasks (high school, Math A)
Infer conclusions from given information (high school, Math BC)

Many standards also have distinctive problems. For example, there is no relationship between perimeter and area, so this standard is confusing:

- | Understand the relationship between area and perimeter of composite rectangular figures (grade 4)

Additionally, triangles are not used to categorize polygons, but rather are a type of polygon, so the following standard is confusing:

- | Use triangles to categorize polygons by the sums of the measures of interior angles (grade 5)

Because there are no arithmetic algorithms that simplify rational expressions in general, this standard is mysterious:

- | Use arithmetic algorithms to simplify rational expressions (high school, Math BC)

In high school, besides problems with the statements themselves, the presentation of specific topics is often incoherent. Standards on specific topics, such as quadratic equations, may be scattered across various strands rather than appearing together.

Although seemingly easy to read and well organized, North Carolina's standards include many poorly stated and/or difficult-to-interpret standards. They "offer limited guidance to users" and receive a Clarity and Specificity score of one point out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

North Carolina does not provide explicit guidance as to priorities. Implicitly, however, arithmetic is moderately prioritized with about 40 percent of the standards in appropriate grades devoted to its development.

Content Strengths

The standards include some content that is often overlooked. Conversion between measurement systems is included:

- | Use given conversion factors to convert measures given in either customary or metric units to the other system (grade 7)

High school geometry is strong in places. Proof and postulates are both explicitly required, as in:

- | Summarize the structure and relationships between undefined terms, defined terms, axioms/postulates, methods of reasoning and theorems (high school, Math BC)
- | Construct arguments to prove the Pythagorean Theorem and its converse in multiple ways (high school, Math BC)

Content Weaknesses

The development of arithmetic has many weaknesses. While addition and subtraction facts are covered, no appropriate standard states that students must memorize the basic facts for multiplication and division. In addition, no clear standard states that they must understand and use the inverse nature of multiplication and division.

Standard methods and procedures are also missing. Instead, unspecified "strategies" are to be used. The following standards, which trace the development of whole-number addition and subtraction, illustrate this:

- | Use multiple strategies to solve multi-digit, single-step and multi-step addition and subtraction problems (grade 3)
- | Use strategies to develop fluency in solving problems using up to four-digit addition and subtraction (larger number with calculator) (grade 4)
- | Use strategies to develop fluency in whole-number addition and subtraction to solve multi-step problems in context (grade 5)

Such standards do not ensure that students master the standard algorithms for whole-number addition and subtraction. The use of "strategies" and lack of specificity as to method continues:

Use a variety of strategies to solve problems involving addition and subtraction of fractions with unlike denominators (grade 5)

Use a variety of strategies to solve problems involving addition and subtraction of decimals (grade 5)

North Carolina's standards fail to mention common denominators.

They also display weaknesses in the development of area. Formulae for the area of rectangles or triangles are not provided. Nor is the area of a triangle developed, although one assumes it is meant to be included in the following standard:

Calculate the area of polygons (grade 6)

In high school, there are some weaknesses in coverage. Quadratic equations are not studied thoroughly. Missing content includes completing the square and max/min problems using quadratics.

The STEM-ready content does not include inverse trigonometric functions.

Taken together, these amount to serious problems that result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, North Carolina's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Tar Heel State has in place today.

¹ While these 2009 standards are North Carolina's most recently adopted mathematics standards, they have not yet been put into use. Students and teachers are still responsible to the previous, 2003 version of the standards. When North Carolina adopted the Common Core standards (in June 2010), they removed these 2009 standards from the website to replace them with the Common Core. The North Carolina State Department of Education supplied Fordham with a copy of the 2009 standards (as they are the most recently adopted) for review.

North Dakota • English Language Arts

DOCUMENTS REVIEWED¹

North Dakota English Language Arts Content and Achievement Standards: Grades K-12. April 2005.
Accessed from: <http://www.dpi.state.nd.us/standard/content/ELA/ELA.pdf>

Overview

While the organization of the North Dakota ELA standards is fairly clear and straightforward, the expectations themselves are vague, and what limited rigorous content exists is buried deep among distracting and unnecessary standard-specific rubrics.



| | |
|--------------------------------|-------------|
| Clarity and Specificity: | 1/3 |
| Content and Rigor: | 2/7 |
| Total State Score: | 3/10 |
| <i>(Common Core Grade: B+)</i> | |

General Organization

The K-12 North Dakota ELA standards are organized first into six content standards, which are common across all grade levels and provide “a [very broad] description of what students should know and be able to do within English language arts,” including:

- » Standard 1: Students engage in the research process
- » Standard 2: Students engage in the reading process
- » Standard 3: Students engage in the writing process
- » Standard 4: Students engage in the speaking and listening process
- » Standard 5: Students understand media
- » Standard 6: Students understand and use principles of language

These six standards are divided into topics, then into grade-level “benchmark expectations.”

The state also provides “achievement standards” for each benchmark expectation. These are essentially rubrics describing four levels of proficiency for each benchmark expectation—advanced proficient, proficient, partially proficient, and novice.

Clarity and Specificity

While North Dakota has striven to define grade-specific expectations for ELA, there is little to crow about in this framework.

On the positive side, the standards are presented clearly and in easy-to-read format. Some provide examples and lists to clarify expectations, such as the following third-grade writing and sixth-grade reading standards:

- Organize and develop paragraphs with topic sentences, indentation, punctuation, and capitalization (grade 3)
- Identify literary elements, including plot, setting, characters, conflict, resolution, dialogue, and flashback (grade 6)
- Identify figurative language, including personification, simile, metaphor (grade 6)

The early-reading benchmarks dealing with phonics and phonemic awareness are also reasonably specific, though several need additional detail to further clarify expectations for teachers and students.

Unfortunately, the few adequately detailed benchmark expectations are dwarfed by the sheer number of vaguely worded expectations that leave far too much room for interpretation. Take, for example, the following sixth-grade writing benchmark expectation:

Use strategies to write for different audiences and purposes (grade 6)

By failing to define the audiences or purposes for writing, this standard is essentially meaningless.

In addition, the rigor of benchmark expectations is neither well developed nor aligned from grade to grade. For example, the standards expect students to write persuasive essays in the upper elementary grades, but aren't expected to "identify persuasive texts" until ninth grade. Similarly, the standards ask the students to "use and interpret the meaning of similes, metaphors, alliteration, onomatopoeia, and idioms" at grade 4, but are asked only to identify these elements of figurative language at grade 6.

Finally, the "achievement standards" represent a missed opportunity to clarify expectations. Rather than provide explicit standard- and grade-specific guidance, these rubrics often include generic statements that make empty distinctions between achievement levels. Take, for example, the following achievement standards for the second-grade reading standard "Relate [sic] text-to-self, text-to-text, and text-to-world connections":

| | |
|-----------------------|---|
| Advanced Proficient: | Students make insightful text-to-self, text-to-text, and text-to-world connections. |
| Proficient: | Students consistently make text-to-self, text-to-text, and text-to-world connections. |
| Partially Proficient: | Students sometimes make text-to-self, text-to-text, and text-to-world connections. |
| Novice: | Students rarely make text-to-self, text-to-text, and text-to-world connections. |

Such explanations do nothing to clarify what, precisely, students should know and be able to do.

Such critical shortcomings leave North Dakota with a score of one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The research standard is perhaps the strongest of the North Dakota content strands, with benchmarks that show a clear progression of skills from grade to grade and clearly require students to learn all the essential elements of the research process.

Standards for English language conventions are reasonably strong, covering nearly all the essential grammar content that students must master to be college- and career-ready. The early-reading standards also demonstrate a clear focus on essential phonics and phonemic awareness skills.

Finally, North Dakota makes some attempts to prioritize essential content across the grades. For example, narrative writing drops out in high school so the focus there is clearly where it should be, on informational and persuasive writing.

Content Weaknesses

Unfortunately, many of the benchmark expectations fail to specify the critical content that students must master to be college- and career-ready.

Vocabulary standards do not address etymology and mention learning Greek and Latin roots only in passing. Connotation and denotation are not explicitly mentioned until ninth grade, and there are *no* vocabulary standards for tenth grade.

The reading standards for middle and high school are often general. In grades 5-8, the state fails to articulate meaningful expectations around the analysis of informational texts, and the high school standards are not sufficiently rigorous. For example, one ninth-grade benchmark requires students to:

Identify the organizational features of fiction, drama, and poetry, i.e., stanza, act, scene, chapter, verse, and article (grade 9)

In high school, students should be doing much more sophisticated literary analysis.

Across all grade levels, the standards also fail even to mention American literature and provide no guidance about the quality or number of texts that students should be reading from grade to grade.

The standards addressing media are muddled, as they define media as any mass media—newspapers, magazines, books—and therefore fail to distinguish multimedia from print as a genre.

Finally, the K-12 standards are riddled with unnecessary, distracting, and unmeasurable benchmarks, such as:

Read to develop life-long reading skills and habits (grade 6)
Use graphic organizers and summarizing to enhance comprehension (grade 6)
Apply universal themes to real-life situations (grade 10)

Such benchmarks add no value, and North Dakota would do well to delete them to leave room for more detailed, content-driven benchmark expectations in every grade.

What's more, the majority of North Dakota's standards document is devoted to the "achievement standards," which, as mentioned above, add little value. For each benchmark expectation, four proficiency descriptors are provided in the achievement standards rubrics, but these proficiency descriptors make meaningless distinctions between levels. Given that such statements make up 80 percent of the text on each page of the standards, their lack of utility and applicability is a serious failing.

Taken together, the combination of vaguely worded standards that leave as much as 65 percent of the essential K-12 ELA content missing and the inclusion of repetitive, vacuous achievement standards that put a disproportionate emphasis on unnecessary (and unhelpful) content earn the state a score of two points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, North Dakota's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Peace Garden State has in place today.

¹ North Dakota's academic content standards have not changed since Fordham's last evaluation, the *State of State English Standards 2005*. However, in 2005, we also reviewed supplementary material for North Dakota's benchmark assessments. Moreover, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, North Dakota's ELA grade changed from a C to a D. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1061#1061.

North Dakota • Mathematics

DOCUMENTS REVIEWED¹

North Dakota Mathematics Content and Achievement Standards: Grades K-12. April 2005.
Accessed from: <http://www.dpi.state.nd.us/standard/content/math/math.pdf>

Overview

North Dakota's standards are well organized and easy to read and understand. Arithmetic is prioritized in the elementary grades and is covered reasonably well. However, the high school material is weaker and much essential content is not covered.



Clarity and Specificity: 2/3
Content and Rigor: 4/7
Total State Score: 6/10
(Common Core Grade: A-)

General Organization

The K-8 standards are organized by five content strands, such as Number and Operations¹ and Geometry. Each strand is further subdivided by topic, and then into grade-level standards. Note that while topics are common across all grade levels, not all topics have standards in every grade.

The high school standards follow the same organizational structure, except that standards are presented by grade band (9-10 and 11-12) rather than for each grade level.

Clarity and Specificity

The standards are well presented and generally easy to read and understand. Many are straightforward and clear:

- Add and subtract simple fractions with like denominators, e.g., $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$ (grade 3)
- Order and compare using symbols, i.e., $>$, $<$, $=$, whole numbers (0 to 100,000) and decimals to hundredths (grade 4)
- Identify place value from hundred thousands through the hundredths place (grade 4)
- Explain and demonstrate the relationship between exponential notation and repeated multiplication, e.g., $32 = 3 \times 3$ (grade 5)
- Draw circles using a compass, and identify the components, i.e., radius, chord, diameter, center, and circumference (grade 5)
- Use formulas to determine the circumference and area of circles and the perimeter and area of triangles and parallelograms (grade 6)

However, some standards are too broadly stated to interpret or measure, such as:

- Use patterns to solve problems (grade 3)
- Explain the effects of arithmetic operations on fractions, decimals, and integers (grade 7)
- Develop algebraic expressions, equations, or inequalities involving one or two variables to represent relationships (e.g., given a verbal statement, write an equivalent algebraic expression or equation) found in various contexts (e.g., time and distance problems, mixture problems) (grades 9-10)

It is not clear from these standards what students are expected to know or what kinds of problems they should be able to solve.

In high school, the standards are generally less clear. The organization by strand is confusing, as standards about specific topics, such as quadratics, may be scattered throughout the various strands. Moreover, as illustrated in the above example, standards tend to be very broadly stated and to combine different topics into single standards, such as:

- | Solve linear equations and inequalities, systems of two linear equations or inequalities, and quadratic equations having rational solutions, e.g., factoring, quadratic formula (grades 9-10)
- | Determine and write an equation for a function (i.e., linear, quadratic, polynomial, absolute value, and exponential) that models a mathematical relationship (grades 11-12)

North Dakota's standards are generally clear and easy to understand. However, there are some standards that are not detailed enough to interpret, particularly in the high school material. They “do not quite provide a complete guide to users” (see *Common Grading Metric*, Appendix A) and receive a Clarity and Specificity score of two points out of three.

Content and Rigor

Content Priorities

North Dakota does not provide explicit guidance on the relative importance of the content. However, sound priorities are set implicitly; almost 50 percent of standards in crucial early grades are devoted to the development of arithmetic.

Content Strengths

The standards cover the structure of arithmetic such as commutativity, associativity, and distributivity as well as the inverse nature of addition and subtraction and of multiplication and division. Arithmetic expectations are stated clearly, though, as noted below, they are missing both fluency and standard methods.

Conversion between measurement systems is also covered, as demonstrated below:

- | Given a conversion factor, convert between standard and metric measurements (grades 9-10)

Content Weaknesses

Though recall of number facts is required, instant recall is not. Thus, the standards do not adequately specify that students have automaticity, or quick recall, of basic number facts. These are the basic building blocks for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics.

The development of whole-number arithmetic is straightforward and includes some desirable standards. However, neither fluency nor standard methods and procedures are mentioned, as in:

- | Add and subtract whole numbers between 0 and 10,000 (grade 3)
- | Add and subtract whole numbers between 0 and 100,000 (grade 4)
- | Multiply two- and three-digit numbers by a single-digit number (grade 3)
- | Multiply multi-digit numbers by two-digit numbers (grade 4)
- | Multiply multi-digit numbers by three-digit numbers (grade 5)

These are clear, well-sequenced standards that would be strengthened by specifying fluency and methods. In addition, calculators are introduced in third grade, which may undermine students' mastery of basic arithmetic.

The arithmetic standards continue in this straightforward way. Fraction arithmetic is expected with:

- | Add, subtract, multiply, and divide fractions (grade 6)

However, neither methods nor common denominators are mentioned.

High school geometry is weak. Most of the classical theorems of geometry are not specifically included. Proof is mentioned, but foundations are not covered, and such basic theorems as the Pythagorean Theorem are not proven. Congruence and similarity are covered only by the following vague standard:

- | Determine congruence and similarity among geometric objects (grades 9-10)

The development of quadratic equations is incomplete. There are very few standards specifically about quadratics, which is illustrated by the standard quoted in “Clarity and Specificity” above. It mentions the quadratic formula but is as much about linear equations as about quadratics. Missing content includes completing the square and solving max/min problems.

Other high school weaknesses include coverage of trigonometry and the arithmetic of polynomial and rational functions. Polynomial arithmetic is not mentioned explicitly, though there is:

Perform the operations of addition, subtraction, multiplication, and division on algebraic functions, e.g., given $f(x) = 2x$ and $g(x) = 5x - 7$, find $f(x) + g(x)$ (grades 9-10)

In addition, some STEM-ready content is not covered, including inverse trigonometric functions and polar coordinates.

North Dakota’s standards in K-8 are often strong. Arithmetic is a priority in elementary school and, though it misses some details, it is developed in a straightforward way. The shortcomings in the K-8 standards, coupled with the weak coverage of essential high school content, result in a Content and Rigor score of four points out of seven. (see *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, North Dakota’s mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Peace Garden State has in place today.

¹ Fordham’s 2005 *State of State Math Standards* reviewed the January 2004 draft version of North Dakota’s math standards. For this evaluation in 2010, we reviewed the updated and finalized version (from April 2005). Along with this slight change in material reviewed, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Even through this new lens, and with this finalized standards document, North Dakota’s math grade remained a C. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1176#1176.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Ohio • English Language Arts

DOCUMENTS REVIEWED¹

Ohio Academic Content Standards: English Language Arts. December 11, 2001.

Accessed from: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1699&ContentID=489&Content=67593>

ContentID=489&Content=67593

Overview

The Ohio standards are a mixed bag. With the minor exception of media, expectations addressing all of the essential ELA content are included. Unfortunately, much of this content is covered superficially, and some content is missing altogether. Further, the failure to clearly prioritize content and the inclusion of vaguely worded standards makes expectations difficult to understand and not too helpful to teachers.



Clarity and Specificity: 2/3

Content and Rigor: 4/7

Total State Score: 6/10

(Common Core Grade: B+)

General Organization

Ohio's ELA expectations are divided into ten "standards" that are common to all grades, K-12. The standards are then divided by grade band into benchmarks and then benchmarks into grade-level indicators.

Clarity and Specificity

The Ohio standards are well organized and presented. In fact, the state presents them in two ways: by standard, which allows the reader to track the progression of content across grade levels, and by grade so that the reader can understand what students need to master within each grade to be ready for the next. This presentation makes the standards easily accessible to different audiences.

While some standards are clearly written, many are too vaguely worded to provide sufficient guidance. Take, for example, the following vocabulary and convention standards:

- Use multiple resources to enhance comprehension of vocabulary (grades 4-7)
- Use quotation marks (grade 2)

Other standards are tautological, as in:

- Apply knowledge of connotation and denotation to determine the meaning of words (grade 6)

Taken together, these shortcomings leave teachers in the Buckeye State without the clear guidance they need to drive curriculum, instruction, and assessment. Consequently, the standards earn two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

In early reading, Ohio includes expectations that delineate explicit and systematic expectations in phonemic awareness, phonics, and fluency. The vocabulary standards are good, addressing systematic vocabulary development, despite vague language in spots.

Standards addressing the comprehension and analysis of literary and non-literary text are generally strong, including:

- Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions (grade 11)
- Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping (grade 11)

The writing standards are divided into “process” and “applications.” While the process standards are somewhat repetitive and heavy-handed, the applications standards are generally good, outlining specific expectations for various grade-appropriate writing genres. (It would be more helpful, though, if the standards included samples of exemplary writing so that teachers and students could clearly understand the writing expectations.)

The standards for research are generally strong, outlining specific expectations for research papers and the proper use and citation of sources. Specific expectations for oral presentations, such as the following standard in grade 6, are also included:

- Deliver informational presentations (e.g., expository, research) that:
 - demonstrate an understanding of the topic and present events or ideas in a logical sequence;
 - support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
 - include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);
 - use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
 - draw from multiple sources and identify sources used (grade 6)

Content Weaknesses

While many of the early reading standards are strong, the definition of a phoneme is loose. Rather than noting that a phoneme is the smallest phonetic unit of sound that is capable of conveying meaning, it is defined simply as a “sound.”

In addition, while vocabulary standards are generally strong, the state places disproportionate emphasis on the use of context clues to determine the meaning of a word; subsequently, decoding skills receive less emphasis. Similarly, the reading standards overemphasize comprehension strategies and this overshadows some of the more essential reading content.

Although rigorous standards addressing the comprehension and analysis of literary and non-literary text are provided, these fail to describe the amount, quality, and complexity of texts to be studied. As noted in Fordham’s 2005 review of these standards, “distinctions need to be made through the grades among the three major categories of imaginative literature (fiction, poetry, and dramatic literature) with respect to their distinctive elements and devices.” Doing so would provide much better guidance to teachers about the literature the students should be reading and what characteristics of it are important to know. No lists (authors and/or titles), sample passages, or commentary are included, either, making it impossible to gauge the level of rigor expected. Finally, the reading standards fail to specify expectations for the study of outstanding American literature. In fact, the lone reference (in grade 12) to America’s literary heritage is not only conflated with all literature ever written, it is so vague that it is ultimately meaningless:

- Compare and contrast varying characteristics of American, British, world and multi-cultural literature (grade 12)

Standards for language conventions are sporadic at best. In many cases, they direct students simply to “use” certain conventions, without addressing all essential content. For example, the vague standard cited above requiring students to “use quotation marks” doesn’t specify if students are to apply such use in titles, dialogue, or otherwise. Further, the “writing process” strand includes several expectations about students “improving conventions,” which makes no sense and is instructionally meaningless.

The standards also frequently demonstrate a problematic progression of rigor from grade to grade. In a number of places, more rigorous standards appear to come first. For example:

- Explain the influence of setting on the selection (grade 5)
- Identify the features of setting and explain their importance in literary text (grade 6)

Identifying the features of setting is a simpler task than explaining its influence.

Finally, when technology and media are addressed in the standards, their treatment is vague. The standards simply ask students to use technology, rather than learn deliberately about creating and analyzing multimedia products.

These shortcomings leave more than 35 percent of the critical content missing from the Ohio standards, thus earning the state four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Ohio's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Buckeye State has in place today.

¹ Ohio's academic content standards have not changed since Fordham's last evaluation, the *State of State English Standards 2005*. However, in 2005, we also reviewed supplementary material for Ohio's benchmark indicators. Moreover, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Even through this new lens, Ohio's ELA grade remained a C. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1062#1062.

AS OF JUNE 20, 2010,
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STATE STANDARDS.

Ohio • Mathematics

DOCUMENTS REVIEWED¹

Academic Content Standards: K-12 Mathematics, December 11, 2001.

Accessed from: <http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=791>

Overview

Ohio's standards are well presented and often provide a detailed description of content to be learned. However, there are far too many standards and important content is not distinguished, so the standards are unfocused and seem haphazard. The most crucial failing of these standards is in the inadequate development of arithmetic and the failure to make it a priority.



Clarity and Specificity: 2/3
Content and Rigor: 3/7
Total State Score: 5/10
(Common Core Grade: A-)

General Organization

Ohio's K-12 standards are organized by content strands such as Number, Number Sense and Operations. These are further subdivided by topics, and then into grade-band benchmarks, which are meant to provide "key checkpoints to monitor progress." Then benchmarks are divided into "grade-level indicators," which we refer to in this review as "standards."

The standards also include a separate strand devoted to process standards that is designed to be "incorporated within instruction and assessment."

Clarity and Specificity

The standards are well presented, and many of them are easy to read and understand. Some include examples that clarify the meaning of the statements, an excellent feature. Many individual standards are both clear and specific such as:

- Make simple unit conversions within a measurement system; e.g., inches to feet, kilograms to grams, quarts to gallons (grade 4)
- Prove theorems involving triangle similarity and congruence (grade 10)

However, there are also many broad statements that are not specific or measurable. For example, students are expected to:

- Use patterns to make predictions, identify relationships, and solve problems (grade 3)

The meaning of this standard is unclear. Similarly, students are expected to:

- Examine statements and decisions involving risk; e.g., insurance rates and medical decisions (grade 12)

It is obvious that twelfth-graders cannot be expected to do expert-level statistical analysis, so what exactly is meant by this statement, or how it could be measured, is not clear.

While the standards' use of examples is exemplary, they are not consistently used throughout, and there are a significant number of standards that are subject to interpretation on the part of the reader. The "insufficient detail" and "unclear language" result in a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Ohio's standards do not prioritize the content. The number of standards in each grade is excessive, and the benchmarks, which could distinguish the most important content, do not perform this function. For example, there are forty-seven standards in fourth grade, and there are fifty-eight benchmarks for the grade 3-4 band. In the fourth grade, the number of arithmetic standards is about equal to the number of data analysis, statistics, and probability (DASP) standards, so the reader could conclude that they are of equal importance. Only about 30 percent of the standards in the crucial grades are about the development of arithmetic, which is completely inadequate.

Content Strengths

High school content is generally well covered. Geometry includes proofs of major theorems and trigonometry is nicely covered, including basic identities for trigonometric functions. STEM-ready topics are included, such as polar coordinates, exponential functions, and logarithms.

Content Weaknesses

The development of whole-number arithmetic is the most crucial content in early elementary school. Ohio has many developmental and supporting standards for students learning how to add, subtract, multiply, and divide whole numbers. However, they fail to culminate with computational fluency with the standard algorithms.

Consider the following sequence of standards on whole-number multiplication starting with:

 | Demonstrate fluency in multiplication facts through 10 and corresponding division facts (grade 3)

This is ambiguous. It could mean to demonstrate computational fluency, or it could mean to demonstrate fluency with memory recall. Students who cannot quickly recall single-digit multiplication facts are not prepared to continue learning multiplication. The next two standards are the apparent culmination of whole-number multiplication:

 | Use a variety of methods and appropriate tools for computing with whole numbers; e.g., mental math, paper and pencil, and calculator (grade 4)

 | Demonstrate fluency in adding and subtracting whole numbers and in multiplying and dividing whole numbers by 1- and 2-digit numbers and multiples of ten (grade 4)

This thread, taken as a whole, is inadequate. While the second standard requires fluency in multiplication, it does not specify fluency with the standard algorithm. The previous standard seems to imply that any method at all will serve, including the use of a calculator. Taken together, these standards undermine this important arithmetic goal.

The development of fraction and decimal arithmetic is similarly inadequate. In this standard, for example, the development of the arithmetic of fractions seems ultimately to be left up to the student:

 | Develop and analyze algorithms for computing with fractions and decimals, and demonstrate fluency in their use (grade 6)

In high school, the coverage of quadratic equations is missing the technique of completing the square to solve quadratic equations so that the quadratic formula cannot be derived coherently and the graphs of quadratic equations cannot be analyzed properly.

There are mathematical errors in the standards, for example, the fifth-grade statement “the ratio of the circumference of a circle to its diameter is an approximation of π .” This ratio is not an approximation of π , it is the definition of π . Another egregious example is:

 | Describe differences between rational and irrational numbers; e.g., use technology to show that some numbers (rational) can be expressed as terminating or repeating decimals and others (irrational) as non-terminating and non-repeating decimals (grade 7)

This standard is nonsensical since technology cannot do what is claimed. More generally, the insertion of calculators, starting in the third grade, is unnecessary and artificial.

There are serious problems in the Ohio standards. Most critical is the treatment of arithmetic, which is not prioritized or well developed. More generally, the number of the standards is excessive and distracts from the essential content so that the standards lack focus. There are inappropriate standards including ones with calculators and some containing errors. Ohio receives three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Ohio's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Buckeye State has in place today.

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- ¹ Ohio's academic content standards have not changed since Fordham's last evaluation, the *State of State Math Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, Ohio's math grade went from a D to a C. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1177#1177.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Oklahoma • English Language Arts

DOCUMENTS REVIEWED¹

Priority Academic Student Skills: Language Arts. Reading strands updated March 2007. Writing, Grammar, Usage and Mechanics strands updated 2003. Accessed from: <http://sde.state.ok.us/Curriculum/PASS/Subject/langarts.pdf>

Overview

The Oklahoma ELA standards are well written and thorough, clearly outlining expectations for most of the essential K-12 content needed to drive rigorous curriculum development, instruction, and assessment.



Clarity and Specificity: 3/3

Content and Rigor: 5/7

Total State Score: 8/10

(Common Core Grade: B+)

General Organization

Oklahoma's standards are divided into four strands: Reading/Literature, Writing/Grammar/Usage and Mechanics, Oral Language/Listening/Speaking, and Visual Literacy.

Each strand is divided into two to eight standards, then into grade-level objectives for grades 1-12. (Kindergarten standards are not provided.) The state also frequently provides standard-specific examples designed to clarify expectations.

Clarity and Specificity

Oklahoma's standards are well organized and clearly presented. The objectives are generally free of jargon, describe measurable expectations, and clearly illustrate the growth and progression of rigor expected through the grades.

The use of examples to help clarify expectations adds significant value by specifying precisely what students should know and be able to do. Take, for example, these first- and ninth-grade objectives:

Use blends, digraphs, and diphthongs.

- Example: Blends—fl, tr, sl, sm, sn, bl, gr, and str
- Example: Digraphs—sh, th, wh
- Example: Diphthongs—oi, oy, ou, ow (grade 1)

Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings (grade 9)

The biggest drawback of the standards is their failure to delineate any expectations for Kindergarten, let alone Pre-K (though Oklahoma famously has a “universal” Pre-K program attached to its public schools). Despite this, the combination of the sound organization and clearly-written, grade-specific objectives easily merits three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The strengths of Oklahoma's ELA standards are considerable. While they should be improved by providing standards for Kindergarten, the early reading standards are excellent. The objectives clearly outline expectations for phonics and phonemic awareness, and sequence the essential content well for grades 1-4; for example:

Standard 2: Phonological/Phonemic Awareness—The student will develop and demonstrate knowledge of phonological/phonemic awareness...

3. Distinguish onset (beginning sound) and rime in one-syllable words.

- Examples: onset: /b/ in bat; rime: at in bat...

5. Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words.

- Example: the beginning sound of dog is /d/, the middle sound in can is /a/ (grade 1)

Standard 3: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.

1. Phonetic Analysis—Apply phonics knowledge to decode one-syllable words.

a. Use short and long vowel patterns.

Example: CVC = mad, hid, cut

Example: CVCV (final e) = made, hide, cute

Example: CV = he, me, so (grade 1)

The development of vocabulary through the grades is equally strong and includes objectives that appropriately emphasize using both context and outside resources (including dictionaries and thesauruses) to confirm the meaning of unfamiliar words. In addition, they require mastery of Greek and Latin roots, etymology, and shades of meaning.

In reading, while they could include more genre-specific objectives (discussed in greater detail below), the standards admirably avoid the common pitfall of prioritizing reading comprehension strategies over analysis and understanding of genre, text structure, and literary techniques. In addition, the treatment of stylistic devices and literary elements is strong, as demonstrated by these fifth- and sixth-grade standards:

Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme) (grade 5)

Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes and other characters' responses to a character) (grade 5)

Identify and describe the function and effect of common literary devices, such as imagery and symbolism.

- Imagery: the use of language to create vivid pictures in the reader's mind
- Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace (grade 6)

The standards also delineate very clear and rigorous expectations for the mastery of English language conventions and spelling, including:

Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions correctly in their writing.

- Singular and plural forms of nouns
- Singular and plural possessive nouns
- Subject, object, reflexive, and possessive pronouns
- Subject, direct object, and object of prepositions
- Present, past, future, and present perfect verbs tense
- Regular, irregular, and helping verbs
- Subject-verb agreement
- Descriptive, comparative, superlative, and demonstrative adjectives
- Time, place, and manner adverbs
- Comparative forms of adverbs (grade 4)

Oklahoma provides equally specific expectations that address the quality of writing products, including clear, grade-specific objectives that delineate expectations for the organization and focus of writing and for the development of ideas.

In addition, the state effectively prioritizes important genres from grade to grade. In the elementary grades, writing is appropriately focused on narrative and basic informational writing. In fifth grade, persuasive and research writing is introduced and narrative and letter writing is given less attention. By high school, students are expected to write significant persuasive, argument, and response to literature papers. These standards could certainly be enhanced by the inclusion of rubrics and examples of student work to clarify expectations further, but the standards do outline expectations that demonstrate a clear progression of rigor through the grades.

Finally, the state includes clear expectations for listening and speaking, as well as for delivering formal oral presentations and media.

Content Weaknesses

While the reading standards are strong in the ways noted above, they fall short in four areas. First, few objectives are devoted to informational texts. Instead, such texts are listed as one of many genres to be studied, and so standards fail to delineate genre-specific expectations for the study of informational text.

Second, while much content is included for the study of literary texts (as mentioned above), the state provides little guidance regarding the genre-specific content that students must master to become proficient readers, as demonstrated by the following eighth-grade standard:

Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts (grade 8)

Merely asking students to “analyze the characteristics” of a long list of genres without providing substantive details about what characteristics students should master from grade to grade provides scant little guidance.

Third, the reading and literature standards fail to provide guidance about the quality and complexity of reading that students should be doing from grade to grade. And, while the high school standards give a perfunctory nod to reading important works of American literature, the standards for grades 1-8 fail to do even that.

Fourth, while some standards delineate expectations for formal oral presentations and for the quality of writing products expected, the state fails to include specific criteria that would further clarify these expectations.

In sum, while the Oklahoma standards include much of the essential K-12 content, the shortcomings described above omit more than 5 percent of that content, thus earning the standards five points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Oklahoma’s standards are better organized and more clearly presented than Common Core. The objectives are generally free of jargon, describe measurable expectations, and clearly illustrate the growth and progression of rigor expected through the grades. Oklahoma uses more standard-specific examples to help clarify expectations and treats literary genres and their characteristics in more detail. The Oklahoma standards also prioritize essential writing genres by grade spans, which Common Core does not.

On the other hand, Oklahoma fails to include any expectations for Kindergarten, while those presented in the Common Core are generally strong. In addition, the Common Core addresses the analysis of informational text in more detail than the Oklahoma standards. Common Core also includes a list specifying the quality and complexity of student reading as well as sample student writing. Such enhancements would significantly improve Oklahoma’s standards.

1 The Reading and Literature strands of Oklahoma’s PASS ELA standards were last revised and adopted in March 2007. The Writing/Grammar/Usage and Mechanics (WGUM) section was last revised and adopted in June 2009. This updated WGUM section became available on the Oklahoma Department of Education website at the beginning of July 2010, and was not available for review. Instead, experts reviewed the available 2003 version of the WGUM standards.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Oklahoma • Mathematics

DOCUMENTS REVIEWED

Priority Academic Student Skills: Math Content Standards. Spring 2009.

Accessed from: <http://sde.state.ok.us/Curriculum/PASS/Subject/math.pdf>

Overview

Oklahoma's standards are generally strong. They are well written, and K-8 grades are introduced with a section that focuses and clarifies the standards by providing explicit guidance on priorities. The standards are not rigorous enough in places, however, and some important content is missing.



Clarity and Specificity: 3/3

Content and Rigor: 5/7

Total State Score: 8/10

(Common Core Grade: A-)

General Organization

Oklahoma organizes its K-8 standards into five content standards that are common across grade levels: Algebraic Reasoning, Number Sense and Operations, Geometry, Measurement, and Data Analysis. Each strand is then divided into grade-specific standards.

In addition, Oklahoma introduces its K-8 standards with three “major concepts,” which are the three most important topics students must master in each grade. For example:

- Develop quick recall of multiplication facts and related division facts (fact families) and fluency with whole-number multiplication.
- Develop an understanding of decimals and their connection to fractions.
- Develop an understanding of area and acquire strategies for finding area of two-dimensional shapes (grade 4)

The high school standards are organized similarly, with two important differences. First, the content is divided into three courses, rather than five content strands. Second, each course is introduced with a list of “major concepts” (which should be taught in depth) and “maintenance concepts” (which have been taught previously and are prerequisites).

Clarity and Specificity

The standards are generally clear and easy to read. They make frequent and excellent use of examples to clarify the meaning of the statements. For example, the parenthetical examples in this standard serve to make it clear exactly what students are supposed to be able to do:

Identify, describe, and analyze functional relationships (linear and nonlinear) between two variables (e.g., as the value of x increases on a table, do the values of y increase or decrease, identify a positive rate of change on a graph and compare it to a negative rate of change) (grade 7)

Similarly, the example further clarifies this standard:

Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., $-2x+4=-2$) (grade 7)

The clarity is also greatly enhanced by the inclusion of the major concepts, explained above, which specify the topics that should be taught in depth. These provide the standards with focus and are clear and explicit. Taken together, these earn Oklahoma a score of three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

In grades K-8, Oklahoma has set priorities in an exemplary way. The major concepts introducing each grade are stated as the major goals for the year and specified as concepts that “...should be taught in depth.” They are explicit and clear. For example, major concepts for the fourth grade are:

- Develop quick recall of multiplication facts and related division facts (fact families) and fluency with whole-number multiplication (grade 4)
- Develop an understanding of decimals and their connection to fractions (grade 4)
- Develop an understanding of area and acquire strategies for finding area of two-dimensional shapes (grade 4)

These effectively and appropriately set priorities. Standards on less important topics, such as tessellations, will not be misinterpreted as important content.

In each grade, 1-6, two out of three of the major concepts deal with numbers and computations, giving mastery of arithmetic appropriate priority.

Content Strengths

Some of the development of arithmetic is very strong. For example, the following standard explicitly requires memorization of basic facts:

- Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$) (grade 3)

Other strengths include explicit mention of common denominators and the rigor of the high school Geometry course.

Content Weaknesses

There are some problems with the development of arithmetic. The major concepts clearly state that fluency with whole-number addition, subtraction, multiplication, and division is required. However, the standards themselves do not adequately support such fluency. A rigorous treatment of computational fluency requires the standard algorithms, but the standards never specify that students know them and are able to compute with them. For example, the capstone standard for multiplication, which has fluency with multiplication as a major concept, is:

- Estimate and find the product of up to three-digit by three-digit using a variety of strategies to solve application problems (grade 4)

As the capstone standard for multiplication, this lacks the rigor required for true fluency with multiplication. Worse, by allowing students to use “a variety of strategies,” rather than requiring mastery of the standard algorithms, this standard may actually undermine such fluency by allowing students to rely on inefficient techniques.

The development of the arithmetic of fractions similarly fails to specify standard methods for computation and instead requires a “variety of strategies.”

There are some other weaknesses in the standards. Calculators, while not prevalent until high school, are a “suggested material” beginning in first grade. The inverse nature of addition and subtraction and of multiplication and division are not mentioned. Other missing content includes work with rates and rational numbers as repeating decimals (though this is mentioned in the glossary).

In high school, the standards for the Algebra courses become noticeably less clear, and there is a tendency to rely on graphing calculators. This is illustrated by the following standard:

Graph a quadratic function and identify the x- and y-intercepts and maximum or minimum value, using various methods and tools which may include a graphing calculator (Algebra II)

In addition, standards are provided for only three high school courses and some STEM-ready material is missing, particularly trigonometry beyond the basic definitions. However, the standards state explicitly that “students planning to continue their mathematics education should study additional advanced mathematics topics such as trigonometry...”

Oklahoma’s standards cover most of the essential content well, and they set priorities beautifully. There are some weaknesses in the areas of arithmetic, the study of rates, and the inclusion of STEM-ready material. These shortcomings result in a Content and Rigor score of five points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Oklahoma’s standards are generally clear and well presented. Standards are briefly stated and frequently include examples, making them easier to read and follow than Common Core. In addition, the high school content is organized so that standards addressing specific topics, such as quadratic functions, are grouped together in a mathematically coherent way. The organization of the Common Core is more difficult to navigate, in part because standards dealing with related topics sometimes appear separately rather than together.

While Oklahoma’s standards provide well-organized high school courses, they are missing some of the advanced content for high school that is covered in Common Core. In addition, the coverage of arithmetic displays some serious weaknesses. Common Core explicitly requires standard methods and procedures, and the inclusion of these important details would enhance Oklahoma’s standards.

Oregon • English Language Arts

DOCUMENTS REVIEWED¹

Oregon English Language Arts Standards: Standards by Design K-3. June 2002

Accessed from: <http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx>

Oregon English Language Arts Standards: Standards by Design 4-12. January 2003.

Accessed from: <http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx>

Writing Work Samples. September 3, 2009.

Accessed from: <http://www.ode.state.or.us/search/page/?id=524>

Speaking Work Samples. September 29, 2006.

Accessed from: <http://www.ode.state.or.us/search/page/?id=639>

Overview

Oregon's standards are generally clearly written and presented and they include much essential ELA content. Unfortunately, the failure to provide any standards for grades 11 or 12, the inclusion of unnecessary and distracting standards that focus more on pedagogy than on content, and the omission of some critical reading and literature content leave Oregon teachers without the clear guidance they need to drive rigorous curriculum and assessment development and instruction.



Clarity and Specificity: 2/3

Content and Rigor: 4/7

Total State Score: 6/10

(Common Core Grade: B+)

General Organization

The Oregon ELA standards are divided into broad strands, four of which are common to all grade levels: Reading, Literature, Writing, and Speaking and Listening. Additional strands, such as "Concepts of Print," are provided for certain grade levels, but do not include expectations across all grades.

At the high school level, standards follow the same organizational structure, but are provided only for grades 9 and 10.

Clarity and Specificity

Oregon's standards are well organized and well presented. They are generally written in precise language that is free from unnecessary jargon. In addition, the standards often include helpful examples that clarify expectations, such as:

Correctly use:

- apostrophes to show possession (Troy's shoe, the cat's food)
- apostrophes in contractions (can't, didn't, won't) (grade 1)

Orally segment single-syllable spoken words into their components (e.g., cat=/c/a/t; splat=/s/p/l/a/t; rich=/r/i/ch) (grade 1)

Some standards, however, lack both precise language and examples, such as:

- Understand technical vocabulary in subject-area reading (high school)
- Recognize and analyze characteristics of persuasive text (grade 5)

The failure to give examples of the kinds of “technical vocabulary” or text “characteristics” that students should master prevents these standards from providing the guidance needed.

The high school standards are particularly inadequate both because they fail to provide grade-specific standards and because they provide no guidance whatsoever regarding what students should know and be able to do in grades 11 and 12.

These shortcomings detract from the overall strength of the K-8 standards’ clarity and rigor, and make it difficult to determine the scope and sequence of material, particularly in high school. Oregon earns two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Oregon’s early-reading standards are clear and include expectations for mastery of essential phonics and phonemic awareness content and skills, including:

- Orally blend two to four spoken phonemes (sounds) into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat) (grade 1)
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an) (grade 1)

K-8 vocabulary standards delineate appropriate expectations, including a focus on etymology, synonyms, antonyms, prefixes, suffixes, roots, and, at the high school level, connotation and denotation. In addition, the standards include an appropriate focus on using both context clues and reference sources, such as dictionaries and thesauruses, to clarify the meaning of words.

The standards outline expectations for the analysis of both literary and non-literary texts, including a focus—in high school, in particular—on important text features and literary elements, such as:

- Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and how these interactions affect the plot (high school)
- Identify themes in literary works, and provide support for interpretations from the text (high school)
- Analyze an author’s development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks (high school)

The high school standards also admirably delineate expectations that ask students to judge the truth and validity of arguments, as demonstrated by the following:

- Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies (high school)
- Make reasoned assertions about an author’s arguments by using elements of the text to defend and clarify interpretations (high school)
- Evaluate an author’s argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source material) (high school)

The state provides explicit guidelines for the minimum amount of reading that students should do at each grade level.

In Writing, standards that outline the quality of writing expected across grade levels are included, such as:

- Write multi-paragraph compositions—descriptions, explanations, comparison-and-contrast papers, problem-and-solution essays—that:
 - State the thesis or purpose
 - Explain the situation

- Organize the composition clearly, following an organizational pattern appropriate to the type of composition-- comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order
- Provide evidence to support arguments and conclusions (grade 7)

Oregon also provides annotated examples of student writing that further clarify expectations for teachers and students.

Expectations for genre-specific writing are clearly defined, including standards focused specifically on research. The standards for English language conventions are also generally strong and demonstrate a clear progression of rigor, particularly for grades K-8.

Finally, the state includes standards focused on speaking and listening, including expectations for delivering formal oral presentations, and, in grades 5-10, for media and viewing.

Content Weaknesses

In several areas, Oregon's standards miss the mark. For starters, across all grade levels, the state provides two types of standards: assessed standards and "classroom" standards. Unfortunately, this distinction obfuscates more than it clarifies because the classroom standards are frequently focused more on pedagogy than on student outcomes. For example:

- Take part in creative response to text, such as dramatizations and oral presentations (grade 3)

Such "standards" do nothing more than suggest instructional activities that are not clearly focused on student mastery of anything in particular and that could take away valuable time from more purposeful, outcomes-driven instruction. Such suggestions may have value as part of a larger unit plan or curriculum map, but they add little value in a document that is designed to describe essential student learning outcomes.

In addition, while they do include expectations for the analysis of literary and non-literary texts (described above), Oregon's standards lack the genre-specific detail necessary to ensure that students become proficient readers. For example:

- Differentiate among various imaginative forms of literature (e.g., fantasies, fables, myths, and fairy tales) (grade 4)
- Understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies (grade 7)

While both standards list genres that students should read, gives neither sufficient detail nor examples to clarify the important differences among the genres that students should learn.

In addition, aside from a passing mention of the importance of reading historically or culturally significant works of literature that enhance the study of other subjects, the standards fail to prioritize important works of American literature that reflect our common heritage. And while the state provides clear guidance regarding the minimum *quantity* of reading that students should do each year, no guidance is provided about the *quality* and *complexity* of that reading.

Taken together, the inclusion of standards that infuse unnecessary and distracting pedagogy, coupled with the omission of some essential ELA content (and the last two years of high school), earn Oregon four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Oregon's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Beaver State has in place today.

1 The Oregon ELA standards have not changed since our last evaluation, the *State of State English Standards 2005*. The samples of student work, however, have been updated. Along with these minor changes, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) These alterations contributed to a change in Oregon's final ELA grade: from a B to a C. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1064#1064.

Oregon • Mathematics

DOCUMENTS REVIEWED

Standards by Design: Mathematics K-8 (2007) and High School (2009). 2007 and 2009.

Accessed from: <http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx>

Standards by Design: Mathematics Advanced Knowledge & Skills (AK&S). 2009.

Accessed from: <http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx>

Overview

Oregon's standards are exceptionally well presented and easy to read and understand. They cover much of the essential content with both depth and rigor, particularly in high school. Their main weakness is in the coverage of arithmetic. Though it is well prioritized, some of the development is feeble.



Clarity and Specificity: 3/3

Content and Rigor: 5/7

Total State Score: 8/10

(Common Core Grade: A-)

General Organization

Oregon divides its K-8 standards into topics, which vary by grade, and then into grade-specific standards. In addition, the state provides a short introductory paragraph for each grade that broadly describes the content covered.

The high school material is organized similarly, except that standards are grouped together for grades 9-12. In addition, the state provides standards for advanced mathematics topics, such as advanced algebra, discrete mathematics, and advanced statistics.

Clarity and Specificity

Oregon's standards are well presented and easy to read. Students learn different things in different grades, so the variation of topics across the grades is appropriate and results in a clear and focused set of standards. For example, there are no standards about probability in the early grades, which allows teachers to prioritize more essential and grade-appropriate content.

The standards are generally succinct, straightforward, and clear, such as:

- Demonstrate an understanding of time and use of time relationships (e.g., how many minutes in an hour, days in a week, and months in a year) (grade 2)
- Represent money amounts to \$10.00 in dollars and cents, and apply to situations involving purchasing ability and making change (grade 4)

A few standards, however, are subject to interpretation by the reader, for example:

- Identify and represent equivalent expressions (e.g., different ways to see a pattern) (grade 6)

It is unclear what kind of problems a student is expected to be able to solve.

Oregon's standards are extremely well presented and easy to read. They are admirably focused, and most are clear and specific. They receive a Clarity and Specificity score of three points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Implicitly, the standards demonstrate clear and appropriate priorities. There are only a few topics covered in each grade, and these are appropriately focused on the most important mathematics. For example, fourth grade has three topics:

- Number and Operations and Algebra: Develop fluency with multiplication facts and related division facts, and with multi-digit whole-number multiplication (grade 4)
- Number and Operations: Develop an understanding of decimals, including the connections between fractions and decimals (grade 4)
- Measurement: Develop an understanding of area and determine the areas of two-dimensional shapes (grade 4)

This implicit focus on arithmetic is exemplary. More generally, over half of the standards in appropriate grades are about the development of arithmetic.

Content Strengths

The standards develop and use the number line early and often, as in:

- Represent whole numbers on a number line, demonstrating an understanding of the sequential order of the counting numbers and their relative magnitudes (grade 1)
- Represent common fractions (e.g., halves, thirds, fourths, tenths) as equal parts of a whole, parts of a set, or points or distances on a number line (grade 3)

The development of area is strong and detailed:

- Recognize a square that is one unit on a side as the standard unit for measuring area (grade 4)
- Connect area measure to the area model used to represent multiplication and use this to justify the formula for area of a rectangle (grade 4)
- Find and justify relationships among the formulas for the areas of triangles and parallelograms (grade 5)

In high school, the coverage of quadratic equations is often strong. It includes important, rarely seen analysis such as:

- Given a quadratic equation of the form $x^2 + bx + c = 0$ with integral roots, determine and interpret the roots, the vertex of the parabola that is the graph of $y = x^2 + bx + c$, and an equation of its axis of symmetry graphically and algebraically (high school)
- Derive the quadratic formula (high school—advanced algebra)

In addition, much of the STEM-ready content is included.

Content Weaknesses

As illustrated by the fourth-grade topics above, arithmetic is a strong focus in Oregon's standards, and fluency with arithmetic operations is clearly stated as a goal. Unfortunately, the standards themselves do not adequately support such fluency. Instant recall of the number facts is replaced with the less stringent:

- Apply, with fluency, sums to 20 and related subtraction facts (grade 2)
- Apply with fluency multiplication facts to 10 times 10 and related division facts (grade 4)

In the continued development of arithmetic, standard procedures are not mentioned; instead, the use of multiple “efficient strategies” is specified. For example, the capstone standards for whole-number multiplication are:

- Develop and use accurate, efficient, and generalizable methods to multiply multi-digit whole numbers (grade 4)
- Develop fluency with efficient procedures for multiplying multi-digit whole numbers and justify why the procedures work on the basis of place value and number properties (grade 4)

Students who have developed their own methods rather than mastering standard algorithms may be unprepared to continue on to more difficult mathematics.

This approach continues with the arithmetic of fractions and decimals, such as:

Develop fluency with efficient procedures for adding and subtracting fractions and decimals and justify why the procedures work (grade 5)

In addition, common denominators are not mentioned.

In high school, there are a few issues with the content. Linear equations, though well covered, are missing point-slope form. In geometry, the coverage is not as strong. Constructions are not covered, and major theorems are not proven, but are “used” or “applied” as in:

Apply theorems, properties, and definitions to determine, identify, and justify congruency or similarity of triangles and to classify quadrilaterals (high school)

Standards on important algebra skills with rational functions are not quite strong enough to ensure that students have facility with all the operations:

Perform operations on rational expressions (high school—advanced algebra)

Oregon’s high school standards have a few weaknesses, particularly in geometry, but are generally strong and include much of the STEM-ready content. In the elementary grades, arithmetic is well prioritized, but the standards fail to culminate with appropriate capstone standards. These few “shortcomings” result in a Content and Rigor score of five points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Oregon’s standards are generally clear and well presented. Standards are briefly stated and usually clear so that they are easier to read and follow than Common Core. In addition, the high school content is organized so that the standards about various topics, such as quadratic functions, are generally grouped together in a mathematically coherent way. The organization of the Common Core is more difficult to navigate, in part because standards on related topics appear separately rather than together.

While Oregon’s standards provide well-organized high school courses, they are missing some of the essential content that is covered in Common Core. In addition, the coverage of arithmetic displays some serious weaknesses. Common Core provides admirable focus and explicitly requires standard methods and procedures, enhancements that would benefit Oregon’s standards.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Pennsylvania • English Language Arts

DOCUMENTS REVIEWED¹

Academic Standards for Reading, Writing, Speaking, and Listening: Pre-K-3. Revised May 18, 2010.
Accessed from: <http://www.pdesas.org/Standard/StandardsDownloads>

Academic Standards for Reading, Writing, Speaking, and Listening: Elementary (Grades 3-8). June 1, 2009.
Accessed from: <http://www.pdesas.org/Standard/StandardsDownloads>

Academic Standards for Reading, Writing, Speaking, and Listening: Secondary (Grades 8-12). January 29, 2010.
Accessed from: <http://www.pdesas.org/Standard/StandardsDownloads>

Overview

The Pennsylvania standards are generally well organized but laced with vaguely worded and repetitive standards that frequently fail to outline a clear progression of rigor from grade to grade. In addition, much essential content is missing, leaving teachers in the Keystone State without the guidance they need to drive rigorous curriculum and assessment development or instruction.



Clarity and Specificity: 1/3
Content and Rigor: 3/7
Total State Score: 4/10
(Common Core Grade: B+)

General Organization

The Pennsylvania standards include four strands—Reading, Writing, Listening, and Speaking—each of which is divided into two to six substrands. Both the strands and sub-strands are the same for all grades, Pre-K–12. Grade-specific indicators are then provided for each sub-strand.

For grades 8-12, the state also provides two sets of standards: grade-specific indicators, and indicators for “literature and composition,” which are not tied to any particular grade. Unfortunately, Pennsylvania provides no guidance about how these literature and composition standards are meant to be integrated (if at all) with the grade-specific ELA standards.

Clarity and Specificity

The Pennsylvania ELA standards are generally clearly organized and written in concise, jargon-free language. In addition, some standards are clear and specific, such as:

Identify the differences between facts and opinions in a text (grade 1)

Unfortunately, a majority of standards are so vague that they provide little guidance about what students should know and be able to do. For example:

Reveal contrasts in major themes, styles, and trends in the respective historical periods (grades 11-12)

Like many of the grade-specific indicators, this example provides too few details about the content that teachers should include and that students must master and leaves little confidence that students across the state will be held to equally rigorous standards.

Many standards are also repeated verbatim—or nearly verbatim—across grade levels, making it difficult to discern an instructionally meaningful progression from grade to grade.

Finally, and perhaps most confusingly, the state presents high school standards (grades 8-12) in two ways. First, grade-specific indicators are provided for each sub-strand. In addition, specific indicators for literature and composition are also provided. In many cases, the literature and composition standards merely repeat content that already appears among the grade-specific indicators, as demonstrated below:

- Demonstrate comprehension/understanding before reading, during reading, and after reading on a variety of grade-level texts to support understanding of a variety of literary works from different cultures and literary movements (grade 12)
- Demonstrate comprehension before reading, during reading, and after reading on grade-level texts to support understanding of a variety of literary works from different cultures and literary movements (high school literature)

In other cases, new standards are introduced in literature or composition, without any reference to the grade-specific standards, such as:

- Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose (high school literature)

While this standard is useful, because the state never explains how or at what grade these literature and composition standards are meant to be integrated, there is reason to doubt whether they will be thoughtfully incorporated into any course at any grade level.

The combination of repetitive and vaguely worded standards with the confusing literature and composition standards at the high school level leaves teachers in the Keystone State without a clear sense of either the scope or the sequence of the essential content that all students must master. As such, the standards earn one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Standards delineate expectations for both literary and non-literary texts, and those provided for literary texts, in particular, are generally strong, for example:

- Identify literary devices in selected readings (e.g., personification, simile, alliteration) (grade 3)
- Compare the literary elements within and among texts used by an author, including characterization, setting, plot, theme, and point of view (grade 6)

The literary elements substrand is particularly helpful and details most of the essential content that students must learn as well as a clear progression of that content from grade to grade.

Similarly, the writing standards are generally good and include both the genres that students should study at each grade, as well as some general characteristics of quality writing expected at each grade.

Standards also delineate expectations for listening and speaking, as well as for media, and the state includes an entire strand devoted to research (albeit with some vague language and jargon noted below).

Content Weaknesses

To its credit, Pennsylvania specifies in the introduction to its ELA standards that:

- Students do not read “reading” they read about history, science, mathematics and other content areas as well as about topics for their interest and entertainment. Similarly, students do not write “writing” they use written words to express their knowledge and ideas and to inform or entertain others.

This suggests that the state understands and prioritizes the importance of specific content knowledge over vague reading skills and strategies. Unfortunately, this implication is not well supported by the standards themselves. Instead, a majority of standards are focused on delineating expectations for skills and strategies, rather than outlining the essential content that students must master to be proficient readers. This is particularly true of the standards devoted to non-

literary texts, which are generally devoid of content. For example, the following standard appears almost verbatim for every grade, 3-9, then with slight variations in grades 10-12:

Read, understand, and respond to essential content of text and documents in all academic areas (grades 3-9)

This standard does little to clarify expectations for reading in academic areas, and similarly vague and content-empty standards can be found throughout.

What's more, the state focuses an entire strand for grades Pre-K-12 on identifying bias and propaganda in reading, as demonstrated with the following:

Distinguish between essential and nonessential information across a text to a variety of media; identify bias and propaganda where present (grade 8)

By providing no further guidance about how to analyze the truth or validity of argument, this standard could easily lead to politically charged lessons, rather than purposeful, outcomes-driven instruction.

The standards devoted to vocabulary development, to phonics and phonemic awareness, and to English-language conventions are too vague to provide meaningful guidance to teachers, as in:

Demonstrate phonological awareness through phoneme manipulation (grade 1)
 Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary (grade 2)
 Punctuate correctly (grade 3)
 Use correct grammar and sentence formation (grade 3)

The state also fails to provide adequate guidance about the quality, complexity, or number of texts that students should read, nor does it provide rubrics or exemplar student work that would clarify writing expectations across grades.

While Pennsylvania does delineate expectations for the writing genres students should study each year, the standards fail to adequately prioritize the content from grade to grade. Instead, standards for new genres are simply added as the years progress. For example, while persuasive writing doesn't appear until fifth grade, the state continues to focus on narrative writing through the end of high school.

As mentioned above, the state does include a strand specifically dedicated to research. Unfortunately, it features vague and jargon-filled language that distracts from what little content is provided. For example:

Follow an inquiry-based process in seeking knowledge (grade 3)
 Conduct inquiry and research on self-selected or assigned topics using specified sources and strategies (grade 3)

The research standards also fail to outline a clear progression of rigor from grade to grade. For instance, while third-grade students are asked to follow an "inquiry-based process" in seeking knowledge, seventh-graders are inexplicably asked to do this only "with assistance."

Finally, no standards are provided for the delivery or evaluation of formal oral presentations.

Taken together, these shortcomings leave more than 50 percent of the essential content missing from the Keystone State standards, thus earning them three out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Pennsylvania's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Keystone State has in place today.

¹ Pennsylvania's ELA standards' grade bands (Pre-K, elementary, and secondary) overlap in third and eighth grade. Each grade's standards, however, are the same in both the documents in which they appear.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Pennsylvania • Mathematics

DOCUMENTS REVIEWED

Academic Standards for Mathematics Pre-K-3. Revised May 18, 2010.

Accessed from: <http://www.pdesas.org/Standard/StandardsDownloads>

Academic Standards for Mathematics Elementary Standards, Grades 3-8. June 1, 2009.

Accessed from: <http://www.pdesas.org/Standard/StandardsDownloads>

Academic Standards for Mathematics Secondary. January 29, 2010.

Accessed from: <http://www.pdesas.org/Standard/StandardsDownloads>

Overview

Pennsylvania's standards are confusingly organized and difficult to read. In K-8, arithmetic is developed in a straightforward way but not given suitable priority. The high school material is lacking in specificity and content.



Clarity and Specificity: 1/3

Content and Rigor: 1/7

Total State Score: 2/10

(Common Core Grade: A-)

General Organization

The K-8 grade-level standards are organized into eleven strands such as Geometry and Algebra and Functions. (Two of the eleven strands are focused on process, such as problem solving, rather than content.) Each strand is divided into topics, and not all strands or topics appear in each grade.

The high school standards follow a similar organizational structure, except that standards are presented in four categories: grade 11 standards, Algebra I, Algebra II, and Geometry.

Clarity and Specificity

The strand organization is overly complicated, and it is absurd to include some of the strands in every grade level, such as "Trigonometry" or "Concepts of Calculus." Some standards are clearly ludicrous, such as this:

| Determine the probability of an event occurring (grades K-1)

There are inane classifications, such as these standards listed under the strands Concepts of Calculus and Trigonometry, respectively:

| Order whole numbers, 0 to 100, with least to greatest value (grade 1)

| Identify right angles in the environment (grade 3)

Another example from the Concepts of Calculus strand is the poorly worded:

| Describe the relationship between rates of change and another variable (e.g., time, temperature) (grade 5)

"Rates of change" is a relationship between two variables, so the meaning of "another variable" is not clear.

In addition to the poor organization, many of the standards are far too vague to interpret the intent:

- Use concrete objects or combinations of symbols and numbers to represent expressions, equations, and inequalities that model mathematical situations (grade 3)
- Gather data from a variety of appropriate sources (grade 6)
- Name, describe and apply geometric relations for 1-dimensional shapes and 2-dimensional shapes and 3-dimensional solids (grade 8)
- Identify and use properties and relations of geometric figures; create justifications for arguments related to geometric relations (Geometry)
- Model and compare values of complex numbers (Algebra II)

It is not clear from these standards what students are expected to know or what kinds of problems they are expected to be able to solve. The last standard (“Model and compare values of complex numbers”) is particularly ill stated. Complex numbers are not ordered, so how students are intended to “compare values” is not clear.

The Geometry standard above, which is completely lacking in specific content, illustrates a general problem with the high school standards: They tend to be very broadly stated. In addition to the lack of clarity of the individual statements, it is difficult to track the development of some topics because the standards are scattered throughout the various strands rather than presented together.

The standards are poorly organized and often difficult to interpret. They provide limited guidance and receive a Clarity and Specificity score of one point out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Fewer than 30 percent of the standards in the early elementary grades are devoted to the development of arithmetic. This does not sufficiently prioritize arithmetic. There are, for example, more standards for statistics and probability in grades 3-5 than for arithmetic.

Content Strengths

The standards cover the inverse nature of addition and subtraction and of multiplication and division. They also cover the properties of arithmetic such as the associative property.

Content Weaknesses

The standards do not adequately specify that students have automaticity, or quick recall, of basic number facts. These are the basic building blocks for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics. The following example shows that instant recall of basic number facts is not specified because fluency with using the facts is not the same thing as instant recall.

- Develop fluency in the use of basic facts for addition and subtraction (grade 2)

The development of arithmetic is straightforward, but is missing both fluency and standard procedures. The arithmetic thread is nicely sequenced and culminates with the desirable standard:

- Add, subtract, multiply, and divide whole numbers, decimals, fractions, and mixed numbers (grade 6)

Common denominators are not included.

The development of area in the standards is weak. Rectangles are not mentioned in the standards (K-12) and triangles only appear as right triangles. Standards on area are included, but only in general terms: “[U]se models to illustrate the meaning,” and “use appropriate units to measure.” So, for example, formulas for the area of rectangles and triangles do not appear.

High school content is lacking in specifics. The statements are often too broad and vague to interpret the meaning. For example, the following standard could be interpreted at many levels of rigor:

Evaluate and simplify algebraic expressions, for example: products/quotients of polynomials, logarithmic expressions and complex fractions; and solve and graph quadratic, exponential, and logarithmic equations; and solve and graph systems of equations and inequalities (Algebra II)

The coverage of linear equations is weak. Slope, for example, is mentioned specifically only once. Missing content includes slope-intercept form, point-slope form, and finding the equation of a line from two points. Linear equations are included in the following inexplicable standard, which also serves to illustrate the difficulty in interpreting the standards' respective intent:

Evaluate and simplify not understood algebraic expressions, for example: sums of polynomials, products/quotients of exponential terms and product of a binomial times a trinomial; and solve and graph linear equations and inequalities (Algebra I)

The Geometry course is particularly weak. There is no foundation for geometry in the form of axioms or postulates. Standard theorems about triangles and circles and their proofs are not covered.

The development of quadratic equations is poor. Missing content includes completing the square and using the quadratic formula.

The arithmetic of polynomials and rational expressions is not covered.

Much STEM-ready material is also missing, including most of trigonometry and polar coordinates.

Arithmetic is covered incompletely and is not prioritized. Much high school content is missing as well, including specific mention of basic material on linear and quadratic equations as well as much of the STEM-ready content. These “shortcomings” result in a Content and Rigor score of one point out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Pennsylvania's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Keystone State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Rhode Island • English Language Arts

DOCUMENTS REVIEWED

NECAP and Local Reading GLEs. Adopted June 10, 2004; Revised April 2007.
Accessed from: <http://www.ride.ri.gov/Instruction/gle.aspx>

NECAP and Local Written and Oral GLEs. Adopted June 10, 2004; Revised April 2007.
Accessed from: <http://www.ride.ri.gov/Instruction/gle.aspx>

Overview

Rhode Island's standards address some important content in the areas of analyzing literary texts, and listening and speaking, but overall the standards are too repetitive and not specific enough to communicate clear priorities and rigorous content.



Clarity and Specificity: 1/3
Content and Rigor: 3/7
Total State Score: 4/10
(Common Core Grade: B+)

General Organization

Rhode Island's standards are organized into two strands, Reading, and Written and Oral Communication. Each strand is divided into several sub-strands. These are divided into grade by grade standards for Kindergarten through eighth grade. At the high school level, standards are offered for tenth and twelfth grades (but not ninth or eleventh).

The standards document specifies which standards are to be assessed locally and which will be assessed through the New England Common Assessment Program (NECAP), a multi-state common assessment consortium.

Clarity and Specificity

Although Rhode Island offers grade-by-grade standards, many of these are repeated across grades, sowing confusion about what students are expected to master at each grade level. For example, "Identifying possible motives of main characters" is a literary text standard in both grades 2 and 3. At grades 4 and 5, it becomes "Identifying causes or effects, including possible motives of characters," which does not change the fundamental expectation, nor make clear what other kinds of causes and effects the standards developers might have in mind.

Many standards are repeated nearly verbatim across multiple grades, such as this "personal response" standard, which appears essentially unchanged from Kindergarten through grade 5:

Comparing stories or other texts to related personal experience, prior knowledge, or to other texts (grades K-5)

The following writing standard is also repeated across grades 5-12:

Demonstrates the habit of writing by:

- Writing with frequency, including in-school, out-of-school, and during the summer
- Sharing thoughts, observations, or impressions
- Generating topics for writing
- Writing in a variety of genres (grades 5-12)

The excessive repetition of vague standards such as these makes the scope and sequence very difficult to glean, thus earning Rhode Island one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Rhode Island’s standards for analyzing literary texts do a fair job of covering much necessary content, as in this eighth-grade standard:

Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (grade 8)

It would be better if the state had tried to communicate the quality and complexity of reading that students should be doing when undertaking this literary analysis, but at least most literary genres and elements are mentioned, either in standards or in examples.

Rhode Island also does a decent job of outlining expectations for listening and speaking, including active listening, effective speaking, and productive group discussions. The state also includes standards for oral presentations, as in this grade 10 standard:

Includ[e] smooth transitions, support thesis with well-chosen details, and provid[e] a coherent conclusion.

EXAMPLES (of support and elaboration): Us[e] anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts (grade 10)

Evaluation criteria for oral presentations are not included, but detailed examples are included of expected characteristics of presentations.

Content Weaknesses

Rhode Island’s early reading standards appear to cover the right content, but ultimately fall short in defining a complete sequence of phonological awareness, phonics, and comprehension skills. Consider, for example, the following grade 2 “Word Identification Skills and Strategies” standard:

Read regularly spelled one- or two-syllable words using knowledge of sounds and letter patterns (grade 2)

In general, the standards for phonemic awareness and phonics are similarly thin. Two sets of reading strategies are included, as is a category called “Breadth of Reading,” which contains several sub-categories of expectations about reading habits. Unfortunately, the expectations delineated in these sections are not measurable. Fluency standards are perfunctory, as are the vocabulary standards, which often remain unchanged throughout the grades. One red flag is that the vocabulary standards include multiple strategies for “unlocking meaning,” so that word analysis is only one among many strategies (which also include using context clues like illustrations and diagrams). Etymology is not mentioned until twelfth grade.

Rhode Island includes a section called “Suggested Print and Non-Print Informational and Literary Texts—for Instruction and Assessment,” yet it does not actually suggest any texts, only categories of texts, as in this fifth-grade statement:

Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, etc. (grade 5)

Nowhere is the quality and complexity of reading material ever described, nor is there any mention of the study of American literature.

Informational text is treated cursorily, with an emphasis on “reference” and “practical/functional” documents. Even in high school, only one standard addresses arguments (and it is repeated in both grades 10 and 12):

Evaluating the clarity and accuracy of information (e.g., consistency, effectiveness of organizational pattern, or logic of arguments) (grades 10 and 12)

Rhode Island’s writing standards omit much important content. A single writing process standard is repeated across grades, and “habits of writing” standards, which include unmeasurable tasks such as “generating topics for writing,” are also repeated across grades. A “Structures of Language” category touches only lightly on sentence and paragraph

structures. Where one might expect to see the characteristics of good writing described by genre, the standards focus chiefly on such generic writing skills as “stating and maintaining a focus.” Categories nominally address “narrative” and “informational” writing of all kinds, but the standards continue to focus on generic skills, such as “writing about observations and experiences” or “providing a concluding statement.”

At the high school level, many standards are devoted to narrative writing, poetry, and reflective essays, but few are devoted to the structure and characteristics of good arguments or persuasive writing.

Standards for “Applying Rules of Grammar, Usage and Mechanics” do not address any specific content in grades K-5, except to say that students should be “identify[ing] grammatical errors when given examples” or “apply[ing] basic capitalization rules.” In high school, a bit more content is included in the examples, but again that content is largely repeated across grades.

The research sub-category includes only minimalistic standards. For example, the research process is not detailed thoroughly, nor do these standards address the characteristics of final research products, such as proper citation of sources.

In a very few places, the Rhode Island standards include specific content, but in a form that is not necessarily useful to teachers. Long lists (for example, of literary devices) are included, but the same lists are repeated at multiple grade levels, and although the specificity is welcome, it is hard to determine what the priorities are for students at each grade level. The end result is a document that is not particularly rigorous.

Such omissions leave more than 50 percent of the critical K-12 ELA content missing, thus earning Rhode Island three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Rhode Island’s ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Ocean State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Rhode Island • Mathematics

DOCUMENTS REVIEWED

Rhode Island K-8 Mathematics Grade-Level Expectations. June 2006; updated August 2, 2007.

Accessed from: http://www.ride.ri.gov/Instruction/DOCS/gle/GLE%20pdf/FINAL/RI_Math_K-8_GLEs_Final_Version_PDF.pdf

Rhode Island High School Grade-Span Expectations. May 2006; updated August 2, 2007. Accessed from:

http://www.ride.ri.gov/Instruction/DOCS/gle/GLE%20pdf/FINAL/RI_Math_High_School_GSEs_Final_Version_PDF.pdf

Overview

Rhode Island's standards are poorly organized and extremely difficult to read. In the elementary grades, arithmetic is neither prioritized nor well developed. The high school standards contain some rigorous content, but it is not presented coherently and its coverage is incomplete.



Clarity and Specificity: 1/3

Content and Rigor: 3/7

Total State Score: 4/10

(Common Core Grade: A-)

General Organization

The K-8 standards are organized into four content strands such as Number and Operations and Functions and Algebra. Each content strand is divided into topics, and the topics are common across several grades. In addition, standards within a topic begin with the same stem phrase across grades. For example, the following stem phrase is used to begin standards in the Number and Operations strand:

Demonstrates conceptual understanding of mathematical operations through investigations involving...(grades K-3)

High school is organized similarly except the grades are combined into 9-10, 11-12, and "Advanced Mathematics."

Finally, the state provides process standards, such as "problem solving" and "reasoning and proof," which are meant to be integrated into instruction.

Clarity and Specificity

The use of the same stem phrase (bolded below) for all grades is poorly implemented and makes the standards difficult to read. For example, the following standard about using simple comparisons is bizarrely stated as a standard about data trends:

Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using more, less, or equal (grades K-2) (emphasis original)

Many standards suffer from excessive length and complexity, such as:

Demonstrates understanding of the relative magnitude of numbers from 0 to 199 by ordering whole numbers; by comparing whole numbers to each other or to benchmark whole numbers (10, 25, 50, 75, 100, 125, 150, or 175); by demonstrating an understanding of the relation of inequality when comparing whole numbers by using "1 more," "1 less," "10 more," "10 less," "100 more," or "100 less"; or by connecting number words and numerals to the quantities they represent using models, number lines, or explanations (grade 2) (emphasis original)

Identifies and extends to specific cases a variety of patterns (linear and nonlinear) represented in models, tables, sequences, graphs, or in problem situations; and generalizes a linear relationship using words and symbols; **generalizes a linear relationship to find a specific case**; or writes an expression or equation using words or symbols to express the generalization of a nonlinear relationship (grade 7) (emphasis original)

Besides the overall lack of clarity, the phrase “generalizes a linear relationship to find a specific case” is mathematically backwards.

Some clearly stated content expectations are buried within the overly long standards. For example, the following standard is packed with good content:

Demonstrates conceptual understanding of algebraic expressions by manipulating, evaluating, and simplifying algebraic and numerical expressions; adding, subtracting, multiplying and dividing polynomials; adding, subtracting, multiplying and dividing rational expressions; simplifying complex fractions; factoring quadratic and higher degree polynomials, including difference of squares; applying properties of logarithms (e.g., $\log_a b^n = n \log_a b$, $a^{\log_a b} = b$) and converting between logarithmic and exponential forms; manipulating, evaluating, and simplifying expressions involving rational exponents and radicals and converting between expressions with rational exponents and expressions with radicals (grades 11-12) (emphasis original)

Another problem with the high school standards is that material on related topics such as quadratics or exponentials is scattered incoherently across various strands.

The standards are difficult to read and interpret and rarely clear. They offer “limited guidance to users” and receive a Clarity and Specificity score of one point out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Rhode Island does not provide specific guidance about content priorities. That said, priorities can be gleaned by evaluating the number of standards devoted to a particular content area. Essential arithmetic content comprises fewer than 30 percent of the standards in the crucial elementary grades, which inadequately prioritizes this essential content.

What’s more, while attention to arithmetic is minimal, the standards focus attention on less important topics such as geometric reflections in grades 3-7 and 9-12.

Content Strengths

The standards cover the structure of arithmetic such as commutativity, associativity, and distributivity as well as the inverse nature of addition and subtraction and of multiplication and division. The number line is used throughout.

In high school, the standards include some rigorous content despite the poor organization. For example, they cover completing the square for quadratic equations and the arithmetic of polynomials and rational expressions.

Content Weaknesses

The development of arithmetic is weak. The introduction to the Number strand states,

Having students know basic facts and having students compute fluently (i.e., accurately and efficiently) continues to be an important goal in mathematics education

However, knowing basic facts and having computational fluency is not supported in the standards themselves.

Mentally adds and subtracts whole-number facts through 20; multiplies whole-number facts to a product of 100 (grade 4)

Mentally computing is not instant recall. The standards do not adequately specify that students have automaticity, or quick recall, of basic number facts. These are the basic building blocks for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics. For addition and subtraction, the capstone standard is as follows:

Accurately solves problems involving addition and subtraction with regrouping; the concept of multiplication; and addition or subtraction of decimals (in the context of money) (grade 3)

Although a desirable standard, it does not mention fluency or the use of standard algorithms.

Similarly for multiplication, only a parenthetical remark appears:

Accurately solves problems involving multiple operations on whole numbers or the use of the properties of factors and multiples; and addition or subtraction of decimals and positive proper fractions with like denominators. (Multiplication limited to 2 digits by 2 digits, and division limited to 1 digit divisors.) (grade 4)

High school content is missing basic material on some important topics. The material on linear equations omits point-slope form and finding the equation for a line given two points. The various forms of quadratic equations and finding the vertex are not explicitly presented.

In the elementary grades, arithmetic is neither prioritized nor well developed. High school coverage is better, but is still missing some essential content. These serious problems result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Rhode Island's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Ocean State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

South Carolina • English Language Arts

DOCUMENTS REVIEWED

South Carolina Academic Content Standards for English Language Arts. 2008.

Accessed from: <http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/index.html>

Overview

The South Carolina standards are woefully vague and repetitive, despite some good content, such as the treatment of early reading, and some aspects of literary and informational texts.



Clarity and Specificity: 1/3

Content and Rigor: 3/7

Total State Score: 4/10

(Common Core Grade: B+)

General Organization

The South Carolina standards are divided into three strands: Reading, Writing, and Researching.

Each grade level contains six “standards” (three for Reading, two for Writing, and one for Researching), and a number of “indicators” are listed for each standard. Introductory material states that “all of the six standards and their indicators carry equal weight and should be taught in an integrated manner.” Standards for high school are divided into courses, English 1, 2, 3, and 4.

Clarity and Specificity

South Carolina’s essential problem is that far too many of its indicators are repeated across grades, even though some of them are rigorous. Overall, the indicators are far too repetitive to be helpful for grade-level curriculum planning, instruction, or assessment.

Consider the following indicator for literary text response, repeated in grades 6-12:

Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts) (grades 6-12)

In some cases, the indicators are both unmeasurable and repetitive, as in this example, repeated in grades 1-12:

Read independently for extended periods of time for pleasure (grades 1-12)

Excessive repetition of vague indicators casts a pall over the document and earns South Carolina one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

South Carolina’s indicators for early reading are systematic and thorough, as in the following first-grade phonics set:

Use onsets and rimes to decode and generate words

Use knowledge of letter names and their corresponding sounds to spell words independently

Organize a series of words by alphabetizing to the first letter

- Identify beginning, middle, and ending sounds in single-syllable words
- Classify words by categories (for example, beginning and ending sounds)
- Use blending to read
- Spell three- and four-letter short-vowel words and high-frequency words correctly (See Instructional Appendix: High-Frequency Words.)
- Use known words to spell new words (grade 1)

All of the early reading criteria are addressed (see *ELA Content Specific Criteria*, Appendix A) and often with examples. Appendices list the high-frequency words that students are to learn, as well as the roots, prefixes, and suffixes that they should know at each grade level. Vocabulary is addressed at every grade level, with a focus on word analysis. Spelling is also addressed within vocabulary.

From Kindergarten onward, literary and informational text are treated separately, with specific indicators outlined in each area, progressing in rigor across the grades, despite repetition in a number of places. Consider the following progression—on “point of view”—in grades 2-7:

- Analyze the text to determine the narrator (grade 2)
- Analyze the text to determine first-person point of view (grade 3)
- Distinguish between first-person and third-person points of view (grade 4)
- Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view (grade 5)
- Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view (grade 6)
- Explain the effect of point of view on a given narrative text (grade 7)

With respect to informational text, some repetition also exists, but rigorous progression is evident in a number of places, as in this grade 5-8 sequence dealing with bias and propaganda:

- Analyze a given text to detect author bias (for example, unsupported opinions) (grade 5)
- Summarize author bias based on the omission of relevant facts and statements of unsupported opinions (grade 6)
- Identify propaganda techniques (including testimonials and bandwagon) in informational texts (grade 6)
- Identify author bias (for example, word choice and the exclusion and inclusion of particular information) (grade 7)
- Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts (grade 7)
- Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information) (grade 8)
- Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts (grade 8)

To illustrate the quality and complexity of reading that students should master, South Carolina appends a suggested reading list organized by grade spans and genres. The titles represent a thoughtful selection of literary and informational texts. Although American literature is not required for study, a number of important works from American literature are included on the list.

The indicators for oral and written conventions are fairly well delineated across grades 1-6. They are somewhat repetitive in grades 7-12, but generally go farther than many state standards in defining specific objectives for grammar and usage.

Content Weaknesses

The South Carolina indicators for writing are woefully repetitive, with many repeated verbatim across multiple grades in multiple instances. They focus mostly on process and do not describe specific expectations for products by genre in a way

that is helpful to teachers. For example, in “informational writing,” some version of the following indicator is repeated across grades 4-10:

Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience (grades 4-10)

Even indicators for persuasive writing in high school mention only that essays should have a thesis statement and “use support.” It would be more helpful to describe key aspects of persuasive writing such as anticipating and addressing potential counterclaims and the use of rhetorical strategies.

South Carolina’s indicators include none that address listening and speaking. Some “Oral Communication and Vocabulary” indicators are included, such as this high school indicator, but it is repeated verbatim in all four years:

Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose (grades 9-12)

Although it includes a Research strand, South Carolina’s indicators in this domain are thin. For example, “clarify and refine a research topic” is an indicator in all grades 4-12. The equally thin “use a variety of print and electronic reference materials” appears in grades 6-12. Paraphrasing and summarizing information is addressed, as is documenting sources, but these indicators are perfunctory and repetitive, as in this grade 6-12 indicator:

Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others (grades 6-12)

Nowhere are specific characteristics for research products fully defined, such as essays that reflect the evaluation of primary and secondary sources or the synthesis of information.

Multimedia indicators are addressed only occasionally. For example, consider this indicator, which appears under “Visual Aids in Presentations.” It repeats almost unchanged in grades 4-12:

Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations (grades 4-12)

Students should be expected not only to select graphics, but to analyze and produce multimedia products in order to be college- and career-ready.

Despite notable areas of rigorous content, such as early reading, South Carolina fails to define a systematically rigorous set of student expectations. Weaknesses in the areas of writing, listening and speaking, research, and media mean that South Carolina is missing close to 50 percent of necessary content and earns three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, South Carolina’s ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Palmetto State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

South Carolina • Mathematics

DOCUMENTS REVIEWED

South Carolina Academic Standards for Mathematics. June 12, 2007.

Accessed from: <http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/math/documents/2007MathematicsStandards.doc>

Overview

South Carolina's standards are often strong. Many are clear and easy to read, and the high school content contains some mathematically rich material. Unfortunately, the standards neither prioritize nor support the arithmetic skills that students need and therefore fail to provide the kind of guidance K-12 teachers need to truly prepare students for college mathematics.



Clarity and Specificity: 2/3

Content and Rigor: 3/7

Total State Score: 5/10

(Common Core Grade: A-)

General Organization

South Carolina's K-8 standards are organized by strands including Measurement, Number and Operations, and Algebra. These are subdivided by topic and then into grade-specific "indicators." It is these indicators that are referred to as "standards" and examined below. The high school standards are organized by course rather than grade, but otherwise follow the same structure.

Clarity and Specificity

In general, South Carolina's standards are well organized and not difficult to read. There are a reasonable number of standards in each grade; they are easy to find and stated succinctly. Some are simple and easily understood, such as the following standards:

Classify angles as right, acute, or obtuse (grade 3)

Represent with ordered pairs of integers the location of points in a coordinate grid (grade 6)

Some standards, however, are subject to wide interpretation in terms of the mathematical skill that students are expected to master. For example:

Represent numeric, algebraic, and geometric patterns in words, symbols, algebraic expressions, and algebraic equations (grade 5)

Without further clarification, it is not clear from this statement what students are expected to be able to do.

In the elementary grades, the standards contain many statements that include the phrase "generate strategies to..." such as:

Generate strategies to add and subtract without regrouping through two-digit numbers (grade 1)

There is an attempt in the introduction to explain the phrase, but it is not specific enough to make these standards clear or measurable:

An indicator beginning with the phrase "Generate strategies" addresses a concept that is being formally introduced for the first time, and students must therefore be given experiences that foster conceptual understanding.

Other standards begin with equally vague phrases, including “apply an algorithm” and “apply strategies and procedures.” Unfortunately, the accompanying clarification statements provided in the introduction are similarly ambiguous.

Most of the standards are explicit and clear. But enough of them suffer from such vague language that, taken together, the standards do not quite provide a complete guide to users. This results in a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Aside from the number of standards devoted to each content area, South Carolina does not offer explicit guidance as to which content is most important. In the elementary grades, the arithmetic standards comprise only about one-third of the standards—an insufficient proportion that does not properly prioritize the role of arithmetic in the early grades.

Content Strengths

The high school standards are generally good and cover the advanced material needed for STEM-ready students.

Content Weaknesses

The primary weakness of South Carolina’s standards is with the development of arithmetic. While fluency is stated as a goal, the development of the standards does not support true mastery of arithmetic skills that students need to continue to more advanced topics. For example, the arithmetic standards on whole-number addition and subtraction are the following:

- Recall basic addition facts through $9 + 9$ and corresponding subtraction facts (grade 1)
- Generate strategies to add and subtract pairs of two-digit whole numbers with regrouping (grade 2)
- Apply an algorithm to add and subtract whole numbers fluently (grade 3)

Note that the last standard does not specify that the standard algorithms are the ones to be applied in solving addition and subtraction problems. The guidance in the introduction for the phrase “apply an algorithm” states that standards beginning with this phrase address “a concept that has been introduced in a previous grade.” In the above, various strategies may have been generated to add and subtract, and the “algorithm” chosen to apply to achieve the desired fluency may be one that is inefficient or otherwise inadequate.

The development of whole-number multiplication and division and of fraction and decimal arithmetic follows a similar pattern. Students first “generate strategies” and then “apply an algorithm” to achieve arithmetic fluency. The failure to specify the use of standard algorithms and other standard arithmetic procedures has the potential to undermine students’ mastery of arithmetic.

Further, the important topics of common denominators and negative numbers are not mentioned in the elementary standards. While negative numbers are never mentioned explicitly, in sixth grade, integers suddenly appear in a standard, which states simply:

- Understand Integers (grade 6)

While this is a laudable goal, it is unmeasurable and fails to provide sufficient guidance about what students are expected to know and be able to do.

As stated above, the high school standards are generally strong, but they, too, reveal a few weaknesses. Many begin with “apply a procedure to...,” without specifying what procedure ought to be applied. Since graphing calculators are required for all courses, this could result in students relying on them to perform procedures that should be mastered without the use of a calculator.

A few details are also missing in the standards for lines and quadratics. The geometry course is not rigorous. The standards use all of the important theorems to solve problems, but there is no indication that the important theorems themselves should be proven.

In sum, much of the high school content is covered clearly and well in these standards. They fall short, though, on the topic of arithmetic. Arithmetic is the fundamental prerequisite for advanced mathematics, but its importance is insufficiently supported in South Carolina’s standards. This is no less than a “crucial shortcoming” that leads to a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, South Carolina’s mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Palmetto State has in place today.

South Dakota • English Language Arts

DOCUMENTS REVIEWED

South Dakota Reading Content Standards. March 2007.

Accessed from: <http://doe.sd.gov/contentstandards/languagearts/index.asp>

South Dakota Writing, Listening and Communication Content Standards. March 2007.

Accessed from: <http://doe.sd.gov/contentstandards/languagearts/index.asp>

Overview

South Dakota's standards are clearly organized and well presented. Unfortunately, they also include far too many vaguely worded standards and omit much essential content. This leaves teachers in the Mount Rushmore State without the guidance they need to drive instruction and rigorous curriculum and assessment development.



Clarity and Specificity: 2/3

Content and Rigor: 4/7

Total State Score: 6/10

(Common Core Grade: B+)

General Organization

South Dakota's standards are organized in three strands: Reading; Writing; and Listening, Speaking, and Viewing. For each strand, the state provides indicators, common to all grades, which “represent expected outcomes for all students preparing to graduate from South Dakota schools.” For example:

Students can comprehend and fluently read text (reading indicator 2)

Grade-level content standards are then provided to delineate “expected outcomes for students completing each grade level.”

In addition, the state provides “performance descriptors,” which are rubrics that outline what skills students must have mastered by the end of the year to be considered advanced, proficient, or basic.

Clarity and Specificity

As noted above, the South Dakota standards are well organized and clearly presented. In particular, the state helpfully lists them in two ways: by grade level, so that teachers can clearly see everything their students need to master in a particular year, and by indicator, so that readers can understand the development and progression of content and rigor in a particular strand or indicator from grade to grade.

Some standards are clear and specific, such as:

Students can edit text for subject-verb agreement (grade 6)

Unfortunately, too many of the grade-specific standards are vague and provide insufficient guidance. For example:

Students can contribute to group discussions on a topic (Kindergarten)

Utilize comprehension strategies while constructing meaning (grade 5)

Students can determine and utilize organizational features of text (grade 3)

Occasionally, the performance descriptors add specificity, but most frequently the grade-level standards are simply repeated verbatim under the “proficient” heading. (Note, though, that by providing some guidance about what students would need to know and be able to do to be considered “advanced,” the state admirably demonstrates how teachers can differentiate instruction for more advanced students.)

South Dakota also includes a helpful glossary to define content-specific vocabulary used throughout the standards.

Though clear organization and inclusion of the glossary and performance descriptors partially offset the vagueness of the grade-level standards themselves, overall the standards leave too much room for interpretation and variation and, consequently, earn two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

South Dakota is one of the few states to provide an appendix that is devoted to naming suggested authors (and occasionally texts) that reflect our common literary and cultural heritage. This list is divided by grade band (Pre-K-4, 5-8, and 9-12) and includes important authors and works of literature and poetry, such as Louisa May Alcott, Robert Frost, C. S. Lewis, Shakespeare, Sir Arthur Conan Doyle, Chaucer’s *Canterbury Tales*, William Blake, and so on. In addition, South Dakota includes important works of American nonfiction, such as Martin Luther King, Jr.’s *Letter from a Birmingham Jail* and Lincoln’s *Gettysburg Address*, as well as a list of suggested authors from “contemporary American literature” that is presented for grades Pre-K-2, 3-4, 5-8, and 9-12.

The standards also include expectations that address the quality and complexity of writing expected at each grade, such as:

- Students can write a thesis statement for an expository or persuasive document (grade 9)
- Students can summarize and paraphrase information from references to compose text (grade 7)
- Students can edit text for verb-tense agreement (grade 7)
- Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs (grade 8)

The standards helpfully address the genres of writing that students should be doing at each grade, as shown in the eighth-grade standard above and the following third-grade standard:

- Students can write a friendly letter, thank-you notes, and invitations (grade 3)

While no rubrics or annotated samples of student writing are provided, the performance descriptors help clarify expectations of the level of writing expected of students at each grade level. For example:

- Third-grade students performing at the advanced level:
 - compose a paragraph with indentation, a topic sentence, supporting details, and a conclusion; incorporate questions, commands, statements and/or exclamations; write friendly letters, thank-you notes, invitations, letter to the editor or principal;
 - capitalize newspapers, magazines, first words in quotations, names, holidays, special events, book and story titles, and titles of people;
 - use commas in dates, city and state, items in a series; and quotation marks in dialogue;
 - write legibly in cursive with proper spacing in a paragraph;
 - write a paragraph using multiple interjections (grade 3, advanced)

The standards also delineate expectations for listening, speaking, and, in grades K-8, for delivering formal oral presentations.

Content Weaknesses

The standards that address phonics and phonemic awareness are generally too vague to provide real guidance to teachers, as demonstrated below:

- Students can read text by decoding word parts (grade 1)
- Students can decode to read and recognize words (grade 1)

Similarly, the vocabulary standards are generally empty, as in:

- Students can apply example clues to extend vocabulary (grade 7)
- Students can analyze word parts to determine meaning and context (grade 9)

While the state admirably includes the appendix listing sample authors and texts, the actual standards that address literary and non-literary texts outline virtually no rigorous or specific content. For example:

- Students can identify and describe literary elements and devices in literature (grade 3)
- Students can interpret text using comprehension strategies (grade 7)
- Students can identify how authors use literary elements to create meaning (grade 7)
- Students can evaluate how style affects the meaning of text (grade 12)

Such standards leave little confidence that students across the state will master the critical content necessary to become proficient readers.

Similarly, while the writing standards address the genres students should be learning at each grade, they do not specify essential genre-specific content. Nor do they clearly outline the grammar content that students must learn each year. Instead, the state includes mostly generic standards, such as:

- Students can identify and incorporate nouns in the writing process (grade 4)

Finally, while the document includes research standards, their expectations are so general as to be meaningless, such as this one from twelfth grade:

- Students can write a research document which will defend a position or recommend a plan of action (grade 12)

Taken together, these shortcomings leave almost 50 percent of the essential K-12 content missing, thus earning South Dakota four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, South Dakota's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Mount Rushmore State has in place today.

South Dakota • Mathematics

DOCUMENTS REVIEWED

Mathematics Content Standards. May 17, 2004.

Accessed from: <http://doe.sd.gov/contentstandards/math/docs/MathStandards--Approved05-17-04.pdf>

Overview

South Dakota's standards are beautifully presented. They are well organized and illustrated throughout with examples. Unfortunately, their mathematical content is often incomplete. Arithmetic, though somewhat prioritized, is poorly developed. High school is missing important content.



Clarity and Specificity: 2/3

Content and Rigor: 3/7

Total State Score: 5/10

(Common Core Grade: A-)

General Organization

The K-8 standards are organized by five content strands such as Algebra and Geometry. Each strand is subdivided into topics, and within these topics are the grade-level standards. Associated with each standard are examples and supporting skills.

The high school organization is similar, but the standards are divided not by grade, but into two categories: Core and Advanced.

Clarity and Specificity

The standards are generally very easy to read. They are well organized and the statements are often succinct and clear, such as:

Students are able to measure length to the nearest $\frac{1}{2}$ inch (grade 3)

For standards that are not so clear, the associated examples and supporting skills often serve to clarify. Take the following standard and example:

Students are able to identify information and apply it to a given formula

Example: Given the formula for distance, $D = rt$, the troop hiked 12 miles in 4 hours. At what rate did they hike? (grade 5)

Sometimes the supporting skills contain crucial mathematics. In the following standard, recall of number facts is included as a supporting skill rather than as a standard itself:

Students are able to find the products of two-digit factors and quotient of two natural numbers using a one-digit divisor (grade 4)

The supporting skill is:

Recall and apply multiplication and division facts through the 12s (grade 4)

The examples are necessary in interpreting the high school standards. For example, for linear equations:

Students are able to use graphs, tables, and equations to represent linear functions.

Examples:

1. Create a table from the graph or equation of a line.
2. Graph a linear equation in the form $y=mx+b$.
3. Write an equation of a line that passes through the points (3, 2) and (-1, 5) (high school—core)

Another example is the following broadly stated standard that, in and of itself, could be interpreted at almost any level of rigor:

Students are able to apply properties and definitions of trigonometric, exponential, and logarithmic expressions (high school—advanced)

Five examples accompany this standard, and they make clear that the standard expects a high level of rigor, such as:

$(\sin x - \cos x)^2 = 1 - \sin(2x)$ (high school—advanced)

Not every type of problem appears as an example, however, so the scope of this standard is still unclear.

A similarly vague standard with a high-level example is:

Students are able to describe characteristics of nonlinear functions and relations

Example: Find the period, amplitude, vertical and horizontal shift of $y = 3\sin 2(x + \frac{\pi}{3}) - 2$ (high school—advanced)

The standards are well presented and easy to read, but they are often overly general, though the use of examples to clarify the intent is an exemplary feature. Even with the examples, however, the standards do not quite provide a complete guide to users. They receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

South Dakota does prioritize the development of arithmetic, though not adequately. The introduction states:

Grades 3 through 5 standards emphasize multiplicative reasoning, equivalence, and computational fluency with whole numbers.

This emphasis is not adequately reflected in the standards themselves where about 40 percent of the standards support the stated emphasis, indicating a moderate priority for arithmetic.

Content Strengths

As mentioned above, the primary strength of South Dakota's standards is their relatively high prioritization of essential arithmetic in the crucial elementary grades. In addition, some of the high school examples indicate a high degree of rigor in coverage. For another important example, although the arithmetic of rational functions is not explicitly required in the standards, there is:

Students are able to write equivalent forms of rational algebraic expressions using properties of real numbers (high school—advanced)

This is too broad a statement to discern the level of rigor required, but the examples include problems indicating a high degree of sophistication, such as:

$$\left| \begin{array}{r} 2 + \frac{1}{x} \\ \hline \frac{1}{x+3} - 1 \end{array} \right| \quad (\text{high school—advanced})$$

In addition, linear equations are generally well covered.

Content Weaknesses

Though arithmetic is stated as a priority, it is not well developed. Beginning with the foundations of whole-number arithmetic, instant recall of addition and subtraction facts is not mentioned. Automaticity, or quick recall, of basic number facts is the basis for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics. The capstone standards for addition and subtraction are:

- Students are able to solve two-digit addition and subtraction problems written in horizontal and vertical formats using a variety of strategies (grade 2)
- Students are able to add and subtract whole numbers up to three digits and multiply two digits by one digit (grade 3)

Fluency and standard algorithms go unmentioned and may be undermined by the “variety of strategies” which are specified. The development of multiplication and division is better, but still not adequate. Neither fluency nor standard algorithms is specified.

The poor development of arithmetic continues with the development of fractions. Few standards even deal with fractions. For example, in fifth grade, we find just two standards about fractions and none of the operations is specified. The coverage of fractions in sixth grade is similarly scant, and the arithmetic of fractions is again not specified. Despite the lack of development, in seventh grade:

- Students are able to add, subtract, multiply, and divide integers and positive fractions (grade 7)

In high school, much essential content is missing. Geometry lacks constructions as well as proofs of basic theorems. Polynomials are mentioned, but the coverage is not complete. There is little development of quadratic equations, and the important skills of factoring and completing the square are not covered. Few standards explicitly deal with trigonometry, although the examples imply high expectations. Much of the STEM-ready content is missing, including inverse trigonometric functions and polar coordinates.

Although arithmetic is somewhat prioritized, it is not well developed. The high school standards are missing much of the essential content, including STEM-ready content. These “serious problems” result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, South Dakota’s mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Mount Rushmore State has in place today.

Tennessee • English Language Arts

DOCUMENTS REVIEWED

Standards, Learning Expectations and Performance Indicators. Effective 2009-2010.
Accessed from: <http://www.state.tn.us/education/ci/english/index.shtml>

Overview

The Tennessee standards cover nearly all of the essential K-12 ELA content rigorously and with sufficient detail. While there is some unnecessary repetition, a few instances of vague language, and an overemphasis on writing “work-related” texts, these Tennessee standards are a vast improvement over earlier iterations.



| | |
|--------------------------------|-------------|
| Clarity and Specificity: | 3/3 |
| Content and Rigor: | 6/7 |
| Total State Score: | 9/10 |
| <i>(Common Core Grade: B+)</i> | |

General Organization

The Tennessee standards are organized into eight strands:

- » Language
- » Communication
- » Writing
- » Research
- » Logic
- » Informational Text
- » Media
- » Literature

Within each strand are grade-level expectations (GLEs) (and “course-level expectations” for high school), which, according to the state, “are the overarching goals for student learning.” “Checks for Understanding”—which appear directly below the GLEs—offer guidance about potential formative and summative assessments, and “State Performance Indicators” convey what will be assessed by the state. The standards are grade by grade, K-12.

Clarity and Specificity

The grade-level and course-level expectations tend to be broad in scope, and not always measurable, but the Checks for Understanding and the State Performance Indicators are much more specific—and read like standards as well. All four (GLEs, course-level expectations, Checks for Understanding, and State Performance Indicators) are referred to as standards in this review, though Checks for Understanding is the primary focus.

Most of the standards are clear and specific, as illustrated by these grade 5 and grade 8 expectations:

Identify the correct use of adjectives (i.e., common/proper, comparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within context (grade 5)

Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used; determine the essential elements that elaborate it (grade 8)

A small number of unmeasurable standards do make their way into the document, such as:

- Write poems, stories, and essays based upon thoughts, feelings, and experiences (grade 3)
- Derive meaning while reading (e.g., use metacognitive and self-monitoring reading strategies to improve comprehension (reread, ask for help, self-questioning, draw on earlier reading) (grade 5)

Such standards are rare, however.

Repetition across grades is sometimes a problem, but for the most part meaningful distinctions are made. For example, lists of frequently confused words and foreign words and phrases are offered with some repetition at each grade level, but new words are also added every year at the end of each list, implying that teachers are responsible for the new additions at that grade level.

In short, Tennessee’s standards are very clear and specific. They leave little doubt about student expectations and therefore earn three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Tennessee’s early reading standards are rigorous. The following phonics standard from grade 1 is typical in its rigor:

- Apply phonics generalizations in order to decode words.
 - name all uppercase/lowercase letters of the alphabet
 - understand that the sequence of letters in a written word represents the sequence of sounds in a word
 - use letter-sound matches and structural analysis to decode grade-level words
 - use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade-level words
 - apply long and short vowel rules when decoding text
 - use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words
 - continue to decode unknown words that are grade-level appropriate (grade 1)

The vocabulary standards are detailed, focus on word analysis and etymology, and do not prioritize the use of context clues over more reliable ways of determining meaning. Standards for spelling, grammar, and usage are also thoroughly treated, as in this example:

- Distinguish between clauses (adjective, adverb, noun) and phrases (adjective, adverb, appositive, infinitive, prepositional, verb, verbal—including gerunds and participles) (grade 7)

Such grade-specific detail makes it easy for the teacher to hold students accountable for correct and progressively sophisticated use of the English language.

Standards for literary and informational text are distinct, and each is treated in detail, despite some repetition across grades. Literary genres, structures, elements, and devices are all well scaffolded. For example, in grade 2, students must simply “identify the characters, plot, and setting of a story,” but by grade 7, each of these elements is addressed in detail, as in this example about plot:

- Identify how the author reveals character (i.e., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks) (grade 7)

Tennessee also includes expectations—at least in eleventh grade—that students will:

- Compare and contrast the elements (e.g., form, language, plot, and characters) of two works representing different literary periods (e.g., *The Scarlet Letter* and *An American Tragedy*) (grade 11)

Although Tennessee does not go farther to describe the quality and complexity of texts that students should read in each grade, the state deserves plaudits for prioritizing the study of American literature.

When it comes to informational text, the structures and various characteristics of informational text are well addressed. Related content concerning the analysis of arguments is also addressed in the logic strand (see below).

Tennessee’s communication standards are straightforward and practical, although some are repeated across grades. For the most part, good augmentations are made at appropriate benchmark grades to demonstrate an overall progression of rigor. For example, in the earliest grades, students must “summarize what has been heard” but, by grade 5, they must “recognize common organizational structures of speeches (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).” Recitation and oral presentations are included throughout and these standards detail specific characteristics of effective presentations. Standards for “group work” are surprisingly detailed and useful, noting the specific ways in which “self-directed work teams” may accomplish a particular purpose.

Tennessee’s writing standards exhibit many good characteristics. The standards offer explicit direction about aspects of good writing, including the third grade requirement to write a coherent paragraph:

Using complete sentences, develop a logical, coherent paragraph with a topic sentence, supporting details, and a concluding sentence (grade 3)

Tennessee also requires, at grade 6, that students write a coherent thesis statement.

As early as grade 1, the Writing standards incorporate aspects of research and technology. A good synergy exists between what is expected in writing when it comes to doing research and the content of the Research standards themselves.

The Research standards also maintain explicit and rigorous expectations for students, noting at each grade level, for example, how to distinguish among and evaluate the various types of resources. As early as second grade, students are expected to:

Write a simple research report that demonstrates a gathering of information (grade 2)

This standard at grade 6 becomes:

Write a research paper, using primary and secondary sources and technology and graphics, as appropriate (grade 6)

Sixth-graders are also expected, among other things, to:

Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations (grade 6)

Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources (grade 6)

Identify reasons for choosing one source over another, including those found on websites (grade 6)

Identify the characteristics and limitations of source material (grade 6)

Considering all the research-related standards together, little doubt remains as to what kinds of research products students should be producing.

Tennessee also includes an entire strand devoted to logic. As early as Kindergarten, students must “develop an understanding of sequential events.” By grade 6, they must define inductive and deductive reasoning and identify examples of each in texts. In twelfth grade, students analyze common fallacies and:

Differentiate among evidence, inferences, assumptions, and claims in argumentation (e.g., explain and evaluate opinion editorials, commercials, political cartoons, philosophical arguments) (grade 12)

The emphasis on logic is a welcome addition.

Finally, both the analysis and production of multimedia are required and a rigorous progression across the grades is evident. The standards for writing, research, logic, and media complement each other well.

Content Weaknesses

Despite the many positive features of Tennessee’s writing standards, they do not describe by genre the writing products that students must produce. Instead, they maintain a standard (nearly verbatim across most grades) that encompasses all writing types:

Write in a variety of modes (e.g., a summary; an explanation; a description; a creative expression; a literary analysis, informational, research, or argumentative essay) (grades 3-12)

The odd exception to this perfunctory treatment of genres is the inordinate emphasis, starting in grade 6, on “work-related texts.” Based on these standards, students might produce terrific business letters and résumés, but never be able to write a compelling persuasive essay. Samples of student writing to illustrate expected quality are not included.

On balance, the Tennessee standards are very helpful to teachers and other users. They are thorough and exhibit a rigorous progression across grades in almost all areas emphasized in the *ELA Content-Specific Criteria*, despite the over-emphasis on writing “work-related” texts, to the exclusion of other genres, in the writing strand. They therefore earn six points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Tennessee’s standards are generally more straightforward, clear, and specific than the Common Core. They treat both literary and non-literary texts in systematic detail throughout the document, addressing the specific genres, sub-genres, and characteristics of both text types. Tennessee also provides more detailed guidance and clearer expectations regarding the general characteristics of good writing expected throughout the grades, and its standards for logic are more thorough and rigorous.

On the other hand, Common Core includes samples of student writing to clarify grade- and genre-specific writing expectations, as well as a reading list to provide guidance about the quality and complexity of texts that students should be reading each year. In addition, the Common Core includes standards explicitly addressing foundational U.S. documents. Such enhancements would benefit Tennessee’s already-strong standards.

Tennessee • Mathematics

DOCUMENTS REVIEWED

User's Guide to the Tennessee Mathematics Curriculum Framework, PreCalculus and Advanced Algebra and Trigonometry. January 25, 2008.
Accessed from: <http://www.state.tn.us/education/ci/math/index.shtml>

Overview

Tennessee's standards cover much mathematical content with both depth and rigor. The high school standards are strong. The main failure is in the area of arithmetic, which is neither prioritized nor appropriately culminated.



Clarity and Specificity: 2/3
Content and Rigor: 3/7
Total State Score: 5/10
(Common Core Grade: A-)

General Organization

The K-8 standards are organized by five content strands, one of which is a mathematical process strand that focuses on topics such as problem-solving and that is intended to be integrated into the instruction of all content.

Each standard is presented by grade with three components: grade-level expectations, Checks for Understanding, which are suggestions for student learning, and State Performance Indicators, which help clarify how the grade-level expectation is assessed. The three components are interrelated and all are considered to be standards.

The high school standards are organized similarly except that the material is presented by course rather than grade. The courses, however, are still organized by strand so that Algebra I has an algebra strand, as well as strands for geometry and data analysis.

Clarity and Specificity

The standards are generally easy to read and understand. However, the distinction among the three categories is unclear, in particular because you must piece together information from all three to understand what, precisely, students are expected to know and be able to do. In addition, although the mathematical processes strand is described as integrated, it is listed with each grade level and sometimes includes content, such as time-telling in the early grades.

Many standards are clearly stated and easy to understand, including the following:

Use the prime factorization of two whole numbers to determine the greatest common factor and the least common multiple (grade 5)

But some standards are overly broad, not measurable, or mathematically impossible, for example:

Find lengths given areas or volumes, and vice versa (grade 6)

This standard is subject to interpretation, particularly since it is not generally possible to find lengths given areas. As mentioned above, the division of the high school courses into strands is peculiar in that “algebra” becomes a strand in the algebra courses. Despite this, the courses are still reasonably accessible.

There are other occasional lapses in clarity, as with the overly broad Algebra I standard:

Recognize “families” of functions (Algebra I)

While the standards are somewhat repetitive and occasionally lack specificity, most are clearly stated and easy to understand. The Clarity and Specificity score is two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

The standards do not explicitly prioritize any content, and fewer than 30 percent of the elementary school standards are devoted to arithmetic. This does not adequately prioritize arithmetic.

Content Strengths

The standards have many strong features. The structures of the operations of arithmetic are well covered, and the use of the number line is excellent.

The high school course standards are particularly strong. They include advanced courses such as Pre-Calculus and include some rigorous mathematics. Significant trigonometry is presented, including inverse trigonometric functions. Proofs are woven into high school geometry. Logarithmic and exponential functions are well covered. Solving quadratic equations is done thoroughly, with the standards including:

Solve quadratic equations by factoring, graphing, completing the square, extracting square roots and using the quadratic formula (Algebra II)

Also strong, and providing students with valuable and oft-neglected insight, is the following Algebra II standard:

Identify the weaknesses of calculators and other technologies in representing non-linear data, such as graphs approaching vertical asymptotes, and use alternative techniques to identify these issues and correctly solve problems (Algebra II)

Content Weaknesses

The development of whole-number arithmetic is weak. While fluency is stated as a goal, the standards do not mention the standard algorithms that are necessary to the mastery of arithmetic. For example, the capstone for addition and subtraction is this second-grade standard:

Use efficient and accurate strategies to develop fluency with multi-digit addition and subtraction (grade 2)

Similarly, the culminating standards for whole-number multiplication are these standards:

Multiply two- and three-digit whole numbers (grade 4)

Understand and use a reliable algorithm for multiplying multi-digit numbers and dividing numbers by a single-digit divisor accurately and efficiently (grade 4)

Again, the standard algorithms are not mentioned, allowing students to use potentially inappropriate methods.

There is no mention of common denominators in preparation for adding and subtracting fractions, and the problems with whole-number arithmetic are extended with these standards:

Develop fluency with addition and subtraction of proper and improper fractions and mixed numbers; explain and model the algorithm (grade 5)

Develop and analyze algorithms and compute efficiently with integers and rational numbers (grade 7)

These are acceptable pedagogical standards, but they fail to specify the content that students must eventually know. They let students develop their own ways to do arithmetic with rational numbers. They do not specify standard methods and procedures, which students must learn in order to master arithmetic.

High school coverage is generally strong but incomplete. The development of quadratic functions is missing the vertex form and finding the maximum or minimum. Some STEM-ready material is also missing, including polar coordinates.

Tennessee's standards are often strong and have fairly good coverage of high school and STEM-ready material. However, arithmetic is neither prioritized nor sufficiently developed. These serious problems result in a Content and Rigor score of three points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Tennessee's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Volunteer State has in place today.

Texas • English Language Arts

DOCUMENTS REVIEWED

- Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) for K-5.* Updated February 2010.
Accessed from: <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.pdf>
- Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) for 6-8.* Updated February 2010.
Accessed from: <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110b.pdf>
- Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS) for English I-IV.* Updated February 2010.
Accessed from: <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110c.pdf>

Overview

The Texas ELA standards are clearly organized, specific, and include nearly all of the essential K-12 content. They provide excellent guidance to teachers in the Lone Star State and help ensure that all students will be held to equally rigorous standards.



Clarity and Specificity: 3/3
Content and Rigor: 6/7
Total State Score: 9/10
(Common Core Grade: B+)

General Organization

The Texas K-8 ELA standards are divided into five strands: Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions. Each strand is further divided into sub-strands, such as vocabulary development and comprehension of literary text, which are common across several grade levels. (Not all sub-strands are included at every grade level, however.) Finally, the state provides grade-specific standards for each sub-strand.

The high school standards are organized similarly, though they are grouped by course, rather than by grade level.

Clarity and Specificity

Texas’s ELA standards are clearly written, well presented, and logically organized. Most are clear and specific and leave little room for interpretation, such as:

- Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words (grade 6)

In addition, they frequently include examples to help clarify expectations, such as:

- Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem (grade 6)

The standards clearly outline what students should know and be able to do from grade to grade and easily merit three points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The vast majority of essential K-12 content is covered with depth and rigor. A systematic, detailed progression of expectations for early reading is provided, including rigorous standards devoted to phonics, and phonemic and phonological awareness, including:

Students are expected to:

- a. Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);
- b. Distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);
- c. Recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);
- d. Blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);
- e. Isolate initial, medial, and final sounds in one-syllable spoken words; and
- f. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/) (grade 1)

Expectations for vocabulary development are similarly rigorous and include standards devoted to etymology, knowledge of roots and affixes, connotation and denotation, figurative language, appropriate use of context clues, and the use of dictionaries and thesauruses to confirm meaning.

Standards for reading are also strong and include expectations that address the comprehension and analysis of literary and non-literary text, including helpful, detailed standards that outline genre-specific content and rhetorical techniques, such as:

Describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) (grade 7)

Analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument (grade 7)

Analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks (English I)

Additional standards that address the truth and validity of argument, and recognizing and explaining fallacious reasoning, are also included, such as:

Analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations (English III)

Writing standards clearly outline the genre-specific content that students should master across grades, and these standards show a clear progression of rigor from one grade to the next, as demonstrated by these examples for writing persuasive pieces:

Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details (grade 4)

Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives (grade 5)

Students are expected to write a persuasive essay to the appropriate audience that:

- a. Establishes a clear thesis or position;
- b. Considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and
- c. Includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion (grade 8)

In addition, the standards appropriately prioritize writing genres across grades so that more attention is focused on narrative writing in the early grades and on literary analysis and persuasive writing in middle and high school.

Standards delineating expectations for English conventions are also rigorous and demonstrate clear progression from grade to grade. Similarly, the state includes strong expectations that address the research process. What's more, these standards build from year to year so that, by high school, students should have the capacity to write thoughtful and thorough research papers.

Finally, standards for listening and speaking, analyzing media, and delivering multimedia presentations are also included.

Content Weaknesses

While the Reading standards are clear and rigorous, the state fails to define the quality and complexity of texts that students should be reading each year. Similarly, while the high school standards include occasional and perfunctory nods to the importance of reading important works of American literature (shown below), the state makes no reference to American literature in grades K-8.

Students are expected to relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films (English III)

Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama (English III)

Texas's clear, rigorous writing standards could be further strengthened by including sample student writing to clarify expectations across grade levels.

On balance, the Texas ELA standards are clear, rigorous, and specific and omit very little essential K-12 content. As such, they earn six points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Texas's ELA standards are more clearly written, better presented, and logically organized than the Common Core standards. The Texas standards include expectations that more thoroughly address the comprehension and analysis of literary and non-literary text than Common Core, including helpful, detailed standards that outline genre-specific content and rhetorical techniques. In addition, Texas has prioritized writing genres by grade level.

On the other hand, Common Core appends a list that specifies the quality and complexity of the reading that students should do. In addition, Common Core includes samples of student writing to help clarify writing expectations across grades. Texas would do well to incorporate such guidance into its standards.

Texas • Mathematics

DOCUMENTS REVIEWED

Texas Essential Knowledge and Skills for Mathematics. August 1, 2006.
Accessed from: <http://www.tea.state.tx.us/index4.aspx?id=3449>

Overview

Texas's standards are well presented and easy to read, but they are somewhat minimal and lack specificity. They often seem disjointed and do not sufficiently outline a coherent approach to the mathematical content. The development of arithmetic is stated as a priority, but this priority is not supported within the standards. Despite the lack of specificity and coherence, the high school material is fairly complete, and covers much STEM-ready material.



Clarity and Specificity: 2/3
Content and Rigor: 4/7
Total State Score: 6/10
(Common Core Grade: A-)

General Organization

The K-8 standards are organized into content strands, including Number Operation and Quantitative Reasoning, and Probability and Statistics. Strands are divided into topics, and finally into grade-specific standards.

The high school standards have a similar presentation, but they are organized by course.

Clarity and Specificity

The standards are well presented and easy to read, and some are clear as stated, such as:

The student is expected to: compare and order two or more containers according to capacity (from holds the most to holds the least) (grade 1)

However, many standards are far too broadly stated, such as:

The student is expected to: identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table (grade 3)

The student is expected to: use geometric concepts and properties to solve problems in fields such as art and architecture (grade 7)

These standards give little indication of what types of problems students are expected to be able to solve.

The standards lack coherence. Related material often appears artificially separated within the standards. One example can be seen in the following excellent standard, which introduces students to the number line. However, instead of being included with the standards about whole numbers, it is included in the Geometry strand:

The student recognizes that a line can be used to represent a set of numbers and its properties. The student is expected to use whole numbers to locate and name points on a number line (grade 2)

Another example is in high school. Factoring and completing the square are both present, but not under the topic of quadratic functions.

The statements often lack specificity and the sequencing is not clear. They do not quite provide a complete guide to users and receive a Clarity and Specificity score of two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

The approach that Texas takes to setting priorities is contradictory. They are set out in the introduction to each grade. For example, the following states that arithmetic development is a high priority:

Within a well-balanced mathematics curriculum, the primary focal points at Grade 3 are multiplying and dividing whole numbers, connecting fraction symbols to fractional quantities, and standardizing language and procedures in geometry and measurement (grade 3)

Unfortunately, this excellent setting of priorities is followed by:

Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics (grades 3-5)

Thus, it is not clear if arithmetic is a priority or not. Using a count of the standards to determine priorities, only one-third are devoted to arithmetic. The excellent guidance specified by the focal points is not supported by the subsequent statements or by the standards themselves.

Content Strengths

The standards are not overwhelming in number and some material is covered well. The number line is introduced early and carried throughout.

Linear equations are covered nicely with standards such as:

The student is expected to graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept (Algebra I)

High school geometry expects students to be aware of axiomatic systems, enough so they can contrast the structures of Euclidean and non-Euclidean geometry.

Much of the important STEM-ready material is included, such as series, exponential functions, logarithmic functions, and some serious trigonometry, including inverse trigonometric functions and the laws of sines and cosines.

Content Weaknesses

Arithmetic is covered with a minimalist approach. The properties of operations such as associativity, and the inverse nature of addition and subtraction and of multiplication and division, are not covered. Although recall of number facts is in the standards, it is not quick or instant. Automaticity with recalling facts is the basis for future mathematics; students who are still struggling with basic facts are not prepared to move on to the next level of mathematics.

Arithmetic is expected, as in the standard:

The student is expected to use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology) (grade 5)

Yet, the lack of the standard algorithms and the explicit mention of technology does not support mastery of arithmetic.

The traditional treatment of area is to compute it for rectangles, including finding a formula for the area of a rectangle, and then move on to parallelograms and triangles. However, rectangles are only mentioned in Kindergarten and grade 1 and parallelograms are never mentioned. Triangles are mentioned in Kindergarten and grade 1 and not again until middle school. Despite this missing detail, by grade 5 students are expected to:

[C]onnect models for perimeter, area, and volume with their respective formulas (grade 5)

In addition, in high school geometry, the role of proof is not clear. Proofs of the standard results of geometry are not explicitly mentioned.

Texas's standards are strong in places, particularly in high school. But there are also weaknesses, especially in arithmetic, which is only minimally developed. The stated prioritization of arithmetic is undermined within the document. The coverage of basic geometry at the elementary level is not explicit enough. These important shortcomings result in a Content and Rigor score of four points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Texas's mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what the Lone Star State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Utah • English Language Arts

DOCUMENTS REVIEWED

Utah Elementary Core Curriculum K-6. May 9, 2003.

Accessed from: <http://www.schools.utah.gov/curr/core/corepdf/LAK-6.pdf>

Utah Core Curriculum: Language Arts, 7-12. 2006.

Accessed from: <http://www.schools.utah.gov/curr/core/corepdf/LA7-12.pdf>

Overview

The Utah standards are clearly organized and generally written in concise, jargon-free language. Unfortunately, many standards are vaguely worded and include unnecessary content more focused on skills and strategies than on essential content, thereby leaving teachers in the Beehive State without the guidance they need to drive rigorous curriculum and assessment development and instruction.



Clarity and Specificity: 2/3

Content and Rigor: 4/7

Total State Score: 6/10

(Common Core Grade: B+)

General Organization

The Utah ELA standards are divided into two groups: K-6 and 7-12. For the elementary grades, eight standards are presented, each of which is meant to represent “one of the essential areas of reading instruction,” such as: Oral Language, Concepts of Print, Vocabulary, Comprehension, and Writing. For each standard, the state includes “objectives” that are uniform across grade levels and that provide “more focused descriptions of what students should know and be able to do at each grade level.” For example, the following is a comprehension objective:

Recognize and use features of narrative and informational text (grades K-6)

Grade-specific indicators are provided for most objectives. (For some objectives, such as phonics and phonemic awareness or fluency, grade-level indicators are only provided at select grades.) In addition to the grade-specific indicators, the state includes approximately six overarching “intended learning outcomes” (ILOs) for each grade level. These ILOs describe the “skills and attitudes” that students should embody by the end of each grade level and are focused neither on ELA content nor on reading skills or strategies. For example:

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes
 - a. Develop confidence in the ability to access text.
 - b. Enjoy the processes and outcomes of reading and writing.
 - c. Develop confidence in the ability to express ideas, emotions, and experiences (grade 7)

The high school standards follow the same organizational structure, except that just three standards (Reading; Writing; and Inquiry, Research, Oral Presentation) are presented for each grade level.

Clarity and Specificity

The Utah ELA standards are clearly organized and presented and written in concise, easy-to-read language. Some are also clear and specific, such as:

Identify words with the same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson) (grade 1)

Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and tables of contents) (grade 7)

Unfortunately, many indicators are too vague to provide the guidance that teachers need to drive rigorous instruction, as in these examples:

Edit for spelling of grade level-appropriate words (grade 3)

Learn the meaning [of] and properly use a variety of grade level words (e.g., words from literature, social studies, science, math) (grades 3-6)

What's more, many indicators are repeated nearly verbatim across grades, making it impossible to discern a clear progression of content or rigor. For example:

Identify specific purpose(s) for listening (e.g., to gain information, to be entertained) (grades K-6)

Visualize words while writing (grades 2-6)

At the high school level, the state insists that its ILOs be included as part of instruction. Unfortunately, these are generally vague, unmeasurable, and distracting statements that add little value.

The combination of repetitive and vaguely worded standards leave teachers in the Beehive State without a complete guide of what students should know and be able to do at each grade. As such, the standards earn two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Utah devotes an entire standard to phonological and phonemic awareness. While some indicators within that strand are repetitive, many are clear and outline the essential content and skills that students must master. For example:

Identify words with the same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson) (grade 1)

Blend syllables to make words (e.g., /ta/.../ble/, table) (grade 1)

Standards addressing vocabulary development are occasionally strong, particularly those that outline word origins and roots that students should learn.

Grade-specific indicators delineating expectations for the comprehension and analysis of literary and non-literary texts are included across grade levels, and those provided for grades 7-12 include particularly helpful genre-specific content. For example:

Comprehend literature using elements of narrative and poetic text.

- a. Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).
- b. Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).
- c. Distinguish topic from theme in literature.
- d. Identify descriptive details and imagery that establish setting.
- e. Identify figurative language (i.e., simile and metaphor) (grade 7)

Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification (grade 10)

Identify an author's implicit and stated assumptions about a subject based on the evidence in the text (grade 12)

While some standards themselves are vague, the state provides indicators that often specify the quality and characteristics of writing that students should produce at each grade. For example:

Evaluate and revise for:

- Ideas: Anticipation of and answers to readers' questions.
- Organization: Inviting leads and satisfying conclusions.
- Voice: A variety of voices for different audiences and purposes.
- Word Choice: Carefully chosen vocabulary to achieve voice and purpose.
- Sentence Fluency: Varied sentence structure (i.e., include complex and compound sentences) (grade 9)

In addition, the state includes some student writing samples and rubrics (produced by the Northwest Regional Education Laboratory) to help clarify expectations.

Standards addressing the research process are included for grades 5-12, as are indicators delineating expectations for speaking and listening, media, and formal oral presentations.

Content Weaknesses

While some standards addressing vocabulary development (mentioned above) are strong, many fail to outline the essential content that students must master. Consider the following standard, which is repeated verbatim for six consecutive years:

Determine word meaning through word parts, definitions, and context clues (grades 7-12)

By failing to more clearly define “word parts,” or to scaffold any content and skills across grade levels, this standard is too vague to be instructionally meaningful. Still other indicators display an inappropriate level of rigor. For example, the grades 7-12 standards include indicators that require students to distinguish between commonly confused words, including the following:

Distinguish between commonly confused words (i.e., affect/effect; between/among; either/neither; fewer/less; good/well; irregardless/regardless; waste/waist) (grade 10)

By tenth grade, students should not be confusing good and well or either and neither. What's more, while many people use “irregardless,” it is not actually a word and should not appear in this context.

Like many states, Utah fails to provide guidance about the number, quality, or complexity of texts that students should read in different grades. And while some editing standards include vague references to grammar that students should learn, these indicators fail to outline a clear and appropriate progression of content or rigor from grade to grade.

The standards include many indicators that veer into pedagogy and distract attention from the mastery of essential knowledge and skills. Take, for example, the following:

Use knowledge about spelling to predict the spelling of new words (grades K-6)

Use spelling generalities to assist spelling of new words (grades 1-6)

Standards should clearly define student outcomes. These obscure student outcomes and promote instructional strategies that may actually contribute to the development of poor spelling skills.

Similarly, standard 7 (Comprehension) includes indicators focused on skills and strategies that do not necessarily improve comprehension and that distract attention from mastery of essential genre-specific content. For example:

Generate questions about text (e.g., factual, inferential, evaluative) (grades 3-6)

Form mental pictures to aid understanding of text (grades 2-6)

While good readers may employ such strategies to aid their own comprehension, they are not outcomes—or true standards—in and of themselves.

Taken together, these shortcomings lead to the omission of more than 35 percent of the essential K-12 content, thus earning the standards four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Utah's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Beehive State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Utah • Mathematics

DOCUMENTS REVIEWED

Utah Elementary Mathematics Core Curriculum. 2007.

Accessed from: <http://www.schools.utah.gov/curr/Math/elem/core.htm>

Core Curriculum, Secondary Core. 2007.

Accessed from: <http://www.schools.utah.gov/curr/Math/Sec/core.htm>

Overview

Utah's standards are exceptionally well presented and easy to read and understand. They cover content with both depth and rigor, and provide clear guidance. There are a few weaknesses in whole-number arithmetic. The high school content is exceptionally rigorous.



Clarity and Specificity: 3/3

Content and Rigor: 6/7

Total State Score: 9/10

(Common Core Grade: A-)

General Organization

The K-6 material is organized by grade. Each grade has a different set of content strands that are subdivided into topics and then into "Indicators," referred to below as "standards." There is a short introduction to each grade and there are process standards.

After grade 6, the standards are organized by courses, from Math 7 to Pre-Calculus. The course organization is similar to that for K-6.

Clarity and Specificity

Utah's standards are extremely well presented and easy to read. Students learn different things in different grades, so the variation of the strands and topics in each grade is appropriate and enables a coherent presentation of the standards across grade levels. For example, see the following broad strands which include some of the topics for arithmetic:

Students will acquire number sense and perform simple operations with whole numbers (grade 1)

Students will understand the base-ten numeration system, place value concepts, simple fractions and perform operations with whole numbers (grade 3)

Students will expand number sense to include operations with rational numbers (grade 6)

The standards are well written and explicit, for example:

Measure angles using a protractor or angle ruler (grade 4)

Find the prime factorization of composite numbers to 100 (grade 6)

Examples are sometimes included to clarify intent:

Identify attributes for classifying quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square) (grade 3)

Interpret division-with-remainder problems as they apply to the environment (e.g., If there are 53 people, how many vans are needed if each van holds 8 people?) (grade 5)

Some standards, however, are subject to interpretation:

- Create and extend growing patterns using objects, numbers, and tables (grade 3)

Utah's standards are beautifully presented and generally both clear and specific. They receive three points out of three for Clarity and Specificity (see *Common Grading Metric*, Appendix A).

Content and Rigor

Content Priorities

More than 40 percent of the standards in appropriate grades are about the development of arithmetic. This indicates that arithmetic is a moderate priority.

Content Strengths

Instant recall of number facts is specified:

- Demonstrate quick recall of addition facts (up to $10 + 10$) and related subtraction facts (grade 2)
- Demonstrate quick recall of basic multiplication and division facts (grade 4)

The number line is introduced early and included throughout the standards.

The development of fractions is generally strong. Common denominators are introduced explicitly:

- Compare fractions by finding a common denominator (grade 5)

The concepts of geometry are exceptionally well developed. The following fourth-grade sequence on area illustrates this:

- Recognize that a square that is 1 unit on a side is the standard unit for measuring area (grade 4)
- Develop the area formula for a rectangle and connect it with the area model for multiplication (grade 4)
- Develop and use the area formula for a right triangle by comparing with the formula for a rectangle (e.g., two of the same right triangles makes a rectangle) (grade 4)
- Develop, use, and justify the relationships among area formulas of triangles and parallelograms by decomposing and comparing with areas of right triangles and rectangles (grade 4)

In high school, the content is covered with a great deal of rigor. The courses are well sequenced and the content is developed coherently and sensibly.

Linear equations are covered with rare rigor, for example, by showing slope is well defined:

- Define the slope of a line as the ratio of the vertical change to the horizontal change between two points, and show that the slope is constant using similarity of right triangles (Pre-Algebra)

The rigor goes further into developing the foundations for linear equations:

- Recognize that all first order equations produce linear graphs (Pre-Algebra)

The topic of linear equations, in Algebra I, includes slope-intercept form, standard form, and the equation of a line given two points or the slope and a point on the line.

In Algebra II, the level of rigor is also high. Examples include:

- Add, subtract, multiply, and divide rational expressions and solve rational equations (Algebra II)
- Solve quadratic equations of a single variable over the set of complex numbers by factoring, completing the square, and using the quadratic formula (Algebra II)
- Write an equation of a parabola in the form $y = a(x - h)^2 + k$ when given a graph or an equation (Algebra II)

Most trigonometry is covered, including the graphing of inverse trigonometric function and polar coordinates.

High school geometry is, like algebra, exceptionally rigorous. For example:

Prove congruency and similarity of triangles using postulates and theorems (Geometry)

Content Weaknesses

Though fluency and standard algorithms are mentioned, the algorithms for addition and subtraction are given the same status as other generalizable strategies:

Demonstrate fluency with two- and three-digit addition and subtraction problems, using efficient, accurate, and generalizable strategies that include standard algorithms and mental arithmetic, and describe why the procedures work (grade 2)

The standards do not ask students to learn multiple ways to multiply and divide, nor do they specify standard procedures:

Multiply up to a three-digit factor by a two-digit factor with fluency, using efficient procedures (grade 4)

Calculators are introduced unnecessarily early with:

Use estimation, mental math, paper and pencil, and calculators to perform mathematical calculations and identify when to use each one appropriately (grade 4)

Although the vertex form is developed in Algebra II, it is not used to solve max/min problems.

The standards are generally very strong and cover most of the essential content with both depth and rigor. The high school standards are particularly strong. There are a few weaknesses in the development and prioritization of arithmetic. Some minor problems result in a Content and Rigor score of six points out of seven (see *Common Grading Metric*, Appendix A).

The Bottom Line

With some minor differences, Common Core and Utah both cover the essential content for a rigorous, K-12 mathematics program. Utah's standards are briefly stated and usually clear, making them easier to read and follow than Common Core. In addition, the high school content is organized so that standards addressing specific topics, such as quadratic functions, are grouped together in a mathematically coherent way. The organization of the Common Core is more difficult to navigate, in part because standards dealing with related topics sometimes appear separately rather than together.

The chief weakness in Utah's standards stems from the lack of specific content expectations in the development of arithmetic, and in the failure to make arithmetic a focus in the appropriate grades. Common Core provides admirable focus and explicitly requires standard methods and procedures, enhancements that would benefit Utah's standards.

Vermont • English Language Arts

DOCUMENTS REVIEWED¹

Grade Expectations for Vermont's Framework of Standards and Learning Opportunities: Reading and Writing. Spring 2004.
Accessed from: http://education.vermont.gov/new/pdffdoc/pubs/grade_expectations/math_reading_writing.pdf

Overview

The content that *is* included in the Vermont standards is generally covered adequately. Unfortunately, large chunks of essential ELA content go unaddressed, much repetition exists across grade levels, and the high school standards only include one level, making it impossible to know how student work should progress from year to year in grades 9-12. The standards could also be much more clear and specific.



| | |
|--------------------------------|-------------|
| Clarity and Specificity: | 1/3 |
| Content and Rigor: | 2/7 |
| Total State Score: | 3/10 |
| <i>(Common Core Grade: B+)</i> | |

General Organization

Vermont identifies standards only for reading and writing. For reading, they are divided into six categories:

- » Reading Strategies
- » Reading Accuracy
- » Reading Comprehension and Responding to Text (Informational)
- » Reading Comprehension and Responding to Text (Literary)
- » Reading Range of Text
- » Reading Range of Text and Literate Community

Writing standards are divided into ten categories:

- » Writing Dimensions
- » Writing Conventions
- » Structures
- » Response to Literature, Literary Elements, and Devices and Responding to Text
- » Reports and Research
- » Narratives and Literary Elements and Devices
- » Procedures
- » Persuasive Writing
- » Personal Essay
- » Poetry and Literary Elements and Devices

For grades K-8, each category is divided into grade-level expectations. High school standards are not broken down by grade, however, making it all but impossible to make distinctions between the content and skills expected of ninth-graders versus twelfth-graders.

No standards are provided for listening and speaking, media, or research.

Clarity and Specificity

Some of Vermont's standards are clear and specific. Generally, however, they suffer from repetition and a confounding organization that makes it extremely difficult to track expectations across grade levels. Some repetition is tolerable in state standards if clear attempts have been made to differentiate expectations at “milestone” grades—and the Vermont standards sometimes do this. More often, however, they are repeated verbatim across many levels, such as this “writing process” standard that is found in *every* grade:

Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products (grades 1-12)

Some impossible-to-measure standards are also included, such as the “Literate Community” standards, which expect students to:

Demonstrate participation in a literate community by...

- Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (grades 4-12)

These standards are not only unmeasurable, but also repeat from grade 4-12.

In high school, because no grade-by-grade or even grade-span standards are included, it is very difficult to make sense of comprehensive standards like this one:

Identify[ing] the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics [poems, novels, dramas], adventure myths, comedies, tragedies, satires, parodies) (high school)

Without more grade-level specificity, teachers will not know which types of texts should be addressed at which grades.

The standards would greatly benefit from another round of edits and better organization to ensure appropriate clarity and progression across grades. Thus, The Green Mountain State receives one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Vermont's standards for early reading are systematic and thorough, as in this “Reading Strategies” standard:

[Student] [a]pplies word identification/decoding skills and strategies (leading to automaticity) by ...

- Reading grade-appropriate, high-frequency words (including irregularly spelled words, contractions, etc.)
- Identifying sound-symbol correspondences: consonants, two-letter blends (e.g., bl, gr), basic consonant and vowel digraphs (e.g., th, ee, ay), short vowels and long vowels affected by silent e (grade 1)

“Context and self-correction strategies” are also delineated, but they do not eclipse the importance of phonemic awareness and phonics in the early grades. Vocabulary is addressed in “reading strategies” and includes “knowledge of word structure” to “unlock meaning.” Context clues are mentioned, but not overly emphasized at the expense of word analysis, and, later, etymology.

As we move through the grades, “comprehension strategies” and “monitoring and adjusting strategies” become more frequent, but Vermont is a bit more explicit than other states about what these entail. For example, strategies for understanding literary and informational text include “making connections,” but also “using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential).”

The treatment of literary text is fairly thorough. Some repetition exists across grades, but an attempt has been made to scaffold the content, as illustrated by these standards for analysis and interpretation of literary text—one for fifth grade, the other for sixth:

Analyze and interpret elements of literary texts, citing evidence where appropriate by...

- Identifying the narrator (grade 5)
- Explaining how the narrator's point of view affects the reader's interpretation (grade 6)

Literary genres, elements, and stylistic devices are all addressed, though again with some repetition.

Vermont's "Reading Widely and In Depth" standards are more measurable than most "habits of reading" standards which generally enjoin students to "enjoy reading." These standards note the numbers of books and the range of genres that students should read each year. Vermont also offers descriptions of the quality and complexity of reading that students should encounter at certain grade spans, and offers a handful of sample titles.

Standards for writing in response to literary text are fairly well articulated and include most of the elements of a good argument, as in this standard:

In response to literary or informational text, students make and support analytical judgments about text by...

- Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question
- Using specific details and references to text or relevant citations to support focus or judgment
- Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft

Examples: Style, bias, literary techniques, point of view, or characteristics of literary forms and genres (grade 6)

This writing standard helps to round out general expectations concerning the analysis of literary texts. The writing strand also delineates clear spelling expectations for each grade.

Content Weaknesses

Although the standards include definitions of text complexity and some examples are given, additional suggestions would give a much better sense of the rigor of reading expectations. In high school, for example, the only novel listed is *To Kill a Mockingbird*, along with the nonfiction title *Into Thin Air*, and, finally, *Newsweek* magazine. These few titles hardly suggest the full range of high school reading.

The treatment of informational text is not as thorough as literary text. It appears to focus more on "practical/functional" texts than on the analysis of arguments and other forms of persuasive writing. Consider this standard, for example:

Demonstrate initial understanding of informational texts (expository and practical texts) by...

- Identifying the characteristics of a variety of types of text (e.g., **reference**: reports, magazines, textbooks, newspapers, public documents and discourse, technical manuals, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and **practical/functional texts**: procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets) (grade 7) (emphasis added)

Such all-encompassing standards imply that cake recipes and biographies carry equal weight and/or demand the same types of reading skills, which of course they do not. Standards are far more illuminating and actionable when priorities are described at various grade levels, characteristics of each genre are elaborated, and, especially in the high school grades, standards for analysis of arguments and persuasive writing are specifically scaffolded.

The quality of Vermont's writing standards is spotty. The standards for writing literary analyses are adequate, as noted above, as are those for persuasive writing, but they fall short when it comes to other kinds of informational writing. Standards for writing "reports" are outlined in the early grades, but serious research products are never included, even in high school. Moreover, undue emphasis (an entire strand across all grades) is placed on "procedural writing." Whole strands are also devoted to "narrative writing," "expressive writing," "reflective essays," and even to "poetry." It is difficult to determine writing priorities at each grade level or span when no samples of acceptable student writing are included.

English language conventions, covered under the writing heading, address mechanics and punctuation only until fifth grade. Grammar is then addressed, but only in the most cursory way, as in this fifth-grade standard:

- In independent writing, students demonstrate command of appropriate English conventions by...
- Identifying or correcting grammatical errors (grade 5)

Some examples are included, but most are repeated across grades and ultimately not enough are given to comprise a systematic treatment of crucial grammar content.

Vermont fails to include any standards for listening and speaking, research, or media. These significant gaps, coupled with the inappropriate emphasis the state places on unnecessary or less-important content (see *Common Grading Metric*, Appendix A), earn the Green Mountain state two points out of seven for Content and Rigor.

The Bottom Line

With their grade of D, Vermont's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Green Mountain State has in place today.

¹ The Vermont reading standards have not changed since our last evaluation, the *State of State Standards 2005*. The writing standards for grades 3-8, however, have changed. In addition, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) These changes contributed to a change in Vermont's final ELA grade: from a C to a D. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1072#1072.

Vermont • Mathematics

DOCUMENTS REVIEWED¹

Vermont's Frameworks of Standards and Learning Opportunities. Fall 2000.

Accessed from: <http://education.vermont.gov/new/pdfdoc/pubs/framework.pdf>

Grade Expectations for Vermont's Framework of Standards and Learning Opportunities. Spring 2004.

Accessed from: http://education.vermont.gov/new/pdfdoc/pubs/grade_expectations/math_reading_writing.pdf

Overview

Vermont's standards are minimal in number, and the organization makes them difficult to read. Arithmetic is neither prioritized nor well developed in the elementary grades; much of high school mathematics is not covered.



Clarity and Specificity: 1/3

Content and Rigor: 1/7

Total State Score: 2/10

(Common Core Grade: A-)

General Organization

The K-8 standards are introduced with a short section called “mathematical understanding,” which lists broad mathematical goals by the following grade spans: Pre-K-4, 5-8, and 9-12. The standards are then organized by content strands such as Function and Algebra Concepts. There are also process standards (including such topics as problem-solving and mathematical reasoning) that are meant to be integrated into the instruction of all content.

The content strands are broken into topics. Standards within a particular topic all begin with the same stem phrase. Finally, the topics are broken into grade-level expectations. (It is the grade-level expectations that are referred to as “standards” throughout this review.) Some topics with their associated stem phrase are appropriately not completed in each grade.

High school standards are included in the document but are not separated by grade level.

Clarity and Specificity

The standards are not clear or easy to read. The stem organization of the grade-level material is poorly implemented and has resulted in many standards that are both awkward and unclear. This is illustrated in the following standard, where the stem phrase is in bold:

Demonstrates conceptual understanding of rational numbers with respect to whole numbers from 0 to 100 using place value (a grouping system wherein a digit's place in a number denotes its value; e.g., in 34, 3 represents 3 tens, or 30); by applying the concepts of equivalency in composing or decomposing numbers (e.g., $12 = 7 + 5$); and in expanded notation (e.g., $41 = 4 \text{ tens} + 1 \text{ one}$ or $41 = 40 + 1$) using models, explanations, or other representations. Shows correct sequence of ordinal and cardinal numbers and compares cardinal numbers [and]

[P]ositive fractional numbers (benchmark fractions: $a/2$, $a/3$, or $a/4$ where a is a whole number greater than 0 and less than or equal to the denominator) as part/whole relationships of benchmark fractions with models, diagrams, or written or verbal/scribed response (grade 1) (emphasis original)

The stem phrase unnecessarily inserts rational numbers into a first-grade standard, and the concluding statements are overly complicated and unclear. Much of arithmetic is presented in this same format with the same bolded stem phrases, and all are difficult to read and understand. For example, every grade from one to eight has a standard beginning with:

Demonstrates a conceptual understanding of linear relationships ($y = kx$) as a constant rate of change by... (grades 1-8)
(emphasis original)

The Mathematical Understanding section of the framework is sometimes clearer than the grade-level material since the statements are not hampered by the use of stem phrases—but because they are presented only for grade bands, they are not much use as grade-level standards.

The standards are difficult to read and many of them are not clear or measurable. They are not a “clear guide for users,” resulting in a Clarity and Specificity score of one point out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Vermont has few standards per grade. This could have served to prioritize arithmetic in elementary school. However, standards on arithmetic comprise less than one-third of the standards so that arithmetic is not properly prioritized.

Content Strengths

The standards cover some of the basic properties of arithmetic well, including commutativity, associativity, and distributivity. They also explicitly cover the inverse relationship of addition and subtraction and of multiplication and division.

Content Weaknesses

The list of problems with content that is either missing or covered with inadequate detail is extensive.

The development of arithmetic is weak, in part because instant recall of the basic number facts is not explicitly required.

Fluency and the standard algorithms are not included in the standards. Students are expected to solve arithmetic problems, but the methods to be used are not specified and fluency is not mentioned, as is illustrated by:

Accurately solve problems involving multiple operations on whole numbers or the use of the properties of factors and multiples; and addition or subtraction of decimals and positive proper fractions with like denominators. (Multiplication limited to 2 digits by 2 digits, and division limited to 1 digit divisors) (grade 4) (emphasis original)

This standard does not support mastery of multiplication. The development of fraction arithmetic is similar. Students are required to “accurately solve problems” with fractions but fluency and procedures are not specified. In addition, there is no mention of common denominators.

In high school, which is essentially treated as a single grade, there are only twenty-one standards for the grade-level expectations. Most of the essential content for high school is missing. There is some basic material on linear functions, but quadratics are not mentioned. Also missing in high school are polynomials, factoring, proof in geometry, and most STEM-ready topics.

The *Framework* document offers an additional thirty-one high school standards in the section on Mathematical Understanding. These include some of the content that is missing from the grade-level expectations, such as complex numbers and proofs in geometry. However, the coverage is neither rigorous nor detailed. For example, while the *Framework* mentions quadratic equations, it is only in the broad and general statement:

Define and use variables, parameters, constants, and unknowns in work with both functions and equations; solve equations both symbolically and graphically, especially linear, quadratic, and exponential equations (high school)

Vermont’s standards are missing most of high school mathematics. In addition, arithmetic is neither prioritized nor well developed. These numerous problems result in a score of one point out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Vermont's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Green Mountain State has in place today.

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- ¹ Vermont's academic content standards have not changed since Fordham's last evaluation, the *State of State Mathematics Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, Vermont's math grade dropped from a D in 2005 to an F in 2010. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1187#1187.

Virginia • English Language Arts

DOCUMENTS REVIEWED

English Standards of Learning for Virginia Public Schools. 2010.
Accessed from: http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml

Overview

Virginia’s standards are straightforward and, despite a few weaknesses, provide solid guidance for a strong K-12 ELA program.



| | |
|--------------------------------|-------------|
| Clarity and Specificity: | 2/3 |
| Content and Rigor: | 6/7 |
| Total State Score: | 8/10 |
| <i>(Common Core Grade: B+)</i> | |

General Organization

Virginia’s K-3 standards are divided into three strands: Oral Language; Reading; and Writing. The 4-12 standards are divided into four strands: Communication: Speaking, Listening, and Media Literacy; Reading; Writing; and Research. Each strand is then divided into grade-specific standards. Finally, the state introduces each grade with an overview that describes the major concepts and skills to be addressed during that year of school.

Clarity and Specificity

The Virginia standards are mostly simple, straightforward, and easy to understand. They generally contain clear and specific language, as in:

- Compare and contrast the characteristics of biographies and autobiographies (grade 3)
- Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words (grade 8)

In a number of places, however, they are repetitive, vague, or both. For example, the following fiction standard is repeated verbatim in grades 4, 5, 7, and 8:

- Identify cause and effect relationships (grades 4-5, 7-8)

Inexplicably, the sixth-grade version of this standard is somewhat more specific and requires students to:

- Describe cause and effect relationships and their impact on plot (grade 6)

A few other standards are similarly vague and repetitive, such as the following, which is repeated verbatim for grades 3-10:

- Use reading strategies to monitor comprehension throughout the reading process (grades 3-10)

In addition to being repetitive, this standard is unmeasurable.

These problematic standards are not the norm, but enough of them exist to take a point away from Virginia for Clarity and Specificity, earning Old Dominion two points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Virginia's standards for early reading are strong, addressing phonemic awareness, phonics, fluency, and comprehension. As noted above, Virginia has a standard that addresses the use of reading strategies "to monitor comprehension," which veers into instructional/assessment territory, but such expectations are not emphasized.

The vocabulary standards are systematic and focus on word analysis throughout the grades, despite occasional references to relying on context clues to determine word meaning.

Standards for the study of literary and non-literary texts are thorough. Both are addressed specifically, and expectations progress in rigor throughout the grades. For example, as early as Kindergarten, students are asked to "discuss characters, setting, and events" and "identify text features specific to the topic, such as titles, headings, and pictures." By grade 5, they must "describe the characteristics of free verse, rhymed, and patterned poetry" and "identify cause and effect relationships following transition words signaling the pattern." In grade 9, students must "compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion" and "identify a position/argument to be confirmed, disproved, or modified."

When Virginia students reach grade 11, they are required to study American literature:

- The student will read, comprehend, and analyze relationships among American literature, history, and culture.
- a. Describe contributions of different cultures to the development of American literature
 - b. Compare and contrast the development of American literature in its historical context
 - c. Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres
 - d. Analyze the social or cultural function of American literature...
 - i. Read and analyze a variety of American dramatic selections
 - j. Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature...(grade 11)

Although it would be preferable to incorporate American literature in other grades, too, Virginia is to be praised for including these requirements at least once. (British literature is also specifically addressed in grade 12.)

Standards for listening and speaking are commendable. They are straightforward in addressing active listening, effective speaking, participating in group discussions, and completing tasks as a group. The standards for oral presentations are detailed and span all grades.

In writing, Virginia presents somewhat repetitive but detailed expectations describing the characteristics of good writing that are common to all genres, and they progress in rigor from grade to grade. Students must write in cursive and write paragraphs in grade 3. The standards for English language conventions are included in the Writing strand and, while they are focused on editing, they comprise a thorough and straightforward set of important grammar, usage, and mechanics expectations.

Research is included as a separate strand beginning in fourth grade, though research skills appear as early as first grade. For example, first-graders are asked to "use simple reference materials." The expectations build through grade 8 and, in high school, the Research strand details expectations for the research process and for products, including "documented research papers" in twelfth grade.

Starting in grade 4, Virginia's standards also include a welcome emphasis on "media literacy" (within the Communication strand). In grade 4, students must "differentiate between auditory, visual, and written media messages." By grade 12, they "evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion." The use of media is also expected in oral presentations.

Content Weaknesses

Although the standards for study of literary and non-literary texts are mostly thorough (as discussed above), some essential content is missing. For example, in a number of places, the standards identify a category of important content without specifying important details, as shown below:

Compare and contrast author's use of literary elements within a variety of genres (grade 9)

Use text structures to aid comprehension (grade 7)

Actually specifying the genres, elements, and structures to be addressed would provide valuable guidance to teachers and curriculum developers.

Virginia's standards for writing, while fairly solid with respect to the qualities of good writing in general, do not systematically delineate the characteristics of good writing by genre throughout the grades. Virginia laudably attempts to prioritize writing by type at certain grades (e.g., "exposition and analysis" in grade 10, "persuasion" in grade 11), yet the standards outlined at those grades do not identify the distinctive characteristics of each genre, such as addressing counterclaims or employing rhetorical strategies in persuasive writing. Without doing so, it is difficult to hold students accountable for the production of any genres. Samples of acceptable student writing would also help illuminate expectations.

Taken together, these shortcomings leave more than 5 percent of the essential K-12 content missing, thus earning the standards six points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

Virginia's standards are more clearly organized and easier to follow than the Common Core, in part because essential content is grouped more logically, so that standards addressing inextricably linked characteristics, such as themes in literary texts, can be found together rather than spread across strands. In addition, Virginia's standards for the study of American literature are more detailed.

On the other hand, Common Core more thoroughly addresses the genre-specific content that students must master to become proficient writers, and includes samples of student writing to clarify grade- and genre-specific writing expectations. Such enhancements would further strengthen Virginia's standards.

Virginia • Mathematics

DOCUMENTS REVIEWED

Mathematics Standards of Learning for Virginia Public Schools. February 2009.
Accessed from: http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/review.shtml

Overview

Virginia’s standards are well presented and easy to read. In K-8, arithmetic is moderately prioritized, but there are some weaknesses in its development. The high school content is also generally well covered and includes much STEM-ready material.



Clarity and Specificity: 2/3
Content and Rigor: 4/7
Total State Score: 6/10
(Common Core Grade: A-)

General Organization

The K-8 standards are organized into six content strands such as Measurement and Geometry. The high school standards are organized by course. An introduction describes the material to be covered for each grade and course.

Clarity and Specificity

Virginia’s standards are well organized and easy to read. Many are succinct and clear, such as:

- The student will determine by counting the value of a collection of bills and coins whose total value is \$5.00 or less, compare the value of the coins or bills, and make change (grade 3)
- The student will classify angles as right, acute, obtuse, or straight (grade 5)

By contrast, other standards are not specific enough to know what kinds of problems students should be able to solve, such as:

- The student will identify and describe congruent and noncongruent plane figures (grade 3)
- The student will describe the relationship found in a number pattern and express the relationship (grade 5)
- The student will describe orally and in writing the relationships between the subsets of the real number system (grade 8)

While Virginia’s standards are generally clear, specific, and easy to read, taken together, the prevalence of vague standards leaves the reader without clear guidance needed and earns the state two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Short grade-specific introductions mention areas of emphasis, but these appear more to synopsise the content for each grade rather than clearly state what material is most important. Implicitly, the standards only slightly prioritize arithmetic—less than 40 percent of the standards in appropriate grades are about its development.

Content Strengths

The structure of arithmetic is well covered, and there are some clear arithmetic expectations.

The high school standards cover some essential content well. For example, Virginia approaches geometry in an interesting way by both doing things in the coordinate plane and using deductive geometry, starting with axioms:

- The student will use the relationships between angles formed by two lines cut by a transversal to
- a) determine whether two lines are parallel;
 - b) verify the parallelism, using algebraic and coordinate methods as well as deductive proofs (Geometry)

Geometric constructions are covered thoroughly, for example:

- The student will construct and justify the constructions of
- a) a line segment congruent to a given line segment;
 - b) the perpendicular bisector of a line segment;
 - c) a perpendicular to a given line from a point not on the line;
 - d) a perpendicular to a given line at a given point on the line;
 - e) the bisector of a given angle;
 - f) an angle congruent to a given angle; and
 - g) a line parallel to a given line through a point not on the given line (Geometry)

The high school standards also include important algebraic skills, such as:

- Adding, subtracting, multiplying, and dividing polynomials (Algebra I)
Add, subtract, multiply, divide, and simplify rational algebraic expressions (Algebra II)

Much STEM-ready content is also included. Trigonometry is covered in some detail, including the graphing of the inverse trigonometric functions.

Content Weaknesses

The coverage of whole-number arithmetic is straightforward but inadequate, in part because automaticity with the basic number facts is not required.

In the continued development of arithmetic, neither standard procedures nor fluency are specified, as is seen in this rather crowded capstone standard for whole-number arithmetic:

- The student will
- a) estimate sums, differences, products, and quotients of whole numbers;
 - b) add, subtract, and multiply whole numbers;
 - c) divide whole numbers, finding quotients with and without remainders; and
 - d) solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers (grade 4)

In the case of adding and subtracting fractions, standard procedures and fluency are not required, nor are common denominators developed. Moreover, denominators are seemingly limited except for “practical problems”:

- Add and subtract fractions having like and unlike denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12 (grade 4)
Solve single-step and multistep practical problems involving addition and subtraction with fractions and with decimals (grade 4)

Area is not well covered. It is always done in general terms, such as:

- Find perimeter, area, and volume in standard units of measure (grade 5)

Formulas for the areas of rectangles and triangles are not specifically included.

The high school standards are generally strong, except for quadratics. For example, consider the quadratic part of a standard:

The student will solve, algebraically and graphically,...

b) quadratic equations over the set of complex numbers...

Graphing calculators will be used for solving and for confirming the algebraic solutions (Algebra II)

Completing the square, factoring, and the quadratic formula are omitted. This standard makes the incorrect suggestion that quadratics can be solved over the complex number graphically. Graphing calculators are mentioned too frequently in high school, and it is unclear how much students should be able to do without one.

Taken together, these “shortcomings” result in a Content and Rigor score of four points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Virginia’s mathematics standards are mediocre, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are significantly superior to what Old Dominion has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Washington • English Language Arts

DOCUMENTS REVIEWED

Reading: K-10 Grade Level Expectations: A New Level of Specificity. 2004.

Accessed from: <http://www.k12.wa.us/Reading/pubdocs/ReadingEALR-GLE.pdf>

Writing: K-10 Grade Level Expectations: A New Level of Specificity. 2005.

Accessed from: <http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

Communication: K-10 Grade Level Expectations: A New Level of Specificity. 2005.

Accessed from: <http://www.k12.wa.us/CurriculumInstruct/Communications/pubdocs/EALRcommunication.pdf>

Overview

Washington's standards for grades K-10 are generally well organized but contain a mixture of precise and vague language that compromises their clarity and their rigor. In addition, the inclusion of nonacademic expectations, including several that incorporate explicit test-prep and career-planning expectations, unnecessarily distracts from mastery of essential academic content.



Clarity and Specificity: 2/3

Content and Rigor: 4/7

Total State Score: 6/10

(Common Core Grade: B+)

General Organization

The Washington standards for ELA are grouped into four “Essential Academic Learning Requirements” (EALR) in each of three strands: Reading, Writing, and Communication. These EALRs are common to all grades and give broad descriptions of what students should know and be able to do. For example:

- Reading EALR 1: The student understands and uses different skills and strategies to read.
- Writing EALR 1: The student understands and uses a writing process.
- Communication EALR 1: The student uses listening and observation skills to gain understanding.

Each EALR is divided first into “components,” such as “use word recognition skills and strategies to read and comprehend text,” and finally into grade-level expectations (GLEs) for grades K-10.

Clarity and Specificity

The ELA standards are generally clear and well organized, with a comprehensible grade-by-grade progression of content and skills. Many of the GLEs are specific and include illustrative examples to clarify expectations, such as:

Avoids dangling modifiers (e.g., “After I stood in line for hours, I discovered the tickets were sold out.” Incorrect: “After standing in line for hours, the tickets were sold out.” The second sentence makes it appear that the tickets were in line.) (grades 9-10)

At times, however, the language is vague or obscured with jargon, such as:

Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text (grade 3)

Use text features to verify, support, or clarify meaning (grade 8)

Use literary themes within and across texts to interpret current issues, events, and/or how they relate to self (grades 9-10)

In places, the state makes somewhat arbitrary distinctions, resulting in inordinately complicated standards laced with unnecessary detail. For example, it's not clear what's intended by distinguishing between "writes for different purposes" and "writes in a variety of forms/genres." While purpose and form are not the same, the GLEs don't make this distinction meaningful despite including roughly fifty specific GLEs per component.

Such general language does little to ensure that districts, schools, and teachers will have comparable levels of understanding and rigor. These shortcomings detract from the overall presentation, earning the standards two points out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The GLEs include a clear early-reading focus on phonics and phonemic awareness, including many standards that are detailed and specific, such as:

- Segment and blend multi-syllabic words, including compound words (grade 1)
- Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word (grade 1)
- Segment and blend words orally containing three to five phonemes (grade 1)
- Generate words that begin or end with the same sound or different sounds (grade 1)
- Blend and segment onset and rime (grade 1)

The state emphasizes learning essential grammar content by including clear, rigorous, and detailed expectations for language conventions, including:

- Uses who vs. whom correctly (grades 9-10)
- Uses that vs. which and that vs. who correctly (grades 9-10)
- Uses either... or and neither... nor correctly (grades 9-10)
- Uses active voice except when passive voice is appropriate (e.g., active voice: "They saw it." vs. passive voice: "It was seen by them.") (grades 9-10)
- Uses parallel construction in clauses.
 - parallel: The coach told the players they should get plenty of sleep, they should eat well, and they should do some warm-up exercises.
 - not parallel: The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm up exercises (grades 9-10)

The vocabulary expectations are reasonably clear and emphasize the importance of content knowledge for vocabulary building, particularly in grades 9-10. For example:

- Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities (e.g., salon as a historical reference to political gatherings as opposed to a beauty salon), into written and oral communication (grades 9-10)
- Explain the meaning of content-specific vocabulary words (e.g., regeneration, isolationism, emancipation, polarized) (grades 9-10)
- Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., the concept of parallel in mathematics to understand parallelism) (grades 9-10)

The expectations for writing are precise and thorough; they include illustrative examples to clarify intent, and they often helpfully mention mentor texts—grade-appropriate texts that demonstrate specific aspects of writing that students are learning—that can be used across grades. For example:

Writes a story in pictures and in words following a pattern from literature (e.g., *Grandfather's Journey* by Allen Say or *The Hungry Caterpillar* by Eric Carle) (Kindergarten)

Uses a variety of transitional words and phrases to make connections between and within paragraphs.

- chronological (e.g., next, after)
- spatial (e.g., over, under, next to)
- ordinal (e.g., first, second, third) (grade 4)

Composes an effective ending/conclusion that is more than a repetition of the introduction (e.g., response to a “so what” question, connection to bigger picture) (grade 8)

The standards include a document devoted to “communication” skills, which include general listening and speaking skills, oral presentations, group interactions, analysis of information in multimedia formats, and self-assessment. Many of these are addressed in detail, with helpful illustrative examples. For example:

Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution) (grade 4)

Uses techniques to enhance the message (e.g., irony and dialogue to achieve clarity, force, and aesthetic effect; technical language) (grades 9-10)

Content Weaknesses

The GLEs focused on reading are a mixed bag. While they outline some clear expectations for reading literary and non-literary texts, many of the standards are vague and much of the critical content that students must learn to become proficient readers is simply absent. For example, many of the standards for recognizing and interpreting different genres are too vague to guide curriculum, assessment development, or instruction. Here's an example:

Compare/contrast how recurring themes are treated by diverse authors or in different genres (grades 9-10)

Such standards—found often—lack essential content- and genre-specific detail.

The standards do not refer to any specific works of literature, American or otherwise. For grades 9 and 10, they refer implicitly to American literature only by referring to events in U.S. history:

Examine the ways in which works of literature are related to the issues and themes of their historical periods (e.g., the Gold Rush, civil rights movement, post-World War II Europe) (grades 9-10)

Until grade 8, the GLEs do not address the quality and complexity of texts, and even then they vaguely reference reading “great literary works,” with no criteria or book lists that would help teachers select sufficiently rigorous texts.

The GLEs for research are limited to gathering information; there are no clear expectations regarding the research process.

In addition, the GLEs include unnecessary standards that are focused on test prep rather than mastery of essential content. For example:

Select, from multiple choices, a prediction, inference, or assumption that could be made from the text (grade 8)

This elevates a test-taking skill and needlessly deflects attention from mastering critical content.

The standards also include an entire component devoted to “reading to perform a task” and another to “writes for career applications.” While including a handful of standards focused on such nonacademic reading and writing can add value, the number of standards devoted to such nonacademic reading and writing disproportionately emphasizes less important content and skills.

Similarly, important communications and oral presentation content is buried deep among voluminous standards focused on less critical content, such as assessing your own and your peer's effectiveness in communication and “social interaction skills” (including cultural sensitivity, conflict resolution, etc.).

Finally, because the Washington standards include GLEs only through grade 10, much important end-of-high-school content is entirely missing from the standards.

Taken together, these shortcomings lead to the loss of as much as 35 percent of the critical content, thus earning Washington's standards four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Washington's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Evergreen State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Washington • Mathematics

DOCUMENTS REVIEWED

Washington State K-12 Mathematics Learning Standards. July 2008.

Accessed from: <http://www.k12.wa.us/mathematics/Standards/K-12MathematicsStandards-July2008.pdf>

Overview

Washington's standards are easy to read and well organized. They come with extensive explanatory notes and examples. They cover nearly all the essential content with rigor and do an excellent job of limiting and prioritizing the content to be covered. In elementary school, arithmetic is both given priority and developed well. The high school content is generally strong, but a few STEM-ready topics are not included.



Clarity and Specificity: 3/3

Content and Rigor: 7/7

Total State Score: 10/10

(Common Core Grade: A-)

General Organization

Washington presents grade-specific standards—called “performance expectations”—for all grades, K-8. These standards are subdivided by three headings: Core Content, Additional Key Content, and Core Processes. The standards that are meant to be the top priority for a grade level are explicitly labeled with the Core Content heading. Finally, the state provides “Explanatory Comments and Examples” for most standards to help clarify intent.

The high school material is organized similarly, but presented by course.

Clarity and Specificity

The standards are well presented and generally easy to read and understand. Most standards are straightforward and clear, for example:

Simplify fractions using common factor (grade 4)

Given two fractions with unlike denominators, rewrite the fractions with a common denominator (grade 5)

When standards are not clear, the explanatory comments and examples serve to clarify:

Identify rational and irrational numbers

Students should know that rational numbers are numbers that can be represented as the ratio of two integers; that the decimal expansions of rational numbers have repeating patterns, or terminate; and that there are numbers that are not rational (grade 8)

In some cases, the examples are used to be more specific about content, such as with this standard:

Know, explain, and apply basic postulates and theorems about triangles and the special lines, line segments, and rays associated with a triangle (Geometry)

One of the examples is an important theorem:

Prove that the sum of the angles of a triangle is 180 degrees (Geometry)

Still, some standards are far too vague and general, such as:

Select and justify functions and equations to model and solve problems (Algebra I)

The explanatory comments and examples do serve to clarify this standard, but the examples are numerous and somewhat disparate, so the actual intent of the standard remains subject to interpretation.

The following comment appears with numerous problem-solving standards and appears to be more of an English language requirement than one for mathematics:

The intent of this expectation is for students to show their work, explain their thinking, and verify that the answer to the problem is reasonable in terms of the original context and the mathematics used to solve the problem. Verifications can include the use of numbers, words, pictures, physical objects, or equations.

Overall, Washington's standards are well presented and usually clear and specific. The use of examples to clarify intent is exemplary, and they receive a Clarity and Specificity score of three points out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Washington does an exemplary job of prioritizing critical content at each grade level. This is done via the core content headings, which are explicitly stated to be the “major mathematical focuses” for each grade.

Arithmetic is unambiguously and effectively prioritized in elementary school. For example, in fourth grade, the core content topics are: “Multi-digit Multiplication,” “Fractions, Decimals, and Mixed Numbers,” and “Concept of Area.” Moreover, over half the standards are about arithmetic.

Content Strengths

The essential content is well covered. The development of arithmetic is strong. Instant recall of the number facts is specified:

Quickly recall basic addition facts and related subtraction facts for sums through 20 (grade 2)
Quickly recall multiplication facts through 10 X 10 and the related division facts (grade 4)

The capstone standards for whole-number arithmetic are equally clear:

Fluently and accurately add and subtract whole numbers using the standard regrouping algorithms (grade 3)
Fluently and accurately multiply up to a three-digit number by one- and two-digit numbers using the standard multiplication algorithm (grade 4)
Fluently and accurately divide up to a four-digit number by one- or two-digit divisors using the standard long-division algorithm (grade 5)

The development of arithmetic continues nicely through fractions.

In high school, linear equations are covered thoroughly with standards such as:

Write and graph an equation for a line given the slope and the y-intercept, the slope and a point on the line, or two points on the line, and translate between forms of linear equations (Algebra I)

Quadratics are also nicely developed with, for example, the following standard with its explanatory comment:

Solve problems that can be represented by quadratic functions, equations, and inequalities. In addition to solving area and velocity problems by factoring and applying the quadratic formula to the quadratic equation, students use the vertex form of the equation to solve problems about maximums, minimums, and symmetry (Algebra II)

Similarly:

Translate between the standard form of a quadratic function, the vertex form, and the factored form; graph and interpret the meaning of each form (Algebra II)

Content Weaknesses

Some STEM-ready material is missing or covered inadequately. Trigonometry is mentioned, but material such as the graphs of the trigonometric functions, major trigonometry identities, and inverse trigonometric functions are missing entirely. Other missing material includes the arithmetic of complex numbers and polar coordinates.

In the elementary grades, the standards do an excellent job of covering arithmetic and setting it as a priority. The high school coverage is strong, except for some STEM-ready material. The Content and Rigor score is seven points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With some minor differences, Common Core and Washington State both cover the essential content for a rigorous, K-12 mathematics program. That said, Washington's standards are exceptionally clear and well presented, and are generally more detailed and explicit than Common Core. In particular, they include "Explanatory Comments and Examples" that provide additional context so that the reader knows exactly what students are expected to know and be able to do. In addition, the high school content is organized so the standards dealing with various topics, such as quadratic functions, are grouped together in a mathematically coherent way. The organization of the Common Core is more difficult to navigate, in part because standards on related topics sometimes appear separately rather than together.

On the other hand, Common Core excels in the development of fractions, and includes important material on trigonometry that is missing from Washington's standards.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

West Virginia • English Language Arts

DOCUMENTS REVIEWED

21st Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools. September 14, 2009.
Accessed from: <http://wvde.state.wv.us/policies/csos.html>

Overview

Despite a few bright spots, the lack of clarity and specificity in the West Virginia standards impacts not only the document's readability but also, ultimately, the content and rigor of the standards themselves. In far too many places, it is impossible to determine what students must do or produce to ensure mastery of essential content.



| | |
|--------------------------------|-------------|
| Clarity and Specificity: | 1/3 |
| Content and Rigor: | 3/7 |
| Total State Score: | 4/10 |
| <i>(Common Core Grade: B+)</i> | |

Standards for early reading are good, but for the most part, the standards gloss over important content such as the analysis of literary and non-literary texts, writing characteristics by genre, effective listening and speaking standards, and standards for multimedia analysis and production.

General Organization

West Virginia's standards are presented in three strands: Reading, Writing, and Listening; Speaking; and Media Literacy. For each strand, the state provides content standards that are "broad descriptions" of what students should know and be able to do and that are common to all grades. The content standards are then divided into grade-specific objectives.

In addition, West Virginia supplies grade-specific "performance descriptors," which are essentially rubrics describing "how students demonstrate achievement of content standards." These performance descriptors describe what a student should know and be able to do at five levels: distinguished, above mastery, mastery, partial mastery, and novice.

Clarity and Specificity

Some West Virginia objectives are clear and reasonably specific, such as:

- Students will identify and practice basic elements of phonetic analysis:
 - syllabication
 - diphthongs
 - digraphs
 - variant vowel sounds such as r-controlled (grade 2)

More often, however, objectives are vaguely written, poorly organized, and conflate several concepts, thus making it difficult to discern what, precisely, students should know and be able to do. Consider, for example, this grade 4 reading objective:

- Students will interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze, characterize, and provide main idea and support details (grade 4)

This standard packs in too much content generally, as well as content for literary and informational texts together—thus obscuring the most essential content for each. Similarly confusing standards can be found throughout.

Other standards appear more narrowly focused, but in fact are vague. For example:

Students will use oral/visual information to research, explore, question and imagine a topic (grade 7)

This standard is typical in its failure to provide adequate guidance about what the state actually expects students to know and be able to do.

The problem of vague and confounding standards is exacerbated by their repetition across grades. Take, for example, the following:

Students will relate and analyze connections/themes among ideas in literary and informational texts, such as text-to-self, text-to-text, text-to-world connections, and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences (grades 7-8)

This standard makes it difficult to discern what the state expects of students, and the repetition of the standard across grade levels with no further guidance makes it impossible to scaffold skills or content from grade to grade.

Other standards simply defy comprehension:

Students will use denotation to understand meaning (grade 5)

Students will identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism) (grade 6)

Students will analyze and evaluate literary styles according to genre:

- author's use
- elements
- expectations (grade 11)

Taken together, these critical shortcomings leave teachers in the Mountain State with scant guidance as to the scope and sequence of important content across the grades, and therefore earn the standards one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

West Virginia's standards for early reading are better than other areas. Objectives here delineate specific expectations for phonemic awareness, phonics, fluency, and comprehension. In first grade, for example:

Students will use basic elements of phonetic analysis to decode unknown words:

- sound-symbol relationships
- beginning/ending consonants
- short and long vowel sounds
- blends
- digraphs
- diphthongs (grade 1)

While these standards could be strengthened by including examples to clarify expectations, nearly all of the essential content and skills are addressed.

Although the state does not provide a strand devoted exclusively to research, the Writing standards address some important research content. For example, in grade 7, students must:

Understand how to summarize and use direct quotations in writing, recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report (grade 7)

Document sources of information using a provided bibliographic format (grade 7)

While the expectations do not specify all of the characteristics of final research products, the essential elements of the research process are well defined.

In addition, while the Reading strand is problematic for many reasons (discussed below), occasional standards can be found there that focus on essential content, such as:

Students will read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic) and interpret elements (e.g., lines, stanzas, rhythm, meter or rhyme) to derive meaning of poetry (grade 8)

Content Weaknesses

Vocabulary standards in West Virginia are cursory. Analysis of word parts is not mentioned until grade 5. Until then, expectations are simplistic, such as “apply explicitly taught vocabulary words in oral and written experiences” or “identify and practice appropriate sight words and content vocabulary.”

The treatment of literary and non-literary texts is spotty. While some objectives make a perfunctory nod to some of the genre-specific content that students must learn, more often than not the standards include sweeping skills-driven standards that conflate the two text types. For example:

Students will use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details (grade 3)

Standards for the analysis of informational text are especially thin throughout.

In places where the standards do attempt to be specific to text type—literary or non-literary—they nonetheless remain hard to discern, as in this eighth-grade literature standard:

Students will identify literary technique used to interpret literature:

- irony
- satire
- persuasive language
- analogies (grade 8)

It is not clear why these “techniques” are presented together, or what the student outcome is, even though specific “literary techniques” are mentioned.

The progression of rigor in the Reading and Writing strands is frequently inadequate. For example, the first standard that addresses persuasive text does not appear until tenth grade:

Students will critique persuasive language and techniques as found in literary and informational texts and media (grade 10)

Students need a systematic approach to analyzing various types of texts from the early grades onward, and these standards, unfortunately, do not provide it.

While the standards include occasional references to American and even West Virginian literature, these are too broadly worded to be useful:

Students will increase the amount of independent reading with emphasis on classic American, British and World Literature, and informational texts (grade 11)

The state missed an important opportunity to ensure that all students would be required to explore America’s literary heritage in the classroom.

West Virginia's Writing standards are long, disorganized lists that focus primarily on process and address a mish-mash of writing content. For example:

- Students will create an effective response to a task in form, content and language (e.g., letters, poems, brief reports or descriptions, instructions, journals) (grade 4)
- Students will use reference skills to identify words (grade 4)
- Students will draft analogies, illustrations, examples, or anecdotes to respond to an oral, visual, or written prompt (grade 5)

Unfortunately, it's nearly impossible to discern in these standards what the state expects in terms of student outcomes.

Objectives outlined in the Listening, Speaking, and Media strand are generally devoid of content, such as:

- Students will compare and contrast personal experiences to oral/visual information (grade 5)
- Students will create and present an age-appropriate media product that demonstrates format, purpose, and audience (grades 5-8)

Similarly confusing standards plague this strand across grade levels.

While West Virginia's standards touch on some essential content, the objectives rarely cover that content with depth, rigor, or clarity. The combination of unnecessary and confusing standards, coupled with the core content that is missing entirely, earn the standards three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, West Virginia's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Mountain State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

West Virginia • Mathematics

DOCUMENTS REVIEWED

21st Century Mathematics Content Standards and Objectives for West Virginia Schools. August 20, 2009.
Accessed from: <http://wvde.state.wv.us/policies/p2520.2.pdf>

Overview

West Virginia's standards are well presented and easy to read. In the early grades, however, arithmetic is not given sufficient emphasis and its development has some weaknesses. The high school content is generally well covered and includes much STEM-ready material.



Clarity and Specificity: 2/3
Content and Rigor: 5/7
Total State Score: 7/10
(Common Core Grade: A-)

General Organization

The K-8 grade-specific standards are organized into five content strands such as Measurement and Geometry. The high school standards employ a similar structure though they are presented by course rather than grade and use different content strands. In addition, each grade and course has an introduction describing the material to be covered.

Clarity and Specificity

West Virginia's standards are well organized and easy to read. Many are straightforward, such as:

- Determine the formula the area [sic] of a rectangle and explain reasoning through modeling (grade 3)
- Draw and identify parts of a circle: center point, diameter, and radius (grade 4)

Other standards, however, are too broadly stated to interpret:

- Explain how one variable produces a change in another variable (grade 2)
- Analyze real-world data represented on a graph using grade-appropriate questions (grade 3)

Such nebulous standards fail to make clear what students are expected to know or what kinds of problems they should be able to solve. What's more, the second-grade standard above is both inappropriate and too broad. (It would be a challenging high school standard!) Further, as demonstrated by the third-grade standard above, the standards sometimes make reference to "grade-appropriate" content without further specification.

Other standards are poorly phrased:

- Determine and apply greatest common factor and lowest common multiple to write equivalent fractions and to real-world problem situations [sic] (grade 5)
- Add and subtract polynomials limited to two variables and positive exponents (grade 8)

The first of these contains obvious grammatical issues. For the second, there are no negative exponents in polynomials, so the restriction to positive exponents is confusing.

While the clear and specific standards generally outnumber those that are vague or poorly written, they "do not quite provide a complete guide to users" (see the *Common Grading Metric*, see Appendix A), and receive a Clarity and Specificity score of two points out of three.

Content and Rigor

Content Priorities

West Virginia does not provide clear guidance as to the relative importance of the content. Short grade-level introductions mention areas of emphasis, but they appear more to synopsise the content for each grade rather than clearly state what material is most important. Arithmetic is only barely prioritized, with less than 40 percent of the standards in appropriate grades dealing with its development.

Content Strengths

The structure of arithmetic is well covered. Quick recall of the number facts is specifically required:

- Demonstrate quick recall of basic addition facts with sums to 18 and corresponding subtraction facts (grade 2)
- Quick recall of basic multiplication facts and corresponding division facts [sic] (grade 4)

Despite weaknesses in development, which are discussed below, the capstone standard for whole-number arithmetic is clear and requires fluency:

- Demonstrate fluency in addition, subtraction, multiplication and division of whole numbers (grade 5)

The number line is introduced early and used often.

In high school, much of the coverage is strong. High school geometry requires proofs and specifies that they should have a foundation in postulates:

- Construct formal and informal proofs by applying definitions, theorems, and postulates related to such topics as
 - complementary,
 - supplementary,
 - vertical angles,
 - angles formed by perpendicular lines, and
 - justify the steps (Geometry)

There is some strong coverage of quadratic equations. The following standard, while too dense and compact, includes strong analytic content:

- Solve quadratic equations over the set of complex numbers: apply the techniques of factoring, completing the square, and the quadratic formula; use the discriminate to determine the number and nature of the roots; identify the maxima and minima; use words, graphs, tables, and equations to generate and analyze solutions to practical problems (Algebra II)

Content Weaknesses

The development of arithmetic shows some weaknesses. The capstone standard for whole-number arithmetic quoted above requires fluency, but the standards fail to adequately develop the standard algorithms.

An example is the development of multiplication. The standard algorithm is mentioned, but it appears along with a “variety of strategies,” which may undermine students’ mastery of this fundamental skill:

- Solve multi-digit whole-number multiplication problems using a variety of strategies, including the standard algorithm, justify methods used (grade 4)

In the continued development of arithmetic, standard procedures and fluency are omitted, as are common denominators.

Technology, while not overly intrusive within the standards statements themselves, is inappropriately emphasized in the peripheral material. For example, it appears in *Kindergarten*, in the very first sentence of the introduction:

- Kindergarten objectives emphasize the use of manipulatives, concrete materials, and appropriate technology so that students explore and develop ideas fundamental to the study of mathematics...(Kindergarten)

The use of technology tends not to interfere with the development of arithmetic, but it is still included in dubious ways, as in:

Kindergarten objectives emphasize the use of manipulatives, concrete materials, and appropriate technology so that students explore and develop ideas fundamental to the study of mathematics...(Kindergarten)

High school content is generally strong, but a few details are missing, including the standard form for linear equations and a proof of the Pythagorean Theorem.

West Virginia's standards cover much of the essential content, particularly in high school. In K-8, there are some weaknesses in the prioritization and development of arithmetic. These shortcomings result in a Content and Rigor score of five points out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of B, West Virginia's mathematics standards are decent, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are superior to what the Mountain State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Wisconsin • English Language Arts

DOCUMENTS REVIEWED¹

Wisconsin's Model Academic Standards for English Language Arts. January 13, 1998.
Accessed from: <http://dpi.wi.gov/standards/elaintro.html>

Sample Proficiency Standards. January 13, 1998.
Accessed from: <http://dpi.wi.gov/standards/pdf/teched-prof.pdf>

Overview

Wisconsin's ELA standards are generally clearly written and presented, and include some rigorous content. Unfortunately, their failure to provide grade-specific expectations creates critical gaps in content that leave teachers without the guidance they need to drive rigorous curriculum, assessment, and instruction.



Clarity and Specificity: 1/3
Content and Rigor: 3/7
Total State Score: 4/10
(Common Core Grade: B+)

General Organization

Wisconsin divides its ELA expectations into five “standards” (i.e., strands) that are common across all grade levels: Reading/Literature; Writing; Oral Language; Language, Media and Technology; and Research and Inquiry. These standards are divided into “content standards” that are also common to all grades and include a broad statement about what students should know and be able to do. For example, the Reading/Literature strand is introduced with the following:

Content Standard: Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Each content standard is followed by a two-paragraph explanation of its rationale and purpose.

Finally, the content standards are broken into “performance standards” for three benchmark grades: 4, 8, and 12. No other grade-specific standards or indicators are provided.

Clarity and Specificity

On the positive side, Wisconsin's ELA standards are well organized and presented, and many are reasonably clear and jargon-free. For example:

- Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes
- Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation
 - Read aloud effectively from previously read material
 - Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail
 - Present autobiographical or fictional stories that recount events effectively to large and small audiences
 - Participate in group readings, such as choral, echo, and shadow reading

- Perform dramatic readings and presentations
- Distinguish between fact and opinion and provide evidence to support opinions (grade 4)

Others are too vaguely worded to provide adequate guidance, such as:

- Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre (grade 4)

By failing to indicate what the “basic aesthetic principles” are, this standard is not instructionally useful.

What’s more, because standards are only provided for three grade levels, they do not provide the specificity needed to drive instruction from grade to grade, thus earning them one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

While grade-specific standards are not provided, some essential content is incorporated, such as the comprehension and analysis of literary and non-literary texts:

- Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning (grade 4)
- Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding (grade 8)

In addition, the standards delineate some important genre-specific content, including:

- Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts (grade 12)

Standards addressing the specific genres that students should learn at each grade level are included, and do show a logical progression of content across grade levels, as demonstrated with the grades 8 and 12 expectations below:

- Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas (grade 8)
- Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence (grade 8)
- Write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence (grade 12)
- Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience (grade 12)

As these standards demonstrate, important and more advanced genre-specific expectations are introduced in the later grades, and there is a clear progression and scaffolding of content and rigor.

Standards addressing the research process are also included and these, too, demonstrate a clear progression of both content and rigor.

The state delineates expectations for listening and speaking, and its standards for media are noteworthy because they distinguish—clearly and rigorously—between the evaluation, creation, understanding, and analysis of media.

Content Weaknesses

While Wisconsin’s standards include some clear and rigorous content, their failure to delineate grade-specific expectations leads to the omission of much critical K-12 content, beginning with early reading.

Only three standards touch on any content related to phonics, phonemic, or phonological awareness:

- Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures (grade 4)
- Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text (grade 4)
- Read aloud with age-appropriate fluency, accuracy, and expression (grade 4)

Vocabulary standards are inadequate and omit such important content as synonyms, antonyms, compound and multiple meaning words, and denotation.

With the exception of the brief and overly broad fourth-grade standard below, the state fails to include any standards that reflect the importance of reading American literature.

- Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience (grade 4)

Nor does Wisconsin provide explicit guidance regarding the amount, quality, or complexity of texts that students should be reading each year, much less any actual titles.

The state fails to include expectations that clarify the characteristics and quality of writing that students should produce in each grade. In addition, standards addressing English language conventions are vaguely worded and omit some essential grade-appropriate content.

Some standards set forth unnecessary or irrelevant expectations, such as:

- Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences (grade 4)

Asking students to “integrate general knowledge about the world” when “reflecting upon life’s experiences” is both vague and unnecessarily distracts from standards outlining critical ELA-specific content.

Finally, too many reading standards focus on habits of mind and reading comprehension strategies, rather than on critical content. For example,

- Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading (grade 4)
- Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty (grade 4)

Given that very few standards are presented at all, the inclusion of these expectations unnecessarily distracts from the essential content that is outlined in the standards.

While much important content is included in the Wisconsin ELA standards, the failure to delineate grade-specific expectations leaves critical content gaps that are exacerbated by the inclusion of unnecessary and distracting content. As such, the standards can earn no higher than three points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of D, Wisconsin's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Badger State has in place today.

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- ¹ Wisconsin's academic standards have not changed since Fordham's last evaluation, the *State of State English Standards 2005*. However, in 2005 we also reviewed supplementary material for Wisconsin's benchmark indicators. Moreover, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, Wisconsin's ELA grade dropped from a C to a D. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1076#1076.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
THE COMMON CORE
STATE STANDARDS.

Wisconsin • Mathematics

DOCUMENTS REVIEWED¹

Wisconsin's Model Academic Standards for Mathematics. January 13, 1998.
Accessed from: <http://dpi.wi.gov/standards/matintro.html>

Overview

Wisconsin's standards are scant. They are provided only for the end of fourth, eighth, and twelfth grades, and very few standards are provided for each grade band. In some ways, they cover a lot of mathematical content concisely and efficiently. However, much of the essential content is missing and the level of detail for what is covered is insufficient.



Clarity and Specificity: 1/3
Content and Rigor: 1/7
Total State Score: 2/10
(Common Core Grade: A-)

General Organization

The standards cover three grade bands: end of fourth, eighth, and twelfth grades. They are organized into six content strands, including a mathematical process strand.

Clarity and Specificity

The standards are well presented and generally easy to read. They are quite brief, though, with fewer than 100 standards in total for all grade levels.

Some of the standards are clearly stated and easily understood. However, even when stated clearly, the standards often lack specificity. In particular, the lack of grade-specific standards makes it difficult to know at which grade levels students should master specific content. Moreover, frequently, only capstone standards are included, which leaves teachers with inadequate guidance about how to scaffold essential knowledge and skills required to master those standards. For example, there are only two standards on fractions, starting with:

Add and subtract fractions with like denominators (grade 4)

The continued development of fractions, such as adding and subtracting fractions with unlike denominators, is never specified, but may be included in:

Perform and explain operations on rational numbers (add, subtract, multiply, divide, raise to a power, extract a root, take opposites and reciprocals, determine absolute value) (grade 8)

The failure to articulate the intermediate standards compromises the clarity and specificity. This lack of detail permeates the Wisconsin standards, and leaves them, on the whole, far too open to interpretation on the part of the reader.

Other examples of standards that are not specific and fail to adequately scaffold material are:

Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to

- symmetry
- congruence
- similarity (grade 4)

Recognize, describe, and analyze functional relationships by generalizing a rule that characterizes the pattern of change among variables. These functional relationships include exponential growth and decay (e.g., cell division, depreciation) (grade 8)

These standards are broadly stated and the reader is left with little idea as to what, exactly, students are required to know or what kinds of problems they should be able to solve.

Wisconsin's standards are sometimes admirably efficient, and they do contain some clear statements. However, the limited number and restricted grades of the standards, combined with the lack of clarity in many of the statements, render them "of limited guidance to users." They receive one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Priorities are not made explicit in the Wisconsin standards. Notably, there are only seven standards about arithmetic in the fourth-grade standards, and these seven standards must cover the entire development of numbers and arithmetic for grades K-4. Taken together, these arithmetic standards constitute only about one-fourth of the standards for the end of fourth grade, which does not appropriately prioritize arithmetic in elementary school.

Content Strengths

Despite the small number of standards, there is reasonable coverage of some essential content. The properties of numbers such as commutativity, primes, and the inverse nature of addition and subtraction are covered. Rates, ratios, proportions, and percentages are well represented.

Content Weaknesses

The standards are missing much essential content. Single-digit number facts are to be recalled, but not quickly or instantly. Whole-number arithmetic has basically no development and is missing both fluency and standard methods and procedures. It is covered in a single fourth-grade standard:

In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as

- recalling the basic facts of addition, subtraction, multiplication, and division
- using mental math (e.g., $37 + 25$, 40×7)
- estimation
- selecting and applying algorithms for addition, subtraction, multiplication, and division
- using a calculator (grade 4)

This is inadequate. Worse, as a "computational procedure," this standard equates calculators with pencil and paper methods.

In the continued standards on arithmetic in eighth grade, common denominators are not mentioned, and the standard algorithms are undermined with "computational procedures for rational numbers" such as:

[C]reating, using, and explaining algorithms (grade 8)

This gives alternative algorithms the status that standard methods should have.

Linear equations are covered, but much of the mathematics of them is not made explicit. Basics are missing, such as point slope form and equations from two points.

High-school geometry is particularly sparse: There are only five standards, one of which is devoted to trigonometry and another to coordinates. Of the three remaining, one is not helpful:

Use geometric models to solve mathematical and real-world problems (grade 12)

The coverage of quadratic equations is even less robust. Polynomials, factoring, complex numbers, and completing the square are never mentioned. STEM-ready standards are almost completely missing.

Wisconsin's standards are inadequate to cover the necessary material. They do not set arithmetic as a priority in elementary school and miss much of the foundation of both whole-number arithmetic and the arithmetic of fractions. Much of high school mathematics is missing. These "numerous problems" result in a Content and Rigor score of one point out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Wisconsin's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Badger State has in place today.

¹ Wisconsin's model academic standards have not changed since Fordham's last evaluation, the *State of State Math Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Through this new lens, Wisconsin's math grade dropped from a D to an F. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1191#1191.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
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STATE STANDARDS.

Wyoming • English Language Arts

DOCUMENTS REVIEWED

Wyoming Language Arts Content and Performance Standards. 2008.
Accessed from: <http://www.k12.wy.us/SA/standards.asp>

Overview

Wyoming's standards touch on some important content, but overlook much. Vague wording makes it difficult to discern a rigorous progression of content throughout the grades. In addition, high school standards are provided for grade 11 only, thus omitting much content from the grade 9-12 expectations.



Clarity and Specificity: 1/3
Content and Rigor: 3/7
Total State Score: 4/10
(Common Core Grade: B+)

General Organization

Wyoming's K-8 ELA expectations are organized into three major standards: Reading, Writing, and Speaking and Listening. The standards are then divided into sub-categories that vary by grade, and finally into grade-specific benchmarks.

The high school standards are similarly organized, except that they exist only for grade 11.

In addition, Wyoming includes "performance-level descriptors" for each grade. These are essentially rubrics that describe what students at four levels—advanced performance, proficient performance, basic performance, and below basic performance—should know and be able to do.

Clarity and Specificity

The Wyoming standards are generally well organized and clearly presented, though the benchmarks themselves are not consistently clear or specific. Some are clear, such as:

Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions (grade 7)

Unfortunately, many benchmarks are written in vague or awkward language that uses unmeasurable verbs, such as:

Students make connections with the text (grade 1)

Students are familiar with a variety of information modes, such as news articles, magazines, online information, books by same author [sic], demonstrations, biographies, and autobiographies (grade 5)

Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies (grade 8)

Such standards provide scant guidance about what, precisely, students should know and be able to do across grade levels.

Finally, the failure to articulate grade-specific or even grade-band benchmarks for grades 9-12 makes it impossible to discern a clear progression of content or rigor in high school.

Taken together, these shortcomings leave teachers in the Equality State without the guidance they need to drive rigorous curriculum, instruction, and assessment, and therefore earn the standards one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

Wyoming's Speaking and Listening standards are reasonably strong, particularly those for group discussions, which build logically across grades. In grade 5, for example, the standard reads:

| In small group discussion, students ask relevant questions to determine purpose or clarify meaning (grade 5)

By grade 11, students:

- | Use strategies to contribute to group discussions by:
 - a. Considering others' ideas and opinions before responding;
 - b. Determining the purpose of discussions;
 - c. Acting as a leader, participant, and moderator; and
 - d. Conveying criticism in a constructive way (grade 11)

Some benchmarks delineating expectations for media analysis are also included, as in:

| Students understand and explain techniques used in media such as propaganda and visual symbols (grade 6)

Students are also expected to incorporate media into presentations. Grade 11 standards for the delivery of formal oral presentations are strong, although because the state fails to delineate expectations for grades 9, 10, or 12, a progression of content and rigor is not evident across grades.

Content Weaknesses

Wyoming's standards for early reading are cursory. They do not describe a systematic sequence of phonological awareness, phonics, fluency, and comprehension. Instead they merely touch upon certain important expectations, as in these first-grade standards:

- | Students use letter-sound relationships, context, and high-frequency words to decode unknown words and understand text (grade 1)
- | Students use sequence to understand text and to make predictions about content (grade 1)
- | Students compare information from several sources to understand text (grade 1)
- | Students connect prior knowledge to textual information (grade 1)
- | Students monitor and self-correct for meaning (grade 1)
- | Students read aloud with fluency in a manner that sounds like natural speech (grade 1)
- | Students are familiar with a variety of modes such as Big Books, storytelling, magazines, newspapers, and audio and video modes (grade 1)

What's more, these seven benchmarks represent the entirety of the first-grade reading comprehension standards. The second- and third-grade standards are equally sparse and barely touch on essential content. For instance, only a single second-grade standard addresses word analysis, while the rest focus on such unmeasurable reading "strategies" as:

| Students make connections with the text (grade 2)

While standards delineating expectations for the comprehension and analysis of literary and non-literary texts are included, these benchmarks are too general to determine what students would actually be responsible for doing or producing, as in:

| Students make connections within and among texts and themselves (grade 6)

Such content-empty standards impart little confidence that students across the state will be held to equally rigorous standards.

It's a mouthful, but Wyoming does include a single standard on American literature in grade 11:

Students read a variety of literary genres from American literature and various world cultures, and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events (grade 11)

Unfortunately, because the standard does not address American literature exclusively and is so vaguely worded, it fails to provide adequate guidance.

The treatment of informational text is inconsistent. In high school, for example, the sum of students' work with informational text is described in three standards: one that requires students to read "a variety of informational genres"; one that asks them to conduct research "using grade-appropriate sources"; and one prescribing that they "use a process to apply research strategies." While some further detail is offered, such standards don't come close to including the essential content that students must master in high school. Analysis of arguments and persuasive writing, for example, are completely absent.

Writing standards in Wyoming are inconsistent, largely a mix of process and product statements that rarely delineate clear expectations for what student writing products should look like at each grade. In grade 3, for example, students must simply, "write reports using research."

Interestingly, the fourth-grade research standard requires students to:

Use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source (grade 4)

While this standard is clear and far more specific, the state has failed to adequately scaffold the skills necessary to prepare students to master this fourth-grade benchmark.

In addition, the Writing standards fail to prioritize writing genres appropriately across grades. For example, narrative writing and literary analyses seem to be emphasized at every grade, but arguments and persuasive writing are largely absent. "Expository essays, technical writing and reports" appear at eighth grade, but not until grade 11 are "persuasive essays" addressed, and then only nominally.

Finally, research and conventions both get short changed. As noted above, research is sometimes addressed in the Writing standards, but sporadically. Conventions are also addressed in Writing, but treated superficially. For example, in grade 2, students are supposed to "use grade-appropriate conventions...such as...use of adjectives." The only other mention of adjectives is in grade 8 where "comparative adjectives" are mentioned, though of course those could be addressed much earlier.

Taken together, these shortcomings leave as much as 65 percent of the essential ELA content missing, thus earning the standards three points out of seven for Content and Rigor. (See Common Grading Metric, Appendix A.)

The Bottom Line

With their grade of D, Wyoming's ELA standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are significantly superior to what the Equality State has in place today.

AS OF JUNE 20, 2010,
THIS STATE HAD ADOPTED
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STATE STANDARDS.

Wyoming • Mathematics

DOCUMENTS REVIEWED

Wyoming Mathematics Content and Performance Standards. November 19, 2008.
Accessed from: [http://www.k12.wy.us/SA/standards/Standards 2008 Math.pdf](http://www.k12.wy.us/SA/standards/Standards%2008%20Math.pdf)

Overview

Wyoming's standards are minimal. There are fewer than twenty-five of them for each grade and only twenty-three standards for all of high school. Had the state chosen to focus on only the most critical mathematics content, the brevity of the standards could have been a strength. Unfortunately, Wyoming's standards fail to include much of the mathematics content that is essential for a rigorous K-12 program.



Clarity and Specificity: 1/3
Content and Rigor: 1/7
Total State Score: 2/10
(Common Core Grade: A-)

General Organization

Wyoming's K-8 standards are organized by content strands, such as Algebra and Geometry.

Wyoming also includes a sequence of "Performance Descriptors" that accompany the grade-level benchmark standards. These Performance Descriptors are designed to describe student performance levels—from below basic to advanced performance—for each grade-specific standard. These descriptions are written too broadly to help clarify the content that students must master at each level.

At the high school level, standards follow the same organizational structure as the elementary standards, but are only provided for eleventh grade.

Clarity and Specificity

The standards are well presented and easy to read. Some of them are clear and specific, such as:

Students tell time, using both analog and digital clocks to the nearest half-hour (grade 1)

However, many of the standards are stated so broadly as to be nearly meaningless in terms of conveying what students are supposed to know or be able to do. For example, the following standards are neither clear nor measurable:

Students select, use, and communicate organizational methods in a problem-solving situation using 2- and 3-dimensional geometric objects (grade 3)

Students apply knowledge of appropriate grade-level patterns when solving problems (grade 4)

Note specifically that the grade 4 standard refers to "grade-level patterns" but that the standards provide no further clarification of what is an appropriate grade-level pattern, so this reference is meaningless. Many other standards make similar references to "grade-level" work without providing clarification.

Many of the high school standards are similarly vague, such as:

Students connect geometry with other mathematical topics (grade 11)

While some of the standards are specific and clear, a majority are not. The standards make vague reference to grade-level appropriateness but fail to specify what content is appropriate for a grade. There are many broadly stated standards that are left to interpretation by the reader. This serious lack of detail results in a Clarity and Specificity score of one point out of three. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

Wyoming does not offer explicit guidance as to what content is the most important. Moreover, in the elementary grades, the arithmetic standards comprise only about one-third of the standards, which does not properly prioritize the role of arithmetic.

Content Strengths

The standards are admirably brief. The measurement strand is reasonably detailed and well written. The small number of standards keeps geometry and data analysis, statistics, and probability (DASP) from overwhelming the elementary content. In addition, once they are beyond the foundations of arithmetic, goals are sometimes stated very clearly, for example:

- Students multiply and divide fractions and mixed numbers (grade 7)
- Students divide decimal numbers by decimal numbers (grade 7)

Content Weaknesses

The list of problems with content that is either missing or covered with inadequate detail is extensive.

The development of arithmetic is weak, in part because the crucial instant recall of number facts is never explicitly required. “Computational fluency” is not sufficient; students must know these facts and not have to stop and compute them each time they see them.

This standard is the capstone standard for whole-number addition and subtraction:

- Students add and subtract to thousands (grade 4)

While this is a desirable standard, a rigorous treatment of addition and subtraction should include fluency with the standard algorithms. This lack of specificity could result in arbitrary computational techniques.

The development of fraction arithmetic is similarly weak despite the standards specifying that students be able to manipulate fractions. Fractions do not appear in the standards until fourth grade, and there, just barely: halves, thirds, and fourths. Common denominators are never mentioned.

Arithmetic properties such as commutativity and associativity are missing. The inverse nature of addition and subtraction and of multiplication and division are both missing.

There are no formulas for area. The standards are very weak regarding ratios and rates.

For high school, much essential content is not mentioned. It is stated in the introduction that students intending to pursue mathematics or science will need to take additional mathematics, but the content for such classes is not included in the standards. The high school standards contain only twenty-three standards and most of the essential content is missing, including STEM-ready content, proofs in geometry, quadratic equations, and polynomials.

Wyoming’s standards lack much of the essential content of mathematics. The content that is included is not covered in a rigorous way. Arithmetic is not well developed or prioritized, and much of the content for high school is completely missing. These numerous problems result in a score of one point out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Wyoming’s mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Equality State has in place today.

Appendix A • Grading and Criteria

Grading

Mathematics and English language arts experts devised content-specific criteria (see below) to evaluate the quality of a state's standards.¹ Based on this comparison and using a common grading metric (also below), they assigned a composite score based on how well a given set of standards fared in two categories: "Content and Rigor" and "Clarity and Specificity." States could earn up to seven points for Content and Rigor and up to three points for Clarity and Specificity (for a total of ten possible points). Final scores were then converted into a letter grade according to the following scale:

Table A-1: Grading Scale

| Grade | Points |
|-------|------------|
| A | 10 |
| A- | 9 |
| B+ | 8 |
| B | 7 |
| C | 5 or 6 |
| D | 3 or 4 |
| F | 0, 1, or 2 |

Common Grading Metric

Content and Rigor

7 points: Standards meet all of the following criteria:

- » Standards are top-notch in terms of the content chosen. The coverage of the subject is suitable, good decisions have been made about what topics to include, and nothing of importance has been overlooked. (No more than 5 percent of the content outlined in the subject-specific content expectations is missing.)
- » Not only is the appropriate content covered by the standards, but it is covered well (i.e., in a high-quality manner).
- » Good decisions have also been made about what content should be left out. Excellent standards do not include much superfluous material. (No more than 5 percent of the content in the standards is unnecessary.)
- » Standards distinguish between more important and less important content and skills either directly (i.e., by articulating which are more or less important) OR via the number of standards dedicated to particular content and skills (i.e., more important content/skills have more standards while less important content/skills have fewer standards). The standards do not overemphasize topics of little importance or underemphasize topics of great importance.
- » The level of rigor is appropriate for the targeted grade level(s). Students are expected to learn the content and skills in a sensible order and an appropriately increasing level of difficulty. The standards, taken as a whole, define a core literacy for all students in the subject under review; at the same time, the standards that run through grade 12 are sufficiently challenging to ensure that students who achieve proficiency by the final year of high school will be ready for college or work and citizenship.
- » The standards do not overemphasize the importance of students' life experiences or "real-world" problems. They do not embrace fads, suggest political bias, or teach moral dogma. They do not imply that all interpretations are equally

Appendix A • Grading and Criteria

valid (regardless of logic or the adequacy of supporting evidence). The standards also avoid other major subject-specific problems identified by the reviewers. While the standards are not perfect, any defects are marginal.

6 points: Standards fall short in one or more of the following ways:

- » Some crucial content (as specified in the content-specific criteria) is missing (at least 5 percent and up to 20 percent).
- » The content is covered satisfactorily but not in a high-quality manner.
- » Some of the content in the standards is unnecessary (at least 5 percent and up to 20 percent).
- » Standards do not fully distinguish between more- and less-important content and skills (i.e., importance is neither expressly articulated nor conveyed via the number of standards dedicated to particular topics). In other words, the standards overemphasize no more than one or two topics of little importance or underemphasize no more than one or two topics of great importance.
- » Standards at particular grade levels are not quite as rigorous as they could be, or are too rigorous (i.e., expectations are slightly too high or too low).
- » There are minor problems or shortcomings (e.g., one or more of the problems listed in the last paragraph under the 7-point score affects the standards in a small way, or there are other minor subject-specific problems).

5 points: Standards fall short in one or more of the following ways:

- » Some crucial content is missing (at least 20 percent and up to 35 percent).
- » While most of the appropriate content is covered by the standards, the content is nonetheless covered in a manner that is not satisfactory (i.e., the standards cover the right material but do not cover that material robustly; thus, the material is shortchanged in some way).
- » Some of the content in the standards is unnecessary (at least 20 percent and up to 35 percent).
- » Standards do not distinguish between more- and less-important content and skills (i.e., importance is not articulated or conveyed in any way). The standards often overemphasize topics of little importance or underemphasize topics of great importance.
- » Standards generally need to be more or less rigorous than they are at certain grade levels (i.e., expectations are too high or too low).
- » There is an important shortcoming (perhaps one of the problems listed in the last paragraph of the 7-point score, or there are other subject-specific problems).

4 points: Standards fall short in one or more of the following ways:

- » At least 35 and up to 50 percent of crucial content is missing.
- » Some of the content in the standards is unnecessary (at least 35 percent, and up to 50 percent).
- » There are a few critical shortcomings (as listed above) although the standards contain no serious errors.

3 points: Standards fall short in one or more of the following ways:

- » At least 50 and up to 65 percent of crucial content is missing.
- » At least 50 percent and up to 65 percent of the content in the standards is unnecessary.
- » There are serious problems, shortcomings, or errors in the standards, although the standards have some redeeming qualities and there is some evidence of rigor.

2 points: Standards fall short in one or more of the following ways:

- » At least 65 and up to 80 percent of crucial content is missing.
- » At least 65 percent and up to 80 percent of the content in the standards is unnecessary.
- » There are several serious problems, shortcomings, or errors (as listed above).

Appendix A • Grading and Criteria

1 point: Standards fall short in one or more of the following ways:

- » At least 80 percent of crucial content is missing.
- » At least 80 percent of the content in the standards is unnecessary.
- » There are numerous problems, shortcomings, or errors (as listed above).

0 points: Standards fall short in one or more of the following ways:

- » The content of the standards does not address or barely addresses the subject-specific content expectations.
- » The content is poorly chosen and fails to provide the level of rigor appropriate for the targeted grade level(s).
- » Content is full of problems, shortcomings, and errors (as listed above).

Clarity and Specificity

3 points: Standards are coherent, clear, and well organized.

The scope and sequence of the material is apparent and sensible. They provide solid guidance to users (students, teachers, curriculum directors, test developers, textbook writers, etc.) about the content knowledge and skills required to do well on the exam. The right level of detail is provided.

The document(s) are written in prose that the general public can understand and are mostly free from jargon. The standards describe things that are measurable (i.e., can lead to observable, comparable results across students and schools). The standards as a whole clearly illustrate the growth expected through the grades.

2 points: The standards are somewhat lacking in coherence, clarity, or organization.

The scope and sequence of the material is not completely apparent or sensible. The standards do not quite provide a complete guide to users as to the content knowledge and skills required to do well on the exam (i.e., as a guide for users, there are shortcomings that were not already addressed by the Content and Rigor score). The standards provide insufficient detail. The prose is generally comprehensible but there is some jargon and some vague or unclear language. Some standards are not measurable.

1 point: The standards are somewhat coherent, clear, and organized.

They offer limited guidance to users (students, teachers, curriculum directors, textbook writers, etc.) about the content knowledge and skills required to do well on the exam, but there are significant shortcomings (as a guide for users) that were not already addressed by the content and rigor score. The standards are seriously lacking in detail, and much of their language is vague enough to leave unclear what is being asked of students and teachers.

0: The standards are incoherent and/or disorganized.

They are not helpful to users. The standards are sorely lacking in detail. Scope and sequence is a mystery.

English Language Arts Content-Specific Criteria

Overview

These criteria contain many examples to clarify the type (and level) of concepts and skills that are expected in quality standards at the designated grade spans. The criteria and examples for each grade should be understood to include, cumulatively, the criteria and examples for the grades that precede them.

Elementary School (Grades K-4)

Reading

1. The standards delineate explicit and systematic expectations in phonemic awareness, phonics, fluency, and comprehension skills.
2. The standards address systematic vocabulary development (e.g., basic prefixes and suffixes; common synonyms, antonyms, and compound words; multiple meaning words; and dictionary use).
3. The standards outline specific expectations for reading and analyzing literary and non-literary texts (e.g., recognizing and interpreting genres; structures; literary elements; and stylistic devices).
4. The standards reflect the importance of reading grade-appropriate works of outstanding American literature that reflect our common heritage.
5. The standards describe the amount, quality, and complexity of both literary and non-literary texts to be studied through the use of lists (authors and/or titles), sample passages, and/or commentary.

Writing

6. The standards delineate expectations for writing that address the characteristics and quality of writing products appropriate to the grade level (e.g., organization of ideas and focus; introduction, body, and conclusion; elements of a paragraph; and evaluation and revision skills).
7. The standards require students to recognize, explain, and produce writing that reflects the defining characteristics of various grade-appropriate writing genres (e.g., narration and exposition).
8. The standards describe or reference the use of specific criteria for evaluating writing (e.g., logically organized and detailed genre- or prompt-specific rubrics) that include examples regarding the quality of writing expected.

Listening and Speaking

9. The standards clearly address active listening and effective speaking skills (e.g., summarizing information presented orally; asking and answering relevant questions).
10. The standards address the ability to make formal oral presentations (e.g., recitation; story retelling; and sequencing).
11. The standards describe or reference the use of specific criteria for evaluating oral presentations (e.g., content; organization; and presentation style).
12. The standards include specific expectations for participation in group discussions (e.g., turn-taking; and applying agreed-upon rules for decision making).

Oral and Written Language Conventions

13. The standards specify expectations for the correct use of Standard English, describing a grade-appropriate facility with the parts of speech, sentence structure, usage, and mechanics appropriate to the grade level (e.g., nouns, verbs, adjectives, adverbs, conjunctions, prepositions, and nominative/objective/interrogative pronouns; sentence types; complete/incomplete sentences; subject/verb (S/V) agreement; initial, internal, and ending punctuation; and basic spelling rules, such as plurals, contractions, and inflections).

Appendix A • Grading and Criteria

Research

14. The standards require students to learn the research process, outlining specific expectations for the essential components of the process (e.g., identifying or finalizing a research question; locating information; evaluating and compiling information; presenting findings; and acknowledging sources using a standard format).

Media

15. The standards require students to analyze and evaluate information presented in multimedia formats (e.g., the effect of various visual and aural techniques; how information presented in print is different from that which is presented through the use of multimedia).
16. The standards require that students learn about multimedia techniques for presenting information.

Middle School (Grades 5-8)

Reading

1. The standards address vocabulary development (e.g., knowledge of roots and affixes; connotation and denotation; figurative language; and use of the dictionary for clarifying multiple meanings, etymology, and pronunciation).
2. The standards specify strategies/skills for reading and analyzing both literary and non-literary texts (e.g., analysis of genres, structures, literary elements, rhetorical techniques, and stylistic devices; strategies for comprehension and interpretation).
3. The standards reflect the importance of reading grade-appropriate works of outstanding American literature that reflect our common heritage.
4. The standards describe the amount, quality, and complexity of both literary and non-literary texts to be studied through the use of lists (authors and/or titles), sample passages, and/or commentary.

Writing

5. The standards delineate expectations for writing that address the characteristics and quality of writing products appropriate to the grade level (e.g., increasingly sophisticated understanding of audience and purpose; clear organization and consistent focus; development of ideas through multi-paragraph essays; use of transitions; reflective peer review and revision processes).
6. The standards require students to interpret and produce writing that reflects the defining characteristics of various grade-appropriate writing genres (e.g., argument).
7. The standards describe or reference the use of specific criteria for evaluating writing (e.g., logically organized and detailed genre- or prompt-specific rubrics) that include examples regarding the quality of writing expected.

Listening and Speaking

8. The standards clearly address active listening and effective speaking skills (e.g., give, restate, and execute multi-step directions; convey ideas orally and interpret spoken ideas; make inferences from spoken information; ask and answer clarifying questions).
9. The standards address the ability to make formal oral presentations (e.g., recitation; informative and persuasive presentations that offer supporting details and evidence; and address anticipated counterclaims and include a call to action when appropriate).
10. The standards describe or reference the use of detailed criteria for evaluating formal oral presentations.
11. The standards include specific expectations for participation in group discussions (e.g., designation of roles; and eliciting and considering suggestions).

Appendix A • Grading and Criteria

Oral and Written Language Conventions

12. The standards specify expectations for the correct use of Standard English, describing a grade-appropriate facility with the parts of speech, sentence structure, usage, and mechanics appropriate to the grade level (e.g., parts of the verb; interjections, possessive/demonstrative/relative/indefinite pronouns; tenses; analysis of sentence structure; types of phrases and clauses; fragments and run-on sentences; and facility with mechanics grounded in understanding of sentence structure).

Research

13. The standards require students to employ the research process, outlining specific expectations for the essential components of the process (e.g., identifying and refining a research question; locating information; evaluating the quality of information/sources; selecting information that supports a thesis; presenting findings; citing sources correctly using standard guidelines; and avoiding plagiarism).

Media

14. The standards require students to analyze and evaluate information presented in multimedia formats (e.g., how information presented in print is different from that which is presented through the use of multimedia; noting what is conveyed through the use of various visual and aural techniques, such as bias and propaganda).
15. The standards require that students know how to use multimedia techniques to present information.

High School (Grades 9-12)

Reading

1. The standards address vocabulary development and skills for building content-area vocabulary (e.g., applying knowledge of roots and affixes to help determine meanings of words; tracing etymology; and determining shades of meaning).
2. The standards describe specific expectations for reading and analyzing both literary and non-literary texts (e.g., analyzing the clarity of structures, the development of literary elements, the effectiveness of rhetorical techniques, and the manipulation of stylistic devices; describing the truth and/or validity of an argument; and recognizing and explaining the presence of fallacious reasoning).
3. The standards reflect the importance of reading grade-appropriate works of outstanding American literature that reflect our common literary heritage.
4. The standards describe the amount, quality, and complexity of both literary and non-literary texts to be studied through the use of lists (authors and/or titles), sample passages, and/or commentary.

Writing

5. The standards delineate expectations for writing that address the characteristics and quality of writing products appropriate to the grade level (e.g., strong organization and development of ideas; facility with selection and blending of genres appropriate to audience and purpose; and the use of sophisticated transitions, active rather than passive voice, and other stylistic elements for rhetorical effect).
6. The standards require students to analyze and produce writing that reflects the defining characteristics of various grade-appropriate writing genres (e.g., persuasion).
7. The standards describe or reference the use of specific criteria for evaluating writing (e.g., logically organized and detailed genre- or prompt-specific rubrics) that include examples regarding the quality of writing expected.

Listening and Speaking

8. The standards clearly address active listening and effective speaking skills (e.g., interpret complex information and ideas presented orally; and convey complex information or ideas orally).
9. The standards address the ability to make formal oral presentations (e.g., recitation; and complex informative or persuasive oral presentations that require a logical structure, well-chosen supporting evidence/details, skillful rhetorical techniques, and a strong presentation style).

Appendix A • Grading and Criteria

10. The standards describe or reference the use of detailed criteria for evaluating formal oral presentations.
11. The standards include specific expectations for participation in group discussions (e.g., tolerating ambiguity; building on the ideas of others; and reaching consensus).

Oral and Written Language Conventions
.....

12. The standards specify expectations for the correct use of Standard English, describing a grade-appropriate facility with the parts of speech, sentence structure, usage, and mechanics (e.g., demonstrate control of sentence structure, usage, and mechanics).

Research
.....

13. The standards require students to conduct the research process, outlining specific expectations for the essential components of the process (e.g., identifying and refining a research question; locating information; evaluating the quality of information/sources; selecting information that supports a thesis; excluding extraneous information; presenting findings in a format appropriate for the audience and purpose; citing sources correctly in a standard format; and avoiding plagiarism).

Media
.....

14. The standards require students to analyze and evaluate information presented in multimedia formats (e.g., noting instances of manipulation, bias, propaganda, and potential fallacies).
15. The standards require that students use multimedia techniques to present information when possible.

Mathematics Content-Specific Criteria

Arithmetic

Arithmetic should include standards for number sense as well as developmental and precursor standards for the essential capstone expectations, such as counting, comparing, place value, and common denominators.

In elementary and early middle school (high-priority grade levels for arithmetic), students must demonstrate:

- » Clear understanding and instant recall of the single-digit addition and multiplication facts and the corresponding subtraction and division facts.
- » Clear understanding of the properties of arithmetic, such as the inverse nature of addition and subtraction as well as the inverse nature of multiplication and division.
- » Clear understanding of fractions as parts of a set, parts of a whole, and as numbers (e.g., the number line).

While we do not hold K-12 standards accountable to coverage at particular grade levels, we do expect all of them to include the following capstone standards (though not necessarily verbatim):

Students must understand and be fluent with the standard algorithms for whole-number addition, subtraction, multiplication, and division, and students must understand and be fluent with the standard procedures for the four arithmetic operations with fractions and decimals.

Other topics that should be covered, most frequently in late-middle and high school, include negative numbers, rational exponents, scientific notation, estimation, radicals, rational numbers as repeating decimals, and the arithmetic of complex numbers.

Measurement

In elementary or middle school, students should:

- » Be able to measure lengths in centimeters and inches.
- » Know and understand the formulas for the area of a rectangle and a triangle.
- » Know how to convert within and between measurement systems.
- » Be familiar with other types of measurement such as time, perimeter, angles, weight, volume, etc.

Ratios

Students should understand and be able to use rates, ratios, proportions, and percentages.

Algebra

In order to ensure college- and career-readiness, rigorous K-12 standards must include algebra standards that cover the following essential content.

Standards covering linear equations should ensure that students:

- » Are able to solve equations and inequalities that are linear or involve the absolute value and know how to graph them.
- » Know about slope and the various forms of linear equations and be able to write equations given different types of information, such as for a line through a given point with a given slope, a line through two points, or a line through a given point that is perpendicular to a given line.
- » Are able to solve a system of two linear equations in two unknowns. Students should be fluent with the four arithmetic operations with polynomials and elementary factoring.
- » Standards covering quadratic equations should ensure that students:
 - » Are able to graph quadratic equations and solve them by factoring, completing the square, and using the quadratic formula, including complex solutions.
 - » Are able to transform a quadratic equation into vertex form, find its vertex, its maximum or minimum, and its line of symmetry.

Appendix A • Grading and Criteria

Finally, students should understand logarithmic and exponential functions as well as basic trigonometry and trigonometric functions.

Geometry

Geometry should be given a solid logical foundation that is made clear in the standards; for example, a Euclid-style axiomatic approach. As part of the study of high school geometry, students should understand:

Proofs of standard results about angles of triangles and angles associated with lines crossing parallel lines, including perpendicular lines.

- » Proofs of the standard theorems about congruence and similarity of triangles as well as deeper results on triangles, including the Pythagorean Theorem and its converse.
- » Proofs of the standard theorems about circles, chords, tangents, and angles.
- » How to do standard geometric constructions.

In addition, students should be introduced to various aspects of geometry in K-8, especially basic vocabulary, as long as it does not interfere with the important K-8 arithmetic priorities.

Data Analysis, Statistics, and Probability (DASP)

Students should be able to read, analyze, and make various kinds of graphs and tables, and they should know basic statistics and probability, particularly the counting arguments involving combinations and permutations. More DASP material is acceptable as long as it does not disturb the priorities of arithmetic, algebra, and geometry.

STEM-Ready Standards

The material needed by students pursuing mathematics-intensive (STEM) majors in college should be outlined in K-12 standards documents (though not every student should be required to take advanced math to graduate from high school). While most such content—such as arithmetic, algebra, and geometry—is already included in typical college-ready standards, some advanced topics might not be included.

These advanced standards include:

- » The binomial theorem, geometric series, polar coordinates, and the arithmetic operations on rational expressions.
- » More trigonometry, including the inverse trigonometric functions, the laws of sines and cosines, and angle sum identities.

Problem Solving

Across all grade levels, students should be able to use the essential material outlined in these criteria to solve complex multi-step exercises and word problems appropriate for each grade level.

1 Five experts participated in the development of the content-specific criteria: Sheila Byrd Carmichael and Carol Jago for ELA, and W. Stephen Wilson, Gabrielle Martino, and Richard Askey for mathematics.

Appendix B • Detailed Grades

Table B-1: Detailed English Language Arts Grades; Jurisdiction in Rank Order

| Jurisdiction | Grade | Content and Rigor Score | Clarity and Specificity Score |
|----------------------|-------|-------------------------|-------------------------------|
| California | A | 7 | 3 |
| District of Columbia | A | 7 | 3 |
| Indiana | A | 7 | 3 |
| Massachusetts | A- | 7 | 2 |
| Tennessee | A- | 6 | 3 |
| Texas | A- | 6 | 3 |
| Common Core | B+ | 6 | 2 |
| Colorado | B+ | 6 | 2 |
| Georgia | B+ | 6 | 2 |
| Louisiana | B+ | 6 | 2 |
| Oklahoma | B+ | 5 | 3 |
| Virginia | B+ | 6 | 2 |
| Alabama | B | 6 | 1 |
| Arizona | B | 5 | 2 |
| Florida | B | 5 | 2 |
| Hawaii | C | 4 | 1 |
| Idaho | C | 4 | 1 |
| Kansas | C | 4 | 1 |
| Maine | C | 4 | 2 |
| Maryland | C | 4 | 2 |
| Minnesota | C | 4 | 2 |
| Nevada | C | 4 | 1 |
| New Hampshire | C | 4 | 2 |
| New Jersey | C | 4 | 2 |
| New Mexico | C | 4 | 1 |
| New York | C | 4 | 2 |
| Ohio | C | 4 | 2 |
| Oregon | C | 4 | 2 |
| South Dakota | C | 4 | 2 |
| Utah | C | 4 | 2 |
| Washington | C | 4 | 2 |
| Arkansas | D | 3 | 1 |
| Connecticut | D | 2 | 1 |
| Illinois | D | 3 | 1 |
| Kentucky | D | 3 | 1 |
| Michigan | D | 2 | 1 |
| Mississippi | D | 3 | 1 |

Appendix B • Detailed Grades

| Jurisdiction | Grade | Content and Rigor Score | Clarity and Specificity Score |
|----------------|-------|-------------------------|-------------------------------|
| Missouri | D | 3 | 1 |
| North Carolina | D | 3 | 0 |
| North Dakota | D | 2 | 1 |
| Pennsylvania | D | 3 | 1 |
| Rhode Island | D | 3 | 1 |
| South Carolina | D | 3 | 1 |
| Vermont | D | 2 | 1 |
| West Virginia | D | 3 | 1 |
| Wisconsin | D | 3 | 1 |
| Wyoming | D | 3 | 1 |
| Alaska | F | 1 | 1 |
| Delaware | F | 2 | 0 |
| Iowa | F | 1 | 0 |
| Montana | F | 2 | 0 |
| Nebraska | F | 1 | 1 |

Table B-2: Detailed Mathematics Grades; Jurisdiction in Rank Order

| Jurisdiction | Grade | Content and Rigor Score | Clarity and Specificity Score |
|----------------------|-------|-------------------------|-------------------------------|
| California | A | 7 | 3 |
| District of Columbia | A | 7 | 3 |
| Florida | A | 7 | 3 |
| Indiana | A | 7 | 3 |
| Washington | A | 7 | 3 |
| Common Core | A- | 7 | 2 |
| Georgia | A- | 6 | 3 |
| Michigan | A- | 6 | 3 |
| Utah | A- | 6 | 3 |
| Alabama | B+ | 5 | 3 |
| Massachusetts | B+ | 6 | 2 |
| Oklahoma | B+ | 5 | 3 |
| Oregon | B+ | 5 | 3 |
| Arizona | B | 4 | 3 |
| Delaware | B | 5 | 2 |
| Idaho | B | 5 | 2 |
| Minnesota | B | 5 | 2 |
| New York | B | 5 | 2 |
| West Virginia | B | 5 | 2 |
| Arkansas | C | 3 | 2 |
| Colorado | C | 3 | 2 |
| Hawaii | C | 3 | 3 |
| Iowa | C | 3 | 2 |
| Louisiana | C | 3 | 2 |
| Maine | C | 3 | 2 |
| Mississippi | C | 4 | 2 |
| Nebraska | C | 3 | 2 |

Appendix B • Detailed Grades

| Jurisdiction | Grade | Content and Rigor Score | Clarity and Specificity Score |
|----------------|-------|-------------------------|-------------------------------|
| Nevada | C | 4 | 2 |
| New Jersey | C | 4 | 1 |
| New Mexico | C | 4 | 1 |
| North Dakota | C | 4 | 2 |
| Ohio | C | 3 | 2 |
| South Carolina | C | 3 | 2 |
| South Dakota | C | 3 | 2 |
| Tennessee | C | 3 | 2 |
| Texas | C | 4 | 2 |
| Virginia | C | 4 | 2 |
| Alaska | D | 3 | 1 |
| Connecticut | D | 3 | 1 |
| Illinois | D | 1 | 2 |
| Kentucky | D | 2 | 1 |
| Maryland | D | 3 | 1 |
| Missouri | D | 2 | 1 |
| New Hampshire | D | 2 | 1 |
| North Carolina | D | 3 | 1 |
| Rhode Island | D | 3 | 1 |
| Kansas | F | 1 | 1 |
| Montana | F | 0 | 1 |
| Pennsylvania | F | 1 | 1 |
| Vermont | F | 1 | 1 |
| Wisconsin | F | 1 | 1 |
| Wyoming | F | 1 | 1 |

Appendix C • 2005 to 2010 Comparisons

The criteria and grading scale used to judge ELA and math standards in this analysis differ from those used in our last round of state standards reviews, published in 2005.

First, there was no “common grading metric” in 2005, which made it more difficult to compare grades across subjects.

In addition, several changes have been made to the subject-specific criteria. Below is a summary of the criteria and grading scales used for the 2005 analyses.

2005 ELA Criteria and Grading Scale

In 2005, ELA scores were analyzed against criteria in five areas:

- » **Purpose and expectations:** Standards were judged on whether American literature was mentioned, whether they specifically required students to become literate American citizens, whether they adequately cover early reading content, and whether state assessments were based on the standards, with blueprints that distinguish literary from non-literary reading. (24 points)
- » **Organization:** The overall presentation and organization of the presentation was evaluated and judged. (12 points)
- » **Disciplinary coverage:** Standards were evaluated to ensure they covered critical K-12 content, including listening and speaking skills, reading for information, writing, etc. (28 points)
- » **Quality:** The quality of the standards was evaluated by whether the standards were written in clear, specific, and jargon-free language, and whether they demonstrate a rigorous progression of content from grade to grade. (24 points)
- » **Requirements or expectations that impede learning:** States could lose points in this area for including expectations that addressed, for example, the teaching of moral and social dogma, the assumption that texts are subject to an infinite number of interpretations, and whether the standards explicitly or implicitly support a particular pedagogy or philosophy. (-6 points)

After points were calculated, the score was converted to a grade-point average by dividing the total score by twenty-two (the total number of positive criteria against which the standards were judged). Finally, the GPA was converted to a letter grade (Table C-1).

Table C-1: 2005 Grading Scale for ELA

| 2005 Grading Scale | |
|--------------------|----------------|
| A | 3.5-4.0 |
| B | 2.7-3.49 |
| C | 1.71-2.69 |
| D | 1.3-1.7 |
| F | 1.29 and below |

For additional details on the criteria and grading scale used in the 2005 ELA reviews, please visit: http://www.edexcellence.net/detail/news.cfm?news_id=337.

For a comparison of the state ELA grades in 2005 and 2010, please see Table 2 in the *Executive Summary*.

Appendix C • 2005 to 2010 Comparisons

2005 Math Criteria and Grading Scale

In math, standards were judged in 2005 against criteria in four areas, each worth a total of four points:

- » **Clarity:** refers to the clarity of language, the definitiveness of prescriptions given (i.e., they leave little room for interpretation), and testability of the standards.
- » **Content:** refers to the coverage of essential K-12 mathematics content.
- » **Reason:** refers to whether their statement includes or implies that standards are to be taught with the explicit inclusion of information on their standing within the overall structures of mathematical reason.
- » **Negative qualities:** looks for the presence of unfortunate features of the document that contradict its intent or would cause its reader to deviate from what otherwise good, clear advice the document contains.

Content was weighted more heavily (40 percent) than were clarity, reason, or negative qualities (each 20 percent). Scores were then converted into a GPA (Table C-2) based on a four-point grade scale.

Table C-2: 2005 Grading Scale for Math

| 2005 Grading Scale | |
|--------------------|-------------|
| A | 3.25 – 4.0 |
| B | 2.5 – 3.24 |
| C | 1.75 – 2.49 |
| D | 1.0-1.74 |
| F | 0.0-0.99 |

For additional details on the criteria and grading scale used in the 2005 math reviews, please visit: http://www.edexcellence.net/detail/news.cfm?news_id=338.

For a comparison of the state math grades in 2005 and 2010, please see Table 3 in the *Executive Summary*.

Appendix 1.4.1



Click for Search

Executive Numbered Memo 003-2015-16 - Exemption from Smarter Balanced Assessments

TO: Superintendents, Principals, and District Test Coordinators
RE: Exemption from Smarter Balanced Assessments

Summary: House Bill 2655 establishes a new policy for exempting students from the Smarter Balanced assessments.

House Bill 2655 goes into effect January 1, 2016 and establishes a Student Assessment Bill of Rights permitting parents or adult students to annually opt-out of Oregon's summative Smarter Balanced assessments in mathematics and English language arts. HB 2655 also directs the Oregon Department of Education (ODE) to develop an annual notice that describes these assessments, along with an opt-out form that school districts and public charter schools must provide to parents at the start of each school year. In addition, HB 2655 requires that school districts and public charter schools provide parents with notice at least 30 days prior to administering Smarter Balanced assessments.

ODE is currently developing the opt-out form and 30-day notice document referenced in HB 2655. These items will be available for districts to access by November 9, 2015. School districts and public charter schools will be required to use these ODE-developed opt-out and 30-day notice documents to communicate with all parents about state testing requirements and their right to opt-out. Additional information regarding the timeline for accessing and distributing information to parents is provided in the table at the end of this memo.

Supervised Study Time and Diploma Requirements

HB 2655 requires school districts and public charter schools to provide supervised study time for students who opt-out of testing. The bill also reiterates current Essential Skills policy and graduation requirements, in that a student who opts out of testing may not be denied a diploma if they are able to satisfy all other diploma requirements. Students who do opt-out of the Smarter Balanced state tests, however, still need to meet the Essential Skills graduation requirement using another approved assessment option.

School Report Card Rating

As required by HB 2655, which goes into effect on January 1, 2016, ODE will develop an alternate rating on the school report card for schools that do not meet the federally mandated 95 percent participation requirement for all student groups. These alternate ratings will first appear on the 2015-16 report cards. To support ODE's ability to accurately identify the impact of opt-outs on a school's participation rates, ODE will engage district stakeholders through the Data Collection Committee to identify any needed changes to the data collection requirements. As changes are identified, ODE will provide further communication to school districts and public charter schools in as timely a manner as possible.

Implementation Timeline:


| Activity | Date |
|--|------------------------------------|
| ODE publishes Notice and Opt-out Form for districts to access | November 9, 2015 |
| Districts disseminate Notice and Opt-out Form to parents | November 9, 2015 – January 9, 2016 |
| HB 2655 goes into effect | January 1, 2016 |
| Deadline for districts to disseminate Notice and Opt-out Form to parents | January 9, 2016 |
| Deadline for parents to submit Opt-out Form to the district* | February 1, 2016 |
| Smarter Balanced statewide test window opens | February 9, 2016 |

*For students who enroll after February 1, 2016, parents must submit opt-out form within 2 weeks of enrollment.

If you have additional questions, please contact Derek Brown at 503-947-5841.

Contact(s) for this Announcement

- end -

- Derek Brown**  (503) 947-5841
Assessment and Accountability - Assistant Superintendent

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Appendix 1.4.2

Test Administration Manual

2018-19 School Year



Mathematics

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Science

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English Language Proficiency

Kindergarten Assessment

WITH POLICY & PROCEDURE FOR ADDITIONAL ASSESSMENTS:
EXTENDED ASSESSMENT, NAEP, & PSAT/NMSQT®

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*2018-2019 Test Administration Manual***Table of Contents**

| | |
|--|-----------|
| 1.0 Overview | 7 |
| 1.1 Oregon Statewide Assessment System | 7 |
| 1.2 About our Test Developers and Online Delivery Vendor | 8 |
| 1.3 Summary of Changes | 8 |
| 1.4 User Roles and Responsibilities..... | 9 |
| 1.5 Training Requirements..... | 12 |
| 1.6 Frequently Used Terms..... | 16 |
| 1.7 Resources..... | 18 |
| 2.0 Test Security..... | 23 |
| 2.1 Testing Requirements to Produce Valid Test Results..... | 23 |
| 2.2 Security of the Test Environment | 24 |
| 2.3 Online Testing Security Features | 26 |
| 2.4 Secure Handling of Printed Test Materials and Note Paper: Printing, Storage, and Disposal..... | 26 |
| 2.5 Student Confidentiality | 27 |
| 2.6 Sensitive Responses..... | 28 |
| 3.0 Test Improprieties and Irregularities..... | 30 |
| 3.1 Adult-Initiated Test Improprieties..... | 30 |
| 3.2 Student-Initiated Test Improprieties..... | 31 |
| 3.3 Responding to Student Questions During an Assessment | 32 |
| 3.4 Test Irregularities | 32 |
| 3.5 Consequences of Test Improprieties and Irregularities..... | 32 |
| 3.6 Reporting Test Improprieties and Irregularities..... | 34 |
| 4.0 Accessibility Supports | 35 |
| 5.0 Scheduling Test Administration..... | 36 |
| 5.1 Testing Time and Recommended Order of Administration | 36 |
| 5.2 School-Level Test Windows | 38 |
| 5.3 Opt-Outs and Parent Requests for Exemption from State Testing..... | 39 |
| 5.4 Providing for Students Who Are Not Testing | 41 |
| 6.0 Planning for Test Administration | 43 |
| 6.1 Establishing Appropriate Testing Conditions | 43 |
| 6.2 Preparing for Test Administration | 43 |
| 6.3 Preparing Students for Testing..... | 44 |
| 6.4 Pause Rules and Test Expirations | 45 |
| 7.0 Administering the English Language Arts and Mathematics Assessments | 49 |
| 7.1 Components of the English Language Arts and Mathematics Assessments..... | 49 |

2018-2019 Test Administration Manual

| | |
|---|-----------|
| 7.2 Performance Tasks | 49 |
| 7.3 English Language Arts and Mathematics Assessment Administration Procedure | 50 |
| 7.4 Student Directions for English Language Arts and Mathematics Administration | 51 |
| 7.5 Testing Over Multiple Sessions or Days | 57 |
| 7.6 Following Test Administration | 58 |
| 8.0 Administering the Science and Social Sciences Assessments | 59 |
| 8.1 Science and Social Sciences Administration Procedure..... | 59 |
| 8.2 Student Directions for Science and Social Sciences Administration | 61 |
| 8.3 Testing Over Multiple Sessions or Days | 67 |
| 8.4 Following Test Administration | 67 |
| 9.0 Administering the ELPA Summative | 68 |
| 9.1 Components of the ELPA Summative | 68 |
| 9.2 Student Technology Skill Requirements..... | 68 |
| 9.3 Exempting Domains for Students on an IEP or 504 Plan | 68 |
| 9.4 ELPA Summative Administration Procedure | 69 |
| 9.5 Student Directions for ELPA Summative Administration..... | 71 |
| 9.6 Testing Over Multiple Sessions or Days..... | 80 |
| 9.7 Following Test Administration | 80 |
| 9.8 2018-19 ELPA Summative Data Delivery Schedule | 81 |
| 10.0 Administering the Kindergarten Assessment | 82 |
| 10.1 Overview..... | 82 |
| 10.2 Ordering the Kindergarten Assessment..... | 83 |
| 10.3 Preparing to Administer the Kindergarten Assessment | 83 |
| 10.4 Components of the Kindergarten Assessment | 84 |
| 10.5 Establishing Appropriate Testing Conditions | 85 |
| 10.6 Kindergarten Assessment Administration Procedure..... | 85 |
| 10.7 Following Test Administration..... | 88 |
| 10.8 Kindergarten Assessment Data Submission and Reporting | 88 |
| 11.0 Administering Oregon's Extended Assessments | 90 |
| 11.1 Overview..... | 90 |
| 11.2 Following Test Administration..... | 90 |
| 12.0 Administering the NAEP | 92 |
| 13.0 Administering the PSAT/NMSQT® | 94 |
| 13.1 Ordering PSAT/ NMSQT® Test Materials | 94 |
| 13.2 Testing Requirements | 94 |

2018-2019 Test Administration Manual

| | |
|---|------------|
| Appendix A: 2018-19 Oregon Statewide Test Schedule | 95 |
| Appendix B: Student Inclusion..... | 96 |
| Appendix C: Accessing Student Scores Online..... | 103 |
| Appendix D: Assurance of Test Security Forms | 106 |
| Appendix E: OAR 581-022-2100 Administration of State Assessments | 111 |

*2018-2019 Test Administration Manual***LIST OF TABLES**

| | |
|---|-----|
| Table 1: User Roles in the Online Testing System | 9 |
| Table 2: Reading Requirements by Role..... | 12 |
| Table 3: 2018-19 Schedule of ODE-Facilitated WebEx Sessions..... | 13 |
| Table 4: 2018-19 Schedule of ODE-Provided Kindergarten Assessment Trainings..... | 14 |
| Table 5: 2018-19 Schedule of ODE-Provided Kindergarten Assessment Data Collection Trainings..... | 14 |
| Table 6: Frequently Used Terms..... | 16 |
| Table 7: Manuals | 18 |
| Table 8: User Guides | 18 |
| Table 9: Online Training Modules | 19 |
| Table 10: Other Resources | 21 |
| Table 11: Requirements of the Test Environment | 24 |
| Table 12: Examples of Reported Adult-Initiated Test Improperities | 30 |
| Table 13: Examples of Reported Student-Initiated Test Improperities | 31 |
| Table 14: Outcomes of Test Improperities and Irregularities | 33 |
| Table 15: Definitions for Universal Tools, Designated Supports, and Accommodations | 35 |
| Table 16: Estimated Testing Times for Online Tests | 36 |
| Table 17: Assessment Sequence—ELA Assessment | 37 |
| Table 18: Assessment Sequence—Mathematics Assessment | 37 |
| Table 19: Age / Grade Equivalencies for Non-Graded Programs | 96 |
| Table 20: Assessment Requirements for EL Students Based on Enrollment Date | 99 |
| Table 21: Administration Codes | 104 |
| Table 22: ELPA Summative “ONLY” IEP Test Administration Codes | 105 |

1.0 OVERVIEW

1.1 Oregon Statewide Assessment System

Thank you for participating in the Oregon Statewide Assessment System (OSAS). The information in this Test Administration Manual applies to the 2018-19 school year for the following assessments:

- The English Language Arts/Literacy (ELA) and Mathematics Assessments;
- The Science and Social Sciences Assessments;
- The English Language Proficiency Summative Assessment;
- The Oregon Extended Assessments in Mathematics, ELA, and Science; and,
- The Kindergarten Assessment

The Test Administration Manual outlines policies and procedures for all statewide assessments, as well as the NAEP and PSAT/NMSQT® assessments, to ensure both test reliability and validity from classroom to classroom, teacher to teacher, school to school, and district to district. It is designed to promote:

- Fair and equitable testing for each student
- Standardized test administration so that the testing environment is similar for all students
- Test security and student confidentiality practices
- Test validity and accuracy
- Efficiency to minimize the burden for students, teachers, and school and district test coordinators

Multiple measures should be used to monitor and help improve student achievement. Statewide test results may be used as one measure to provide students with feedback regarding the degree to which they have mastered the knowledge and skills described in the state content standards. Statewide test results also provide information to meet Federal and State reporting requirements and inform districts, schools, parents, and other citizens regarding the effectiveness of instructional programs. Further, students may use specified OSAS as evidence of their proficiency in the Essential Skills.



Note: Essential Skills Assessment Administration This Test Administration Manual contains the administration requirements and procedures for those statewide assessments that may be used by students as evidence of proficiency in the Essential Skills. Policies governing the Essential Skills graduation requirements and approved assessment options are contained in the [Essential Skills and Local Performance Assessment Manual](#). The Essential Skills Manual is required reading for all District Test Coordinators.

With the exception of the Kindergarten Assessment and ELPA Screener, the OSAS assessments are summative assessments, which are assessments of learning generally carried out at the end of an instructional period. Summative assessments are typically used for program accountability and to assign achievement level scores to students. Summative assessments are not designed as diagnostic tools for student placement, or to inform daily instructional decision. Formative assessment practices are assessment procedures used while a student is still learning. Given the specific focus and purpose of summative assessments, the OSAS assessments can only be used as part of a collection of evidence regarding the academic needs of individual students.

This Test Administration Manual (TAM) is intended for staff who play a role in the administration of Oregon's statewide assessments (District Test Coordinators, School Test Coordinators, and Test Administrators).

2018-2019 Test Administration Manual – Section 1

1.2 About our Test Developers and Online Delivery Vendor

The Smarter Balanced Assessment Consortium (SBAC) is a state-led consortium working to develop next-generation assessments aligned to the Common Core State Standards in English language arts (ELA)/literacy and mathematics that accurately measure student progress toward college- and career-readiness. For more information, visit the [Smarter Balanced Assessment Consortium](#) website. ODE engages SBAC to help develop our ELA and Mathematics assessments.

The English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium is a group of states designing and developing an assessment system for English learners. The system is based on Oregon's adopted English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness. For more information, visit the [ELPA21 Consortium](#) website. ODE engages ELPA21 to help develop our English language proficiency assessments (summative and optional screener).

Oregon joined a collective of states via a memorandum of understanding in the development of our Next Generation Science Standards-aligned science assessments. This effort is organized by the American Institutes of Research (AIR). The states involved in the collective are sharing items and resources as we work toward our first NGSS-aligned operational science assessments in 2018-19.

AIR is contracted to deliver the assessments within the OSAS and provide support to stakeholders as they interact with our online test administration program, including the Test Information and Distribution Engine (TIDE), the Test Delivery System (TDS), and the Online Reporting System (ORS).

While ODE values the contributions of our test development and delivery vendors, using vendor names in association with our assessments might lead to an inappropriate impression that Oregon does not define our test blueprints and that Oregon teachers may not be involved in test development activities. ODE will not use vendors when we discuss our assessments moving forward, as our statewide assessments are Oregonized and Oregon teachers are involved wherever feasible in test development procedures, from item development to alignment studies.

1.3 Summary of Changes

The 2018-19 Test Administration Manual contains all final policies for the 2018-19 administration of the statewide assessment system. Below is a summary of changes compared to the 2017-18 Test Administration Manual:

- 2018-19 Kindergarten Assessment Training and DTC Training dates (Section 1.5)
- 2018-19 opt-out notice dates for the statewide summative assessments in Math and English Language Arts (Section 5.3)
- Added information about the 2018-19 OSAS Science Field Test and new Training Test (Sections 8.1 and 1.7)
- 2018-19 statewide test schedule (Appendix A)
- Updated timeline for exiting students from ELD services (Appendix B)
- Removed second opportunity for OSAS Online Science and Social Sciences (Section 8.1)
- 66% instructional requirement no longer required for high school students (Section 5.2)
- 20 minute pause rule no longer applicable to Science (Section 2, 6, and 8)
- Removed the requirement to securely destroy scratch paper after each test session for Science (Section 2.4, 8.1, and 8.4)
- Updated the student directions for Science (Section 8.2)

2018-2019 Test Administration Manual – Section 1

1.4 User Roles and Responsibilities

User roles and their responsibilities are provided in Table 1 below.

Table 1: User Roles in the Online Testing System

| User Role | Description |
|---------------------------------|--|
| District Test Coordinator (DTC) | <p>DTCs are district personnel responsible for the overall administration of testing in a district. <u>There may only be one recognized DTC per district at any given time.</u> If the district determines that the current DTC is no longer able to fill this role, the district Superintendent must notify ODE and provide ODE with the name and contact information for a replacement or interim DTC within one business day of learning of the need for a replacement. A district might determine that the current DTC is unable to fill the role for a variety of reasons, including extended illness, conflict of interest, or staffing changes. Depending on the circumstances, the replacement may be either temporary or for the remainder of the school year. The role of DTC encompasses training School Test Coordinators (STCs) and Test Administrators (TAs) administering any statewide assessment.</p> <p>DTCs are responsible for the following:</p> <ul style="list-style-type: none"> Managing all aspects of testing. DTCs manage our ELPA in conjunction with the Title III Directors. DTCs manage the Braille administration in conjunction with the Itinerant Teachers for students with visual impairments. DTCs manage the Extended Assessment in conjunction with Special Education Directors. Managing all aspects of paper testing (Kindergarten and Extended Assessments) including ordering, receiving, distributing, inventorying, and returning materials, as well as submitting student scores. Ensuring district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv. Facilitating the adoption of local district policies as needed to ensure all aspects of test security. Adding STCs and TAs into TIDE; Coordinating with STCs to develop and implement school-level test schedules so that tests are administered in the required grade(s) and content area(s) for their schools; this includes coordination of school-level test windows. Ensuring that the STCs and TAs in their district are appropriately trained regarding test administration and security policies and procedures and managing Assurance of Test Security forms for all district personnel. Investigating any potential test irregularities or improprieties. DTCs also report all potential test improprieties to ODE. |
| School Test Coordinator (STC) | <p>STCs are school personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. STCs must ensure that all assessments are handled and administered in an environment that complies with the policies and procedures in the Test Administration Manual. An STC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an STC should be a person with</p> |

2018-2019 Test Administration Manual – Section 1

ALL ROLES

| User Role | Description |
|-------------------------|--|
| | <p>non-instructional or limited instructional duties so that they can coordinate and monitor testing activity in the school.</p> <p>STCs are accountable for ensuring that testing in their school is conducted in accordance with the test security and other policies and procedures described in the Test Administration Manual. STCs are responsible for:</p> <ul style="list-style-type: none"> Identifying TAs and ensuring that they are properly trained. Coordinating with TAs so that they administer tests in the appropriate content areas for their school. Creating or approving testing schedules and procedures for the school (consistent with district and state policies). Working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved. Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate. Addressing testing issues, as needed. Reporting all potential test irregularities and improprieties to their DTC. |
| Test Administrator (TA) | <p>TAs are district or school personnel, substitute teachers, or volunteers responsible for administering the statewide assessments in a secure manner in compliance with the policies and procedures in the Test Administration Manual. TAs can set up test sessions for online tests and administer tests in their schools.</p> <ul style="list-style-type: none"> Substitutes and volunteers are not prohibited from the TA role; however, districts using substitutes or volunteers to administer a statewide assessment must ensure that they first receive training as described in <i>Section 1.5 Training Requirements</i> of this manual. In addition, the district must establish policies and procedures to address test improprieties initiated by substitutes or volunteers. Staff funded solely out of Title I-A may not administer statewide assessments because it is considered supplanting. Supplanting occurs if a district uses federal funds to provide services that the district is required to make available under other federal, state, or local laws. Since administering state assessments is required under state law, a teacher solely paid out of Title I-A funds cannot administer these tests. State assessments need to occur during a student's core academic instructional time, not during their supplemental/intervention time. An allowable strategy that districts may follow to enable staff who are otherwise funded by Title I-A to administer state tests would be to pay for the portion of the teacher's salary dedicated to testing out of general funds rather than Title I-A funds. Districts must avoid having a TA administer a statewide assessment to a relative or other student with whom the TA shares a personal tie. In cases where the only available TA is related to or otherwise shares a personal tie with a student, the district must notify their Regional ESD Partner of the relationship before the TA administers the test to the student. <p>TAs administer Oregon's statewide assessments. STCs should identify school personnel to act as TAs. TAs are responsible for:</p> <ul style="list-style-type: none"> Completing test administration training (see <i>Section 1.5 Training Requirements</i>) and reviewing all policy and administration documents prior to administering any statewide assessments. Viewing student information prior to testing to ensure the right student is getting the right test with the correct supports. Administering the statewide assessments. |

2018-2019 Test Administration Manual – Section 1

| User Role | Description |
|----------------------|--|
| | <ul style="list-style-type: none"> Reporting all potential test improprieties or irregularities to their STC and DTC. |
| Regional ESD Partner | <p>Regional ESD Partners are regional system administrators who provide help desk services for assessment and data collection questions, as well as liaisons with ODE and with ODE's testing vendors.</p> <p>After contacting your STC and DTC, your Regional ESD Partner should be your next contact for all assessment and accountability related support, including questions regarding test administration, test ordering, test record management, data collection, federal accountability, and Oregon Report Cards. Before contacting your Regional ESD Partner, please have the following information available:</p> <ul style="list-style-type: none"> State-provided institution ID Number and student SSID number (if applicable) DTC's name and contact information District Technology Support's name and contact information <p>Regional ESD Partner contact information.</p> |

District Responsibility for Enforcing Test Administration Policies

Note: Districts must enforce assessment policies for public charter schools and alternative education programs. Under Section 2 of OAR 581-022-2100: Administration of State Tests, school districts must enforce the assessment policies described in that rule for all students enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district. The resident school district must enforce assessment policies for any of its students enrolled in an alternative education program.

OAR 581-022-2100: Administration of State Tests establishes which district has default responsibility for enforcing test administration policies for students enrolled in public schools, public charter schools, and alternative education programs. Under certain circumstances, the default district may make arrangements with another district to delegate test administration responsibility for students attending a specific school or program. For instance, the resident district may arrange to delegate responsibility for students attending an alternative education program located in another district to the district where the alternative education program is located.

Delegating test administration responsibility for students may entail delegating responsibility for the following test administration duties: training TAs, providing students with access to the OSAS assessments, ordering and returning appropriate paper-based tests, ensuring a secure testing environment for students, and investigating test improprieties. Assigning embedded test settings for students remains the responsibility of the default (resident district). While the receiving district might oversee the decision-making process about which accessibility supports would be appropriate for the individual student, the receiving district must still coordinate with the resident district to assign all embedded settings in TIDE in advance of testing. In addition, responsibility for recommending an outcome for a student's test in the case of a test impropriety will remain with the default district.

Districts entering into an agreement to delegate test administration responsibility to another district must complete the [District Testing Responsibility Delegation Form](#). Both the delegating district and the district assuming responsibility must sign the form and keep a copy of the signed form on file at both district offices.

2018-2019 Test Administration Manual – Section 1

1.5 Training Requirements

Table 2 below summarizes the reading requirements by role.

Table 2: Reading Requirements by Role

| User Role | Description |
|---|---|
| District Test Coordinator (and District Level Users) | <ul style="list-style-type: none"> Sections 1 – 14 of the Test Administration Manual Appendices A – E of the Test Administration Manual The Oregon Accessibility Manual (see OAM for role-specific reading requirements) The Essential Skills and Local Performance Assessment Manual |
| School Test Coordinator | <ul style="list-style-type: none"> Sections 1 – 12 of the Test Administration Manual Appendices A – E of the Test Administration Manual The Oregon Accessibility Manual (see OAM for role-specific reading requirements) |
| Test Administrator | <ul style="list-style-type: none"> Sections 1 - 4 of the Test Administration Manual, plus Sections 6 – 12 depending on the specific assessments that the TA will administer Appendix A of the Test Administration Manual The Oregon Accessibility Manual (see OAM for role-specific reading requirements) |

In addition to the reading requirements in Table 2, the user guides identified in [Table 8](#) below are also recommended reading for DTCs, STCs, and TAs to support them in their roles.

District Test Coordinator Training

DTCs must register annually with ODE by July 18, 2018 using the [DTC Designation Form](#) and participate in annual test security and administration training provided by ODE. *DTCs who do not participate in annual test security and administration training **will have their current access** to the OSAS system **revoked** after the final ODE-facilitated webinar and may not receive important updates sent to the DTC listserv.* For 2018-19, DTCs must:

1. Independently review the [2018-19 ODE-provided recorded training modules](#) between October 1 and November 2, 2018;
2. Complete the ODE-provided training survey posted to the [Assessment Training Materials](#) webpage by November 2, 2018; and
3. Register for one of the required ODE-facilitated Webinar sessions listed in the schedule below.

DTCs must watch all of the ODE-provided training modules prior to completing the training survey.

The purpose of the training survey is to check for comprehension of the test security and administration requirements and to provide DTCs with an opportunity to submit questions they would like addressed during the ODE-facilitated webinar sessions. The purpose of the required ODE-facilitated webinar sessions is to clear up misconceptions indicated in the training survey responses, address questions submitted through the training survey, and provide an opportunity for DTCs to ask additional questions and seek clarification. Table 3 below includes the 2018-19 schedule for the required ODE-facilitated WebEx sessions.



Note: Throughout the manual, each section contains a tab in the margin that identifies which user roles are responsible for reading that particular section. Sections with tabs indicating **All Roles** are required reading for DTCs, STCs, and **all** TAs. Sections with tabs indicating **DTCs, STCs, and administering TAs** are required reading for DTCs, STCs, and those TAs who will be administering the specific assessment discussed in that section.

2018-2019 Test Administration Manual – Section 1

Table 3: 2018-19 Schedule of ODE-Facilitated WebEx Sessions *(Required Component of Annual DTC Training following independent review of ODE-provided training modules)*

| Date | Time |
|------------------|-------------------|
| November 6, 2018 | 3:00 – 4:30p PDT |
| November 7, 2018 | 9:00 – 10:30a PDT |
| November 8, 2018 | 3:45 – 5:15p PDT |

ODE requires that all DTCs register for one of these scheduled ODE-facilitated Webinar sessions by October 12, 2018 using the GoToWebinar link [here](#). DTCs who are unable to participate in one of these ODE-facilitated WebEx sessions must notify their regional ESD partner by November 1, 2018 and make arrangements to use one of the following make-up training options before November 13, 2018. These make-up training options are also available for interim or replacement DTCs appointed mid-year:

- **Regional ESD Partner Training:** ODE's authorized Regional ESD Partner will provide one make-up training session as needed for incoming DTCs in cases where the outgoing DTC is not available to provide internal make-up training. To exercise this option, the district must notify its [Regional ESD Partner](#) by November 13, 2018.
- **Internal Training:** Districts may provide internal make-up training in cases where the outgoing DTC has received annual ODE-provided training for the current school year. The outgoing DTC must train the incoming DTC using the recorded training modules posted to the [Assessment Training Materials](#) webpage. To exercise this option, the district must notify its [Regional ESD Partner](#), including the date and time when the internal training will occur.



Training Requirement for District Level Users. In addition to District Test Coordinators (DTCs), the OSAS Online System provides district-level access and rights to TIDE, the Test Delivery System, and the Online Reporting System for locally designated District Level Users (DLUs). DTCs must locally ensure that all DLUs meet the same training requirements as DTCs and sign the DTC/DLU Assurance of Test Security Form because DLUs have access to the same parts of the system as DTCs (including the ability to set up test sessions and access confidential student information such as test settings and scores).

In addition, DTCs from all districts supporting Kindergarten programs in 2018-19 are also required to participate in a specialized Kindergarten Assessment Training. To satisfy the Kindergarten Assessment training requirement, DTCs must:

- Independently review the [2018-19 ODE-provided recorded training modules](#); and
- Register for one of the required ODE-facilitated Webinar sessions listed in the schedule below.

The Kindergarten Assessment Training will follow a train-the-trainer model, and the purpose of the required ODE-facilitated Webinar sessions is to check for comprehension of the Kindergarten Assessment administration requirements and to provide an opportunity for DTCs to ask questions and seek clarification. Table 4 below includes the 2018-19 schedule for the required ODE-provided Kindergarten Assessment Training. All trainings will be provided remotely via GoToWebinar.

2018-2019 Test Administration Manual – Section 1

Table 4: 2018-19 Schedule of ODE-Provided Kindergarten Assessment Trainings *(Required Component of Annual DTC Training for districts supporting Kindergarten programs).*

| Date | Time |
|-----------------|-------------------|
| May 23, 2018 | 3:00 – 4:30p PDT |
| August 14, 2018 | 9:00 – 10:30a PDT |

To register for the May training session, DTCs must use the GoToWebinar link [here](#) by **May 18, 2018**. To register for the August training session, DTCs must use the link above by **August 10, 2018**. DTCs who are unable to participate in one of these ODE-provided trainings must notify their Regional ESD Partner by August 9, 2018 and make arrangements for a make-up training to occur prior to their district's Kindergarten Assessment testing window.

In addition ODE strongly recommends that all districts participate in at least one of the Kindergarten Assessment Data Collection trainings listed in Table 5 below.

Table 5: 2018-19 Schedule of ODE-Provided Kindergarten Assessment Data Collection Trainings *(strongly recommended for all districts supporting Kindergarten programs)*

| Date | Time |
|--------------------|--------------------|
| August 23, 2018 | 2:00 – 3:00p PDT |
| September 20, 2018 | 10:00 – 11:00a PDT |

School Test Coordinator Training

STCs must receive annual training from the DTC on the test administration policies and procedures included in this Test Administration Manual and the Oregon Accessibility Manual. To ensure consistent and valid administration of the statewide assessments, districts must use the ODE-provided training modules posted to [Assessment Training Materials](#) webpage for the current school year when training STCs. While districts may include additional materials in their STC trainings, at a minimum the following modules are required for all STCs (see also Table 9):

- Module 1 – Test Coordinators
- Module 2 – Test Administrators
- Module 3 – Accessibility Supports
- Module 4 – Test Security
- Module 5 – ELA and Mathematics
- Module 6 – OSAS Online Science and Social Sciences
- Module 7 – ELPA Summative
- Module 8 – ELPA Screener

In addition to the modules, STC training must provide STCs with an opportunity to ask questions and receive clarification.

In addition, STCs from all schools supporting Kindergarten programs in 2018-19 are also required to participate in a specialized Kindergarten Assessment Training. Based on local district policy, STCs may participate directly in one of the ODE-provided trainings listed in Table 4 above. If the district does not arrange for its STCs to participate directly in the ODE-provided training, then the district must separately ensure that STCs are trained locally prior to administration of the Kindergarten Assessment.

2018-2019 Test Administration Manual – Section 1

Test Administrator Training

Any individual who will be interacting with students during administration of an Oregon Statewide Assessment is considered a TA and must receive annual training from either the DTC or STC on the test administration policies and procedures included in this Test Administration Manual and the Oregon Accessibility Manual. To ensure consistent and valid administration of the statewide assessments, districts must use the ODE-provided training modules posted to the [Assessment Training Materials](#) webpage for the current school year when training TAs. While districts may include additional materials in their TA trainings, at a minimum the following modules are required for all TAs (see also Table 9):

- Module 2 – Test Administrators
- Module 3 – Accessibility Supports
- Module 4 – Test Security
- Module 5 – ELA and Mathematics (required for TAs administering ELA or Mathematics assessments)
- Module 6 – Science and Social Sciences (required for TAs administering Science or Social Sciences assessments)
- Module 7 – ELPA Summative (required for TAs administering the ELPA Summative)
- Module 8 – ELPA Screener (required for TAs administering the ELPA Screener)

In addition to the modules, TA training must provide TAs with an opportunity to ask questions and receive clarification.

TAs who will administer either online assessments through the Braille Interface or the Oregon Extended Assessments must receive additional specialized training from ODE or its designee in addition to receiving the test administration and security training required for all TAs.

In addition, TAs who will administer the Kindergarten Assessment are required to participate in a specialized Kindergarten Assessment Training. Based on local district policy, TAs may participate directly in one of the ODE-provided trainings listed in Table 4 above. If the district does not arrange for its TAs to participate directly in the ODE-provided training, then the district must separately ensure that all Kindergarten Assessment TAs are trained locally prior to administering the Kindergarten Assessment. For Kindergarten teachers who will only administer the approaches to learning measure and will not administer the early literacy or early math measures, districts have the option to limit training to the following sections of the Kindergarten Assessment Training:

- Assessment Administration
- Administering Approaches to Learning (Child Behavior Rating Scale)

DTCs must also ensure that all TAs administering the Kindergarten Assessment read the required sections of the Test Administration Manual.

For tips on practices that districts can use to ensure that all TAs receive the required training, visit the [Test Administration Resources](#) webpage.

2018-2019 Test Administration Manual – Section 1

1.6 Frequently Used Terms

Table 6 defines terms used in the OSAS.

Table 6: Frequently Used Terms

| Term | Definition |
|--|---|
| Accommodation | Changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Note: accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. See the Oregon Accessibility Manual for complete information. |
| Break | The number of items per session can be based on the student's need. There is no limit on the number of breaks or the length of a break that a student might be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT current segment only. |
| Computer Adaptive Test (CAT) | The ELA and Mathematics assessments are comprised of two components: a performance task (see definition) and computer adaptive items, such as Multiple Choice, Matching Tables, and Drag and Drop. Based on student responses, the computer program adjusts the difficulty of items throughout the computer adaptive segment of the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and can quickly identify which skills students have mastered. |
| Consortium | Groups of states engaged in resource sharing via a consortium, such as Smarter Balanced Assessment or English Language Proficiency for the 21 st Century. |
| Designated Supports | Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). They are either provided as digitally delivered components within the test delivery system or by TAs. See the Oregon Accessibility Manual for complete information. |
| District Test Coordinator (DTC) | District personnel responsible for the overall administration of testing in a district. See <i>Section 1.4 User Roles and Responsibilities</i> for details. |
| Force Majeure | An extraordinary circumstance (e.g., a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g., flooding, earthquake, volcano activity) that directly prevents a school from making reasonable attempts to adhere to the current year test schedule. |
| Full-write | A component of the ELA performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which the student engages the full writing process. |
| Invalidation | The act of omitting test results and student responses from the testing and accountability systems for a given testing opportunity for which the student may not retest. Invalidation is often the outcome for tests impacted by a test impropriety. |

2018-2019 Test Administration Manual – Section 1

| Term | Definition |
|---|--|
| Modification | Any change away from a standard administration that is not listed in the Oregon Accessibility Manual is considered a Modification. Any practice or procedure that compromises the intent of the assessment through a change in the achievement level, learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not explicitly listed in the Oregon Accessibility Manual. See the Oregon Accessibility Manual for complete information. |
| Pause | <p>A student or TA may pause any part of the test as needed. Depending on the section of the test, the consequences of a student's pausing the test will differ. Pauses of more than 20 minutes in Science, Social Sciences, and the computer-adaptive testing (CAT) segment of the ELA and Mathematics tests will prevent the student from returning to items already attempted.</p> <p>For the ELA and Mathematics performance tasks and ELPA Summative the student can pause for any amount of time and still return to any previously answered item within the current segment only. More information on test pausing is available in <i>Section 6.4 Pause Rules and Test Expirations</i>.</p> |
| Performance Task (PT) | <p>The ELA and Mathematics assessments are comprised of two components: a performance task (PT), which is an individually administered, computer-generated task, and computer adaptive items (see definition).</p> <p>A PT is a required portion of both the ELA and Mathematics assessments that requires students to answer a set of complex questions that are centered on a common theme or problem.</p> |
| Reset | Granted under very rare circumstances, resetting a test allows the student to restart the test. |
| School Test Coordinator (STC) | School personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. See <i>Section 1.4 User Roles and Responsibilities</i> for details. |
| Secure Browser | A web browser that is downloaded and installed on a computer prior to a student's beginning online testing. The browser is specifically to provide secure access to the online testing system and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during testing. |
| Secure Student Identifier (SSID) | A secure, unique student identifier assigned to each student and used during the log-in process. |
| Segment | The ELA and Mathematics and ELPA Summative assessments are broken up into segments within the online testing system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments, one segment which allows calculator use and another segment which does not). When a student completes a segment of the test, a message that indicates that once that segment is submitted it is no longer possible to return to that segment will be shown |
| Session | A timeframe in which students actively test. Additional information on session recommendations is in <i>Section 5.1 Testing Time and Recommended Order of Administration</i> . |
| Test Administrator (TA) | District or school personnel, substitute teachers, or volunteers responsible for administering the OSAS assessments in a secure manner in compliance with the policies and procedures in the Test Administration Manual. See <i>Section 1.4 User Roles and Responsibilities</i> for details. |
| Test Impropropriety | Adult or student behaviors prohibited during test administration because they give students an unfair advantage or otherwise compromise the security or validity of the test |

2018-2019 Test Administration Manual – Section 1

| Term | Definition |
|--|---|
| | administration. For specific details on how to proceed when an impropriety has occurred, please refer to <i>Section 3.6 Reporting Test Improperities</i> . |
| Test Information Distribution Engine (TIDE) | The User Management System is used to manage district- and school-level users, update student settings, monitor test progress, manage local test window(s), and order Kindergarten Assessments. |
| Test Irregularity | An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test or interpretation of those scores. For specific details on how to proceed when an irregularity has occurred, please refer to <i>Section 3.6 Reporting Test Improperities</i> . |
| Universal Tools | Access features of the assessment that are either provided as digitally delivered components of the test delivery system or separate from it. Universal tools are available to all students based on student preference and selection. See the Oregon Accessibility Manual for complete information. |

1.7 Resources

The Test Administration Manual is complemented by a variety of other resources listed in Table 7 (manuals), Table 8 (user guides), Table 9 (online training modules), and Table 10 (other resources).

Table 7: Manuals

| Resource | Description |
|---|---|
| Oregon Accessibility Manual | Describes the universal tools, designated supports, and accommodations available for Oregon's statewide assessments. |
| Essential Skills and Local Performance Assessment Manual | Describes the policies and assessment options governing the Essential Skills graduation requirement and the local performance assessment requirement at grades 3 – 8 and high school. |
| Best Practices Guide for Administering Oregon's Statewide Assessments | Includes guidance around appropriately administering the statewide assessments. |
| Extended Assessment Manual | Provides a general overview of the Oregon Extended Assessments, including a description of its architecture (tablet & paper/pencil), an overview of general administration and scoring procedures, and materials preparation tables (for the paper/pencil version). |

Table 8: User Guides

| Resource | Description |
|---|---|
| Test Administrator User Guide | The TA User Guide is designed to familiarize Test Administrators with the Test Delivery System. It provides information about general testing rules and policies and an overview of the student and TA Interfaces. Appendices provide supplemental information about the secure browsers. |

2018-2019 Test Administration Manual – Section 1

| Resource | Description |
|---|---|
| <u>Online Reporting System User Guide</u> | <p>The ORS User Guide provides district- and school-level personnel with step-by-step instructions on how to view and understand the various reports available in the Online Reporting System. The Online Reporting System provides two major types of reports: Score Reports and Test Management Center reports. Score Reports allow authorized users to view institution, personnel, roster, and individual student reports for a selected subject and assessment and break down data by category. Longitudinal data is also available for ascertaining trends in testing. Test Management Center reports allow authorized users to determine the percentage of students who have completed testing for a given subject and grade. In addition to viewing score reports, authorized users can also manage rosters.</p> <p><i>Note: The score data in the Online Reporting System are not the official source of data. The only source for official scores is ODE's student-centered staging application. Thus, the score data from the OSAS Online Reporting System should be considered preliminary information.</i></p> |
| <u>Test Information Distribution Engine (TIDE) User Guide</u> | The TIDE User Guide allows authorized state, district, and school personnel to manage user and student information for the online assessments. This user guide is organized based on the tasks available in TIDE. |
| <u>Technical Specifications Manual for Online Testing</u> | This manual provides system administrators with information, tools, and recommended configuration details to help districts and/or schools prepare their networks for operational testing. |
| <u>Secure Browser Installation Manual</u> | This manual provides system administrators and other school technology staff with instructions for installing the secure browsers on computers and tablets running a supported operating system. This manual is organized by operating system. |
| <u>Braille Requirements and Testing Manual</u> | This manual is for both system administrators and test administrators. It provides a comprehensive overview of the hardware and software requirements for computers that will be used by students who have the Braille testing accommodation. Information on how to print test material is included. This manual also includes a quick guide to administering a test session and the required test settings for students taking a test with Braille. A section on common JAWS commands for students is included. |

Table 9: Online Training Modules

| Module Name | Required or Optional | Primary Audience | Objective | Approx. Duration in Minutes |
|---|----------------------|------------------|--|-----------------------------|
| Test Coordinators (Developed by ODE) | Required | DTCs and STCs | This module ensures that DTCs and STCs understand their roles and responsibilities, are able to train TAs, and understand state policies so they can build effective school procedures | 20 – 25 |

2018-2019 Test Administration Manual – Section 1

ALL ROLES

| Module Name | Required or Optional | Primary Audience | Objective | Approx. Duration in Minutes |
|--|------------------------|---|--|-----------------------------|
| Test Administrators (Developed by ODE) | Required | DTCs, STCs, and TAs | This module ensures that TAs understand their roles and responsibilities, understand how to use valid test administration practices, learn where to find test administration resources and tools, and are aware of what's new this year in the statewide assessment system | 10 – 15 |
| Accessibility Supports (Developed by ODE) | Required | DTCs, STCs, and TAs | This module identifies the purpose of accessibility supports to ensure that supports are selected and administered appropriately | 5 – 10 |
| Test Security (Developed by ODE) | Required | DTCs, STCs, and TAs | This module describes the principles of secure test administration, how to maintain security of printed test materials, and how to avoid and respond to test improprieties | 10 – 15 |
| ELA and Mathematics (Developed by ODE) | Required | DTCs, STCs, and TAs administering the ELA and Mathematics Assessments | This module gives an overview of how to administer the ELA and Mathematics assessments | 10 – 15 |
| Science and Social Sciences (Developed by ODE) | Required | DTCs, STCs, and TAs administering Science and Social Sciences Assessments | This module gives an overview of how to administer the Science and Social Sciences assessments | 5 - 10 |
| ELPA Summative & ELPA Screener (Developed by ODE) | Required | DTCs, STCs, and TAs administering ELPA Summative or Screener | These modules give an overview of how to administer the ELPA Summative or Screener, respectively | 5 – 10 each |
| Accessibility and Accommodations (Developed by Smarter Balanced)* | Optional (recommended) | DTCs, STCs, and TAs | This module describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility to the ELA and Mathematics assessments. | 35 |

2018-2019 Test Administration Manual – Section 1

| Module Name | Required or Optional | Primary Audience | Objective | Approx. Duration in Minutes |
|--|------------------------|---------------------|--|-----------------------------|
| Let's Talk Universal Tools (Developed by Smarter Balanced)* | Optional (recommended) | TAs and Students | This module acquaints students and teachers with the online, universal tools (e.g., types of calculators, expandable text) available in the ELA and Mathematics assessments. This module should be shown to students in a classroom setting. It is encouraged that the teacher be in the room to answer questions from the students as they view the module. | 14 |
| Performance Task Overview (Developed by Smarter Balanced)* | Optional (recommended) | DTCs, STCs, and TAs | This module provides an overview of what a performance task is. | 11 |

*Optional Smarter Balanced-provided training modules available through ODE's [Assessment Training Materials](#) webpage.

Table 10: Other Resources

| Resource | Description |
|---------------|--|
| Sample Test | <p>Sample Tests include both computer adaptive test items and performance tasks for each grade level and provide a preview of the item types included in the online assessments.</p> <p>ELA and Mathematics, Science and Social Sciences, and ELPA Sample Tests (available through the OSAS Portal)</p> |
| Training Test | <p>ELA and Mathematics Training Tests are available to familiarize students and TAs with the format and functionality of the ELA and Mathematics assessments. This resource will be available by grade band (3–5, 6–8, high school) and has approximately six to nine mathematics and six to seven ELA items per grade band. Training Tests do not require use of the Secure Browser.</p> <p>Science Training Tests are available to familiarize students and TAs with the format and functionality of new item types that will appear on the 2018-19 Science Assessment. This resource will be available by grade (5, 8, high school) and has approximately 4-5 cluster items per grade.</p> <p>(available through the OSAS Portal)</p> |
| Web Pages | <p>Accessibility Supports, ODE-Provided Allowable Resources, Promising Test Practices AESRP, Essential Skills, Work Samples Assessment Home Page Assessment Administration, OSAS Online User Guides, Test Administration Manual and Appendices Webpage</p> |

2018-2019 Test Administration Manual – Section 1

ALL ROLES

| Resource | Description |
|----------|---|
| | Regional ESD Partner Helpdesk Extended Assessment Webpage Kindergarten Assessment Kindergarten Assessment Resources NAEP Resources OSAS Online Portal Oregon Administrative Rules Training Modules |

2.0 TEST SECURITY

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

With the exception of the Kindergarten Assessment, all test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Failure to honor security severely jeopardizes student information and puts the operational test at risk.

2.1 Testing Requirements to Produce Valid Test Results

ODE sets requirements for secure and valid testing in order to ensure that each Oregon student has a fair opportunity to demonstrate his or her abilities and school districts are fairly rated for state and federal accountability. **Requirements include:**

- All OSAS assessments must be administered and supervised at all times by a trained TA.
- Prior to administering any assessment other than the Kindergarten Assessment, each TA must receive security training consistent with the requirements described in *Section 1.5 Training Requirements* and have a signed **Test Administrator Assurance of Test Security form** (available through ODE's [Assessment Administration](#) webpage) on file at the District Office, valid for the current school year (see *Appendix D: Assurance of Test Security Forms*). TAs must renew this form annually upon completion of test administration and security training. All TAs must also satisfy the reading requirements described in *Section 1.5 Training Requirements*. **Note: any individual who will be interacting with students during testing is considered a TA.**
- Prior to administering the Kindergarten Assessment or handling confidential Kindergarten Assessment student responses must have a signed **Kindergarten Assessment Assurance form** (available through ODE's [Assessment Administration](#) webpage) on file at the District Office, valid for the current school year (see *Appendix D: Assurance of Test Security Forms*). Kindergarten Assessment TAs and other authorized staff handling confidential Kindergarten Assessment student responses must renew this form annually. All TAs must also satisfy the test administration training and reading requirements described in *Section 1.5 Training Requirements*. **Note: any individual who will be interacting with students during administration of the Kindergarten Assessment is considered a TA.**
- STCs and DTCs must receive test administration and security training consistent with the requirements described in *Section 1.5 Training Requirements* and have a signed **STC or DTC Assurance of Test Security form** (available through ODE's [Assessment Administration](#) webpage) on file at the District Office, valid for the current school year (see *Appendix D: Assurance of Test Security Forms*). STCs and DTCs must renew this form annually upon completion of training. All STCs and DTCs must also satisfy the reading requirements described in *Section 1.5 Training Requirements*.
- Any person (office staff, computer lab support staff, etc.) who has access to or participates in the handling of secure test materials but who does NOT interact with students during administration of the test must sign a **Non-Administrator Assurance of Test Security form** (available through ODE's [Assessment Administration](#) webpage) prior to gaining access to secure test materials. This signed form must be kept on file at the District Office, valid for the current school year (see *Appendix D: Assurance of Test Security Forms*). **Parents or guardians who make prior arrangements with the district to observe the testing environment must also sign this form. Even after signing this form, however, the parent or guardian must be seated far enough from students to prevent distraction or other interference with the test administration. If practicable, it is preferable to allow the parent or guardian to watch the test**

2018-2019 Test Administration Manual – Section 2

through an observation window rather than having the parent or guardian present in the test environment.



Access to the Secure Test Environment. Under no circumstances may districts provide unauthorized individuals, including media, access to the secure test environment or secure test materials. Doing so constitutes a significant security breach and must be reported immediately.

In addition, ODE has identified the following practices as standard testing conditions available for all students:

- Dividing testing into several testing events, including providing students with extended time or frequent breaks as needed.
- Reading or rereading student directions to students. The verbatim student directions are provided in *Section 7: Administering ELA and Mathematics Assessments*, *Section 8: Administering Science and Social Sciences*, and *Section 9: Administering ELPA Summative*. The student directions for the Kindergarten Assessment and the Extended Assessments are provided with the assessment training materials.

2.2 Security of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing. The test environment includes what a student can see, hear, or access (including via technology). A violation of the security of the test environment may result in a test impropriety. Table 11 describes security requirements for the test environment during various stages of testing.

Table 11: Requirements of the Test Environment

| Requirement | Description |
|--|--|
| BEFORE TESTING | |
| Instructional materials removed or covered | Instructional materials must be removed or covered, including but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.). |
| Student seating | Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions or other visual barriers. |
| Signage | If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions. |
| DURING TESTING | |
| Quiet environment | Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation (e.g., if testing in a school library or computer lab, access should be restricted to testing students and authorized staff while testing is in progress). |
| Student supervision | Students are actively supervised by a trained TA (or TAs) and the students are free from access to unauthorized electronic devices that allow access to outside information, communication among students or with other individuals outside the test environment, or photographing or copying test content. This includes, but is not limited to, cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices. |

2018-2019 Test Administration Manual – Section 2

| Requirement | Description |
|---|---|
| Access to allowable resources only | Students must only have access to and use of those accessibility supports identified in the Oregon Accessibility Manual that are permitted for each specific test (or portion of a test). |
| Access to assessments | Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. Students who are not being tested must not have access to secure testing materials, including test items. Based on the item type (i.e., performance tasks), trained TAs may also have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any items. |
| No answer key development | No form or type of answer key may be developed for test items. |
| Testing through secure browser | Administration of online assessments is permitted only through the Student Interface via a secure browser. |
| DURING AND AFTER TESTING | |
| No access to responses | DTCs, STCs, TAs, and other staff are not permitted to review student responses. |
| No copies of test materials | Unless needed as a print-on-request or Braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained. |
| No access to digital, electronic, or manual devices | No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc. |
| No retaining, discussing, or releasing test materials | Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone. |
| No reviewing, discussing, or analyzing test materials | DTCs, STCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of a performance task. |
| All test materials must remain secure at all times | Printed materials, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by authorized staff. |
| AFTER TESTING | |
| No test materials used for instruction | Test items, stimuli, reading passages, or writing prompts must not be used for instruction. |
| Destroy test materials securely | Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately shredded. See section 3.2 <i>Secure Handling of Printed Materials</i> for details. |

2018-2019 Test Administration Manual – Section 2

2.3 Online Testing Security Features

Test security is essential to ensuring the reliability and validity of student scores. Students use a secure browser to access online tests (ELA and Mathematics, Science and Social Sciences, ELPA Summative or Screener, and tablet ORExt). Download and installation information for the secure browser for ELA, Math, Science, and Social Science assessments through the OSAS Portal is provided online at <http://oaksportal.org>. The secure browser provides a secure environment for student testing by disabling the hot-keys, copy and screenshot capabilities, and access to the desktop (internet, email, and other files or programs installed on school machines). The secure browser will not display the IP address or other URL for the site. **Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. The “back” and “forward” browser options are not available, except as allowed in the testing environment as testing navigation tools.** Students will not be able to print from the secure browsers, but they are able to submit printing requests to the TA if they are assigned print-on-request. During testing, the desktop is “locked down” and students must “Pause” (which saves the student’s test for another session) or answer all items and complete a test in order to exit the secure browser. Access to the ORExt tablet administration is provided by email subsequent to completion of the required training proficiency tests at or.k12test.com.

In the event of technical difficulties that require force quitting of the secure browser, TAs should contact their [Regional ESD Partner](#) for the force quit commands to close the secure browser.

Additional security is provided by a confirmation page presented immediately after student login, where students confirm their legal name, SSID, test, test language, and grade information prior to beginning a test. TAs may help younger students confirm this information.

After students log in, the TA must confirm and approve that these are the correct students to take the test and approve the students’ login request. This is done through the session monitoring screen, which identifies every student who logs in to a testing session. The TA should review the student name and grade information to ensure that all students logging into a session have entered the correct SSID and that the information is correct in the system.

Finally, during testing, the student’s name and SSID are displayed in the upper left corner of the test screens, so the TA can confirm that students are logged in correctly during testing.

Student identity confirmation helps keep test items secure by ensuring that students see only the tests they are supposed to see. Only trained TAs who have signed the Assurance of Test Security form may be given access to the Test Information Distribution System (TIDE) of OSAS Online. Under no circumstance may students access TIDE or the Online Reporting System. Additional information about student login and session monitoring are provided in the TA User Guide.

2.4 Secure Handling of Printed Test Materials and Note Paper: Printing, Storage, and Disposal

With the exception of the Kindergarten Assessment, all of Oregon’s assessments are secure. To ensure the security of Oregon’s test items and student confidentiality, all printed testing materials (e.g., test session management reports, materials with individual student information, and student score reports) must be kept secure. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Printing Individual Test Items, Passages, or Stimuli

Print-on-request must be set in TIDE prior to test administration. The decision to allow students to use print-on-request must be made on the basis of individual student need. See the Oregon Accessibility Manual for additional information about eligibility for print-on-request by content area.

2018-2019 Test Administration Manual – Section 2



Note: Assigning Print-on-Request. The printing of items/stimuli is intended for those rare instances where a student's condition (e.g., photosensitive epilepsy) prevents him or her from accessing material online. Access to printed items/stimuli should **not** be assigned based solely on a student's personal preference. The use of print-on-request should be minimal.

Once a student is approved to receive the printing of test items/stimuli, that student may send a print request to the TA during testing by clicking on the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff who have signed an Assurance of Test Security form.

Destruction of printed materials and note paper

Printed test items/stimuli, including embossed Braille printouts, must be collected and inventoried at the end of each test session and then immediately securely shredded. Except as specifically noted below, DO NOT keep printed test items/ stimuli for future test sessions. The following test materials must be securely shredded immediately following each test session:

- Scratch paper and all other paper handouts written on by students during testing;
- Any reports or other documents that contain personally identifiable student information; and
- Printed test items or stimuli.

Use of scratch paper

The exceptions to the requirement governing the immediate destruction of printed materials and scratch paper is when notes are used during ELPA Summative constructed response items, Science, and ELA and Mathematics PTs.

During the ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes is the preferred mode for note taking during the ELA PT, students may use scratch paper to make notes or develop draft responses.

To maintain the security of scratch paper used for notes on ELPA Summative constructed response items, Science, and the ELA or Mathematics PTs, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. All scratch paper must be securely stored in between test sessions and then securely destroyed immediately upon the student's completion of the test.



The retention of scratch paper is only allowed for ELPA Summative constructed response items, Science, ELA, and Mathematic PTs. Following the end of each test session, all scratch paper and graph paper must be collected, inventoried, and immediately shredded upon completion of the test to maintain test security.

2.5 Student Confidentiality

Individual student information and test results must not be made public. Student test materials and reports must not be exposed in such a manner that student names can be identified with student results, except to authorized individuals with an educational need to know. Individual student information and test results must not be made public unless:

- The district has explicitly identified state test scores and/or results as directory information consistent with FERPA guidelines;
- The release of the data does not expose the performance of students who did not meet the state's achievement standard; and

2018-2019 Test Administration Manual – Section 2

ALL ROLES

- Parents are made aware in advance of the reward and potential consequences of any honor provided to students based on these data and are given an opportunity to decline the honor on behalf of their child.

Secure Student Identification Numbers (SSIDs) and other confidential personally identifiable student data must remain secure at all times and must not be associated with a student's name in an unsecured place or manner. Displaying student SSIDs with student names on any non-secure materials compromises the security of confidential student information. **Please note that student body cards distributed to students are not secure, and districts are prohibited from including student SSIDs on student body cards or other non-secure materials.**

Only students may log in to their online testing. TAs or other staff or volunteers may not log in using a student's SSID except when helping a student who is having problems logging in.



Keep student information confidential. SSIDs associated with student names or other personally identifiable student data must not be sent in an e-mail or fax. If necessary, phone your [Regional ESD Partner](#) (e.g., to report a wrong name associated with a SSID number or to troubleshoot Online tests). **If information is to be sent via e-mail or fax, include only the SSID, not the student's name.** Tips on securely transmitting confidential student information are located through ODE's [Assessment Administration Resources](#) webpage.

While test items must be kept secure, the Family Educational Rights and Privacy Act (FERPA) requires that parents have the opportunity to view their student's most recent test booklets or a computer generated list of test items. If a parent requests to view the items on their student's test, contact your DTC who will inform Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us. ODE will contact the parent to arrange a secure viewing of test items from their student's test. For the Kindergarten Assessment and Extended Assessments (as well as writing assessments from previous years), the DTC should work directly with the parents to arrange a local viewing of their student's test. For the Kindergarten Assessment, DTCs will arrange for parents to view a copy of the Student Booklet, the Assessor Booklets (A1 & A2), and Assessor Score sheet. To maintain the security of the Extended Assessment, districts must follow the Parent Test Review protocol and have the parent sign the Parent Test Review Meeting form posted to ODE's [Assessment Administration](#) webpage. Districts must maintain a signed copy of the Parent Test Review Meeting form on file at the district office, subject to audit by ODE.

2.6 Sensitive Responses

Taking appropriate action with student responses or student actions that cause concern

Throughout the test administration process, student safety is always the primary consideration. During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Although TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper, a TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to:

1. Suicide
2. Criminal activity
3. Alcohol or drug use

2018-2019 Test Administration Manual – Section 2

4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect
9. Bullying

Collecting information

Prior to administration, each TA should have a thorough understanding of school, district, and state policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, district, and state policies.

Escalating information

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern in accordance with school, district, and state policies and procedures.

2018-2019 Test Administration Manual – Section 3

3.0 TEST IMPROPRIETIES AND IRREGULARITIES

Test security incidents, such as improprieties and irregularities, are behaviors prohibited during test administration, either because they give a student an unfair advantage or because they compromise the secure administration of the assessment. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test impropriety. TAs and STCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test impropriety or irregularity that could potentially affect the integrity of the tests or the data must follow the steps outlined in *Section 3.6 Reporting Test Improprieties and Irregularities* below.

3.1 Adult-Initiated Test Improprieties

Adult-initiated test improprieties are adult behaviors prohibited during test administration because they give students an unfair advantage or otherwise compromise the State's standard test administration. **TAs must not assist or interfere with student testing.** Adults must carefully adhere to all test administration procedures to avoid test improprieties. *This Test Administration Manual generally describes allowable actions. If the Manual does not explicitly allow an action, contact your DTC to determine whether such an action is allowable prior to administering an assessment.* Table 12 below provides **examples** of adult-initiated test improprieties that have been reported to ODE in previous school years. **This list is not intended to be comprehensive.**

Table 12: Examples of Reported Adult-Initiated Test Improprieties

| Description |
|--|
| <ul style="list-style-type: none"> Failing to ensure administration and supervision of an OSAS assessment by qualified, trained personnel at all times. |
| <ul style="list-style-type: none"> Using a student's SSID to log into an online test other than while helping a student to log in. |
| <ul style="list-style-type: none"> Giving out log-in information (username and password), including to other authorized users. |
| <ul style="list-style-type: none"> Sending a student's name and SSID together in an email message. |
| <ul style="list-style-type: none"> Giving students the wrong SSID during the log-in process, causing students to log in and test under another student's SSID. |
| <ul style="list-style-type: none"> Coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. |
| <ul style="list-style-type: none"> Providing a student with access to supports not identified in the Oregon Accessibility Manual or providing an approved support in a manner that is inconsistent with the Oregon Accessibility Manual. |
| <ul style="list-style-type: none"> Providing a student access to another person's work/responses. |
| <ul style="list-style-type: none"> Providing students with non-allowable materials or devices during test administration. |
| <ul style="list-style-type: none"> Leading students through instructional strategies such as Think Aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work. |
| <ul style="list-style-type: none"> Modifying student responses or records at any time. |

2018-2019 Test Administration Manual – Section 3

| Description |
|---|
| <ul style="list-style-type: none"> • Giving the student the wrong test, including administering an assessment in a manner that is inconsistent with a student's Individualized Education Program (IEP), giving the wrong test format, or testing a student at the wrong grade level. |
| <ul style="list-style-type: none"> • Losing or otherwise failing to account for secure test materials (e.g., printed items or stimuli). |
| <ul style="list-style-type: none"> • Failing to securely store test materials, including allowing students to remove test items, reading passages, writing prompts, or scratch paper that was used during assessment from the secure test environment. |
| <ul style="list-style-type: none"> • Copying or otherwise retaining test items, stimuli, or writing prompts. This includes the use of photo-copiers or digital, electronic, or manual devices to record or communicate a test item without prior permission from ODE. |
| <ul style="list-style-type: none"> • Using secure test items, modified secure test items, stimuli, or writing prompts for instructional purposes. |
| <ul style="list-style-type: none"> • Developing answer keys to test items and using them for instructional purposes or to give students input on their progress and test performance. |
| <ul style="list-style-type: none"> • Giving the media writing prompts, modified test items, or stimuli or providing the media access to the secure test environment. |
| <ul style="list-style-type: none"> • Reviewing or discussing the content of test items, stimuli, or writing prompts, for any reason. |
| <ul style="list-style-type: none"> • Testing students outside of the school-level test window (where applicable). |



Special Consideration for the Kindergarten Assessment: The Kindergarten Assessment is a required assessment for all students entering kindergarten and is administered to students one-on-one, with the TA recording the student's responses. Given the heightened level of required interaction between the student and the TA, TAs must be especially vigilant to avoid coaching students to protect the validity of the assessment results. To avoid coaching, the Assessor Booklet contains specific language that TAs may say to students who appear to be confused or struggling. For more information, see *Section 10: Administering the Kindergarten Assessment*.

3.2 Student-Initiated Test Improprieties

Student-initiated test improprieties are student behaviors prohibited during test administration because they can give students an unfair advantage or otherwise compromise the State's standard test administration. Table 13 below provides **examples** of student-initiated test improprieties that have been reported to ODE in previous school years. **This list is not intended to be comprehensive.**

Table 13: Examples of Reported Student-Initiated Test Improprieties

| Description |
|---|
| <ul style="list-style-type: none"> • Students cheating, including passing notes or giving help to other students during testing. |
| <ul style="list-style-type: none"> • Students talking during testing. |
| <ul style="list-style-type: none"> • Accessing or using electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing. |

2018-2019 Test Administration Manual – Section 3

| Description |
|--|
| <ul style="list-style-type: none"> • Accessing the internet during a testing event. |
| <ul style="list-style-type: none"> • Accessing or using non-allowable resources, including other students' work, during a test administration. |
| <ul style="list-style-type: none"> • Removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment. |

3.3 Responding to Student Questions During an Assessment

Helping students violates the integrity and validity of the test. If a student asks for help remind the student to “do your best” using the verbatim student directions provided in *Sections 7 –9*, but do not initiate assistance or give any indication that you can help. *Use caution: check your verbal and nonverbal cues to ensure that the student does not receive any inappropriate coaching that may impact a student’s response to a test item.*



Student Comments. TAs must not review test items for any reason. If a student is concerned about an item, TAs may direct the student to enter the concern in Online Comments. However, TAs must not initiate comments on test items. *TAs may, however, immediately report system errors (e.g. technology issues) to their DTC.*

Review the Oregon Accessibility Manual to understand what is allowable in case a student requests an alteration in how a test is being administered. In cases where a student’s IEP indicates that a designated support or accommodation should be used, review the student’s IEP as well as the Oregon Accessibility Manual.

3.4 Test Irregularities

Test irregularities are unusual circumstances that may potentially affect student performance on the test or interpretation of student scores. Often, test irregularities may impact a group of students who are testing. Examples of test irregularities include major disruptions to a test, such as:

- Administration of test accommodations to a group of students or to an entire class without an investigation of individual student need
- A fire drill, a school-wide power outage, or a force majeure (e.g. a natural disaster)

During an event such as a fire drill or other evacuation, safety is the top priority. If the TA can safely access the TA workstation before evacuating the test environment, then the TA should pause all tests before evacuating. If the TA cannot safely access the TA workstation, then the TA should evacuate and secure the test environment consistent with the school’s evacuation policy. Upon returning to the test environment, the TA should pause all tests before students return to their stations. This helps to ensure that students do not sit at the wrong computer by mistake.

3.5 Consequences of Test Improprieties and Irregularities

If test improprieties or irregularities occur during administration of an online test, ODE may invalidate impacted tests, although invalidation will not occur automatically. ODE will not invalidate a test until it verifies the facts associated with the alleged test impropriety or irregularity with the DTC. If a test is invalidated, the test results and student responses will be omitted from the testing, reporting, and accountability systems and the student will lose that test opportunity, regardless of whether the impropriety or irregularity was initiated by an adult or a student.

2018-2019 Test Administration Manual – Section 3

In extremely rare instances, rather than invalidating a test, ODE may reset a student's online assessment at the request of the school district if ODE determines that a reset does not compromise the security or validity of the assessment. If an online test is reset, the student responses will be removed, and the student may retest. ODE may also reopen a test that has expired or that was submitted accidentally, allowing the student to resume the test opportunity. If an **expired** test is reopened, the test will reopen at the location at which the student stopped the assessment. The student will be able to review items within the current segment of the assessment but cannot return to previous segments. If a **submitted** test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment but cannot return to previous segments. **Once a test has been scored, it is no longer eligible to be reset or reopened.** Table 14 summarizes the outcomes permitted under Oregon's test security policies in the event of a test impropriety or irregularity.

Table 14: Outcomes of Test Improperities and Irregularities

| Type of Appeal | Description | Conditions for Use |
|---------------------|--|--|
| INVALIDATION | Invalidating a student's test eliminates the test. The test will not be scored or counted for participation. | The State may invalidate any test if: <ul style="list-style-type: none"> • There is a test impropriety. • The test is administered in a manner inconsistent with the Test Administration Manual or the Oregon Accessibility Manual. • A student deliberately does not attempt to respond appropriately to items. |
| RESET | Resetting a student's test removes that test from the system and enables the student to start a new test. | The State may reset a test if: <ul style="list-style-type: none"> • A test irregularity occurs as the result of an error on the part of either ODE or one of its agents, including test vendors or helpdesk staff. • Any of the following settings were incorrectly set and the error was caught within the first five items presented to the student: <ul style="list-style-type: none"> • American Sign Language (for ELA listening and Mathematics) • Closed captioning (for ELA listening stimuli) • Language (including stacked translations, translated glossaries, and Braille) |
| REOPEN | Reopening a test allows a student to access a test that has already been submitted or has expired. | The State may reopen a test if: <ul style="list-style-type: none"> • A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. • A student is unable to complete the test before it expires due to an unanticipated excused absence or unanticipated school closure. • A student starts an ELA or Mathematics PT unintentionally and the student is unable to complete the test before it expires • A student unintentionally submits a test before they completed it. |
| RESTORE | Restoring a test returns a test from the Reset status to its prior status. | The State may only restore a test if a test was inadvertently or inappropriately reset. |

2018-2019 Test Administration Manual – Section 3

ALL ROLES

If a district fails to enter a student's Kindergarten Assessment or Oregon Extended Assessment (ORExt) score by the applicable deadline identified in *Appendix A: Test Schedule*, ODE will not include the student's score when calculating the district's participation rate for accountability purposes.

In cases where a force majeure (including but not limited to power outages or network disturbances lasting for at least one full school day, floods, earthquakes, fires, or pandemics) occurs within three business days of the close of the testing window and prevents the district from meeting the deadline, districts may submit a force majeure exception request. Upon receipt of such a request, ODE may permit a one-day extension of the testing window or deadline to enter scores as applicable for each day of the force majeure, for up to five days. Districts must apply this extension starting on the first school day after normal operations resume. **Note: for an extremely severe force majeure that prevents districts from completing testing over an extended period of time (e.g., more than 3 weeks), ODE will work with the U.S. Department of Education and the impacted districts to ensure valid and reliable accountability calculations. This may include a requirement to test students in the following school year based on their prior grade of enrollment.**

Violations of test security are subject to the district's disciplinary policy and the policy of the Teacher Standards and Practices Commission (TSPC) as appropriate. As a result, personnel associated with a test impropriety may be subject to disciplinary action as determined by the school district or TSPC.



TSPC licensure could be jeopardized. Breaches of security through the mishandling of test materials could result in disciplinary action by the Teacher Standards and Practices Commission (TSPC). In certain cases, security breaches could even jeopardize licensure for certified and administrative staff.

On any potential teacher or administrator violation, staff should work within district policy and the rules established by the TSPC when a test impropriety occurs. If the district determines that the test impropriety qualifies as gross neglect of duty, OAR 584-20-0041: Reporting Requirements requires that districts report to TSPC within 30 days the name of any educator who the district reasonably believes may have committed gross neglect of duty as described in OAR 584-20-0040 Grounds for Disciplinary Action. Section 4 of OAR 584-20-0040 defines gross neglect of duty as, "any serious and material inattention to or breach of professional responsibilities." The determination of whether a test impropriety qualifies as gross neglect of duty is made by the district.

3.6 Reporting Test Improperities and Irregularities

All potential test improprieties or irregularities must be immediately reported to the DTC, even if you are unsure of the exact situation. **When a test impropriety or irregularity involves a student test, the district must ensure that the student discontinues testing pending the DTC's investigation.** The student must not resume testing until the district receives authorization from ODE. Continuing testing for a student before receiving authorization from ODE could result in tests that are invalidated and reduce opportunities available to the district and the student.

DTCs must submit a report to ODE for all potential test improprieties using the [online form](#) within one day of learning of the potential test impropriety. If an impropriety form is submitted by someone other than the DTC, ODE has protocols to forward on to the DTC to confirm that they are away and affirm the recommended outcome. Similarly, DTCs must use this online form to report all test irregularities that impact either test security or the validity of results. A step-by-step guide and presentation to assist DTCs with the online form and submission process are available through ODE's [Assessment Training Materials](#) webpage. Based on the initial report, ODE may request further investigation by the DTC, in which case the DTC must provide results to ODE within 30 calendar days. In cases where a district might need to formally document a particular investigation, the DTC may request a formal letter of final determination from ODE. Otherwise, ODE will provide the DTC with an email report summarizing the ODE-approved outcome.

2018-2019 Test Administration Manual – Section 4

4.0 ACCESSIBILITY SUPPORTS

The Oregon Accessibility Manual provides information for classroom teachers, English development educators, special education teachers, and other educators to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them; it is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Oregon Accessibility Manual applies to all students and emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The Oregon Accessibility Manual focuses on universal tools, designated supports, and accommodations for the OSAS. At the same time, the Oregon Accessibility Manual supports important instructional decisions about accessibility and accommodations for students who participate in the OSAS. The Oregon Accessibility Manual recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment. Therefore, all accessibility supports a student receives on the statewide assessments are to mirror the supports currently being provided to that student in their classroom instruction and assessments.



Note: The Oregon Accessibility Manual, as well as the full list of universal tools, designated supports, and accommodations supported for all statewide assessments, can be found through ODE's [Assessment Administration](#) webpage.

Please be sure to review the Oregon Accessibility Manual thoroughly before test administration.

Oregon's online statewide assessments contain embedded universal tools, designated supports, and accommodations; these are defined in Table 15. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system. Oregon's paper-based Kindergarten and ORExt also support non-embedded resources.

Table 15: Definitions for Universal Tools, Designated Supports, and Accommodations

| Type | Definition |
|----------------------------|--|
| Universal Tools | Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. |
| Designated Supports | Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it. |
| Accommodation | Accommodations are changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. Note: accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. |

For additional information about the availability of designated supports and accommodations, refer to the [Oregon Accessibility Manual](#).

2018-2019 Test Administration Manual – Section 5

5.0 SCHEDULING TEST ADMINISTRATION

5.1 Testing Time and Recommended Order of Administration

Testing Time

Table 16 contains the estimated time it will take most students to complete each of Oregon's online tests. The tablet administration for the ORExt takes approximately 1:00 per content area. This information is for scheduling purposes only, as the assessments are not timed.

Table 16: Estimated Testing Times for Online Tests

| Content Area | Grades | Computer-Adaptive Test hrs : mins | Performance Task hrs : mins | Total hrs : mins |
|--------------------------------|--------|--------------------------------------|--------------------------------|---------------------|
| English Language Arts/Literacy | 3–5 | 1:50 | 2:50 | 4:40 |
| | 6–8 | 1:55 | 2:35 | 4:30 |
| | HS | 1:50 | 2:35 | 4:25 |
| Mathematics | 3–5 | 1:45 | 1:05 | 2:50 |
| | 6–8 | 2:05 | 1:00 | 3:05 |
| | HS | 1:55 | 0:50 | 2:45 |
| Science | 5 | 1:30 | n/a | 1:30 |
| | 8 | 1:30 | n/a | 1:30 |
| | HS | 1:35 | n/a | 1:35 |
| Social Sciences | 5 | 1:00 | n/a | 1:00 |
| | 8 | 1:00 | n/a | 1:00 |
| | HS | 1:00 | n/a | 1:00 |
| ELPA Summative | K | 1:00 | n/a | 1:00 |
| | 1 | 1:00 | n/a | 1:00 |
| | 2–3 | 1:30 | n/a | 1:30 |
| | 4–5 | 1:45 | n/a | 1:45 |
| | 6–8 | 3:00 | n/a | 3:00 |
| | HS | 3:30 | n/a | 3:30 |

2018-2019 Test Administration Manual – Section 5

When developing a testing schedule, you may use the estimated testing times to calculate the number of days and the amount of time it will take to complete a test in each content area and grade level. These estimates do not account for any time needed to start computers, load secure browsers, and log in students. TAs should work with STCs to determine precise testing schedules.

Duration and timing information for ELA and mathematics

The scheduling/rules for each of these components is included in Table 17 and Table 18. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

Table 17: Assessment Sequence—ELA Assessment

| | CAT Items | Performance Task (PT) |
|--|--|---|
| Number and Duration of Sessions | Recommendations: <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) Session durations range from 40–60 minutes | The PT is presented in two parts. Recommendations: <ul style="list-style-type: none"> Administer in two sessions corresponding to Parts 1 and 2 of the PT Session durations range from 60–120 minutes. Part 2 should be scheduled to allow students enough time to complete the full write in one test session. |
| Breaks within Sessions | Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch) | The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, they will not be able to review or revise items in Part 1. Recommendation: Students complete Part 1 in one test session and Part 2 the next school day in a separate test session. |
| Total Duration | Once a student has started the CAT segment, it will be available for 45 calendar days. Recommendation: Student completes this portion within five days of starting. | Once a student has started the PT, it will be available for 20 calendar days. Recommendation: Student completes the PT within 10 calendar days. |

Table 18: Assessment Sequence—Mathematics Assessment

| | CAT Items | Performance Task (PT) |
|--|--|---|
| Number and Duration of Sessions | Recommendations: <ul style="list-style-type: none"> Administered in two sessions Session durations range from 40–60 minutes Most students will complete the CAT segment in two sessions of 60 minutes or less or one long session of more than 60 minutes. | Recommendations: <ul style="list-style-type: none"> Administered in one session Session duration ranges from 40–120 minutes |
| Breaks within Sessions | Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. Recommendation: A single test session | Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items. |

2018-2019 Test Administration Manual – Section 5

| | | |
|-----------------------|---|--|
| | should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch). | |
| Total Duration | Once a student has started the CAT segment, it will be available for 45 calendar days. Recommendation: Student completes this segment within five days of starting it. | Once a student has started the PT, it will be available for 20 calendar days. Recommendation: Student completes the PT within 10 calendar days. |

Additional administration recommendations

- For the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

*Important Reminders:*

1. The number of items will vary on the CAT and PT portions of each student's test.
2. The tests are not timed, so all the time estimates are approximate.
3. Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
4. The test can be spread out over multiple days as needed.

5.2 School-Level Test Windows

To ensure that testing occurs at the appropriate time in relation to student instruction, districts and schools are required to establish school-level test windows for the ELA, Mathematics, and Kindergarten assessments. Districts and schools may otherwise choose to develop school-level test windows to allocate resources toward testing. To manage testing resources, school-level test windows may be set for specific content areas and grade levels. Schools should coordinate with the DTC to establish the duration of the school-level test window based on the number of enrolled students the school projects will be eligible to test. The following criteria apply when setting school-level test windows:

- **ELA and Mathematics:** For Grades 3 – 8, school-level test windows **must not begin until at least sixty-six percent (66%) of a school's annual instructional days have been completed** and must last for at least four calendar weeks. ODE may invalidate tests started before this instructional day threshold is met; to avoid inadvertently testing students before the start of the school-level test window, schools are strongly encouraged to use the school-level test window feature in TIDE to restrict student access to online tests until the start of the school-level test window. **(Note: New for 2018-19, there is no instructional day requirement for the high school assessment. Students in Grade 11, as well as students choosing to retest in Grade 12, may test at any time during the statewide test window.)**
- **Science and Social Sciences:** School-level test windows must last for at least four calendar weeks.
- **Kindergarten Assessment:** School-level test windows must begin no later than the first day of the district's school year and must last for at least six calendar weeks. Districts may exempt any student enrolling in Kindergarten in the last three weeks of the school-imposed test window from participating in the Kindergarten Assessment.



Regardless of the test window a school establishes to complete testing, schools will be held accountable for ensuring that all students who are enrolled as of the first school day in May have tested. With the exception of students who are not tested due to a medical emergency, students who are enrolled on the first school day in May who are not tested will be counted as non-participants for accountability calculations. For ELPA Summative and the Extended Assessments, whose statewide test windows close before May 1, districts may use administration code 8 for students who enroll after the close of the statewide test window but who are enrolled on the first school day in May.

The [Best Practices Guide for Administering OSAS](#) provides guidance to help inform districts' development of appropriate school-imposed test windows. In addition, ODE has developed a promising practices document (available through ODE's [Assessment Administration Resources](#) webpage) with tips to assist schools in calculating their instructional day threshold and developing a school-level test window.

5.3 Opt-Outs and Parent Requests for Exemption from State Testing

Opting Out of Statewide Math and ELA Assessments

ORS 329.479 establishes a Student Assessment Bill of Rights permitting parents or adult students to annually opt-out of statewide summative assessments in English language arts and Mathematics. In addition, ORS 329.479 requires school districts and public charter schools to provide supervised study time for students who opt-out of testing. The bill also reiterates current Essential Skills policy and graduation requirements, in that a student who opts out of testing may not be denied a diploma if they are able to satisfy all other diploma requirements. Students who do opt-out of the ELA and Mathematics state tests, however, still need to meet the Essential Skills graduation requirement using another approved assessment option.



Opt-out Eligibility. ORS 329.479 confers a right to opt out of the math and ELA assessments on parents and adult students. It is a violation of both state and federal law for a local education agency, including school boards, district staff, or school staff, to opt a child out of testing on behalf of a parent or adult student.

Communication Protocols

Consistent with the requirements of ORS 329.479, the Oregon Department of Education (ODE) has developed an annual notice (available through ODE's [Assessment Administration](#) webpage) that describes these assessments, identifies the timeframe when the assessment will most likely be administered, and identifies an adult student's or parent's right to excuse the student from testing. **Districts and public charter schools must provide parents and adult students with the ODE-developed annual notice at the beginning of each school year.** In addition, districts and public charter schools must provide parents and adult students with separate notice at least 30 days prior to administering the statewide summative assessments in Math and ELA using the ODE-provided 30-day notice and opt-out form (available through ODE's [Assessment Administration](#) webpage). School districts and public charter schools must use the 30-day notice and opt-out form provided by ODE to

2018-2019 Test Administration Manual – Section 5

communicate with all parents about state testing requirements and their right to opt-out by **December 9, 2018**.

While districts may communicate with parents using existing communication protocols, including but not limited to fall registration materials, parent conferences, electronic media, or letters home, ODE encourages districts to account for the following considerations to ensure accurate, consistent communication across classrooms and schools within the district:

- Establishing a district policy around the administration of the statewide assessments required under both federal and state law, and communicating this policy to all district and school staff to ensure consistent understanding
- Communicating to all district and school staff about the purpose of the statewide assessments to ensure consistent understanding about the role these assessments play in systems accountability and ensuring equitable opportunities for all Oregon students
- Ensuring that the entire combined 30-day notice and opt-out form is provided to parents and adult students; providing only the opt-out form without the 30-day notice deprives parents and adult students with the context needed to make an informed decision about participation and violates state policy.
- In addition, ODE offers the following examples of appropriate and inappropriate communications regarding opt-out rights. What is critical in these communications is that parents are engaged in the communication and that non-adult students are not subjected to undue influence by educators or staff during working hours.

| Examples of Appropriate Communications | Examples of Inappropriate Communications |
|---|--|
| Posting ODE's Opt-Out form on district/school website | Making repeated announcements to non-adult students (e.g., over school intercom systems, assemblies) during working hours reminding students to pick up ODE's Opt-Out form |
| Sending ODE's Opt-Out form through Parent emails or a Parent newsletter | Initiating a discussion of ODE's Opt-Out form or process with non-adult students during working hours |
| Making ODE's Opt-Out form available during public meetings | Repeatedly reminding non-adult students to submit ODE's Opt-Out form during working hours |
| Providing adult students with ODE's Opt-Out form at the end of class | Encouraging students to submit ODE's Opt-Out form during working hours |

For additional information about implementing the requirements of ORS 329.479, please see [Executive Numbered Memorandum 003-2015-16 – Exemption from Statewide Summative Tests](#).

Parent-Requested Exemptions for All Other Assessments

For all other statewide assessments (OSAS Online Science and Social Sciences, ELPA Summative, the Kindergarten Assessment, and the ORExt Science Assessment), parents may request that their student be exempted from state testing based on either **disability** or **religion**. OAR 581-021-0009 allows school districts to excuse students from a state required program or learning activity, including state testing, to accommodate a student's disabilities or religious beliefs. In order for a

2018-2019 Test Administration Manual – Section 5

school district to excuse a student from testing under this rule, the student's parent must submit a written request to the school district, listing the reasons for the request and proposing an alternative individualized learning activity for the student that meets the same goals that would be accomplished by participation in state testing. Appropriate school personnel must evaluate and approve the parent request.

When reviewing a parent's request for exemption, school district personnel should first discuss the use of accommodations with the parent to determine whether the use of any appropriate accommodations during testing might address the parent's concerns and allow the student to participate in testing.



Note: Distinguishing opt-outs from parent requests for exemption. The term “opt out” refers to the legislatively created process that applies specifically to the ELA and Math assessments. Parents or adult students may opt out of Math and ELA at their discretion by submitting the state-created opt-out form.

For all other assessments, OAR 581-022-1910 allows parents to request that their student be exempted from testing based on disability or religion. Unlike the opt-out process for Math and ELA, parent requests for exemption for all other tests must satisfy the following conditions:

- Be submitted in writing to the district (there is no standardized form)
- Include reasons for request (disability or religion)
- Propose an alternative learning activity for the student
- Is subject to district review and determination whether to approve

Please note that neither the opt-out nor the parent-requested exemption process precludes the federal and state requirements that hold districts accountable for testing all students. This means that students who do not test because of an opt-out or parent-requested exemption would be counted as non-participants in accountability calculations.

5.4 Providing for Students Who Are Not Testing



Non-participants. For *all* required assessments, students who are enrolled in school during the statewide test window who are not tested due to a parent-requested exemption must be counted as non-participants (see Appendix C: Accessing Student Scores Online for instructions on noting this in Student Centered Staging).

To the extent possible, districts should avoid having anyone in the test environment who is not actively involved in testing, including other students. When a district cannot avoid having non-testing students present in the test environment, the district should arrange the test environment to ensure that the following requirements for secure and valid testing are met:

- **A quiet environment, void of talking or other distractions that might interfere with a student's ability to concentrate or compromise the test situation.** When setting up the test environment, the TA should only provide non-testing students with quiet activities that will not cause a distraction to students who are testing.
- **Test items observed only by the student taking the test.** To protect the security of the test items, access to the test environment should be controlled to prevent anyone other than the student who is testing from being able to see the test items. When students who are not testing are present in the test environment, districts should arrange the test environment so that non-testing students are separated from those who are testing. This ensures both that the non-testing students cannot view their classmates' secure test items, and that testing

2018-2019 Test Administration Manual – Section 5

students cannot access any non-allowable resources that their non-testing classmates may be using.

ODE realizes that providing alternative activities for non-testing students can sometimes present a challenge for districts. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.

6.0 PLANNING FOR TEST ADMINISTRATION



Note: This section is required for all TAs administering an online assessment.

6.1 Establishing Appropriate Testing Conditions

STCs and TAs will need to work together to determine the most appropriate testing option(s) and testing environment based on factors such as the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

Test administration should be conducted in a room that does not crowd students. Good lighting, ventilation, and freedom from noise and interruptions are important factors to consider when selecting a site.

Prepare rooms for test administration following the requirements for a secure test environment described in *Section 2 Test Security*. As a reminder, information that is displayed on bulletin boards, chalkboards or dry-erase boards, or charts and that might be used by students to help answer questions **must be removed or covered**. This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc. **Cell phones or other electronic devices are not allowed to be used during testing (i.e., turned off and put away)**. It may be helpful to place a “TESTING—DO NOT DISTURB” sign on the door. It may also be helpful to post signs in halls and entrances rerouting hallway traffic, if necessary, in order to promote optimum testing conditions.

Appropriate seating arrangements must be used to discourage students from aiding one another. Students must be seated so that they cannot view the answers of others. To prevent confusion, arrangements for student seating must be completed prior to the test administration.

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may do after they finish the test. Additional guidance on providing for students who are not testing is included in *Section 5.4 Providing for Students Who Are Not Testing*.

6.2 Preparing for Test Administration

To help preserve test security and ensure valid and reliable test results, TAs must adhere to the following procedures:

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year. **(Remember, TAs administering tests using the Braille Interface must receive both district-provided test administration and security training and ODE-provided training specific to the Braille interface.)**
- Review your notes from Test Administration training. Immediately contact your STC if you have not been trained **this year**.
- Review this **Test Administration Manual**, paying special attention to Sections 2 and 3, as well as Sections 6 - 12 for the applicable assessments you will administer.

2018-2019 Test Administration Manual – Section 6

- Review the **Oregon Accessibility Manual**, paying special attention to any designated supports or accommodations which your students will need.
- *If you are administering an online test (ELA, Mathematics, Science and Social Sciences, or ELPA Summative), review the **Test Administrator User Guide** to ensure familiarity with both the TA and student interfaces of the online testing system.*
- Locate and verify student information prior to testing online, including:
 - SSID
 - Student's legal name
 - Student's enrolled grade
 - Any embedded designated supports or accommodations to be assigned to the student in TIDE, including **text to speech, language, print size, and print-on-request** (see the Oregon Accessibility Manual)
 - Any non-embedded designated supports or accommodations to be administered to the student during the test, including **read-aloud** (see the Oregon Accessibility Manual)



IMPORTANT: Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update, once made, may take **up to 24 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the students not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

- Before administering ELPA Summative, ensure that the student's LEP flag is set to "yes" in TIDE. Students will not be able to access ELPA Summative until this step has been done by the district.
- Check headsets to ensure they are properly installed and functioning correctly and that all headset and computer updates have been installed.
- Examine the test environment for non-allowable resources. Only those resources identified in the Oregon Accessibility Manual as a universal tool, designated support, or accommodation may be available for student access during testing.
- Review the verbatim student directions found in *Sections 7 – 9* prior to testing.
- Plan time for make-up testing for students who are absent for any portion of the regular testing period. Every effort must be made to ensure that all students have an opportunity to complete the assessments.



IMPORTANT: When students move within the state, their data record must be updated at least 24 hours before the student begins testing in the new school or district. District personnel responsible for enrolling new students should be sure to confirm whether a new student already has an SSID before creating a new SSID. Failure to do so may result in multiple SSIDs being assigned to a student. Contact your [Regional ESD Partner](#) if you have questions.

6.3 Preparing Students for Testing

Practice and Training Tests

In preparation for testing, it is highly recommended that all students access the Sample Tests and Training Tests available online to become familiar with the functionality of the online testing system and the various item types they will encounter in the online tests. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the operational test.

2018-2019 Test Administration Manual – Section 6

- ODE provides sample tests (available through the [OSAS Portal](#)) to provide students experience with ELA, Mathematics, OSAS Online Science and Social Sciences, and ELPA Summative testing environment. These sample tests include only a limited number of questions.
- Smarter Balanced Assessment Consortium provides an additional Training Test (available through the [OSAS Portal](#)).



Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test impropriety. For all Training Test sessions, use the TA Training Site, the Training Tests, and the Sample Tests.

It is **highly recommended** that **ALL** students access the sample tests before testing. The sample tests are especially beneficial for those students who have not previously participated in online testing, such as third graders, as well as students taking the OSAS Science assessment, which assesses NGSS-aligned item types in 2018-19. Teachers are encouraged to conduct a group walk-through with their students to promote familiarity with the testing format and basic test rules.

6.4 Pause Rules and Test Expirations

Basic test rules

- For the ELA and Mathematics assessments, computer adaptive items and performance tasks will be presented as separate tests. Students may not return to a test once it has been completed and submitted.
- Within each ELPA Summative and ELA and Mathematics test there may be segments. A student may not return to a segment once it has been completed and submitted.
- Students **must answer all test items on a page** before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page.
- Constructed response items are considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the spacebar, clicking anywhere on a Grid Item - Hot Spot item, etc.
- Students must answer all test items before the test can be submitted.
- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items that have already been answered within a segment prior to submitting their test for scoring.

Pause rules

- **For the Science and Social Sciences assessments and the CAT segment of the ELA and Mathematics assessments, if a test is paused for more than 20 minutes** the student is:
 - Required to log back into the student interface;
 - Presented with the test page containing the test item(s) the student was working on when the test was paused (if the page contains at least one unanswered item) OR with the next test page (if all items on the previous test page were answered); and
 - NOT permitted to review or change any previously answered test items (with the exception of items on a page that contains at least one item that was not answered yet).

2018-2019 Test Administration Manual – Section 6

- **For ELPA Summative and the PT portion of ELA and Mathematics assessments there are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue typing his or her responses. Please note that there are specified recommendations provided in *Section 5.1 Testing Time and Recommended Order of Administration*.
- Any highlighted text, notes on the digital notepad, or items marked for review will not be saved when a test is paused for more than 20 minutes.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Scenarios:

1. If during an Science or Social Sciences assessment or the CAT segment of an ELA or Mathematics assessment a test is paused for **less than 20 minutes** (or does not pause at all), the student can return to previous test pages and change the response to any question they have already answered within a segment (if multiple segments).
2. If during an Social Sciences assessment or the CAT segment of the ELA assessment a test is paused for **more than 20 minutes** without having answered all items in the item group, when the student resumes testing, answered items will be “locked down” so that students may still review but may not revise responses to previously answered items in the item group.
 - a. Example: An item group has questions 4 – 10. A student answers questions 4 – 9 and pauses the test for more than 20 minutes. When testing is resumed, the student can answer question 10 and can review responses to questions 4 – 9 but cannot revise responses to questions 4 – 9.
3. If during the CAT segment of a Mathematics assessment or an Science or Social Sciences assessment for which paginated item groups has been disabled or is not available a test is paused for **more than 20 minutes**, when the student resumes testing, the test will return the student to the last page with unanswered items. If a page has both answered and unanswered items, the student may change any answers present on that page. However, the student may not return to previous pages and consequently cannot change answers to items on previous pages.
 - a. Example: A single test page has questions 4–10. A student answers questions 4–9 and pauses the test for more than 20 minutes. When testing is resumed, the student can change answers to questions 4–10 but cannot return to questions 1–3 on an earlier page.
 - b. Example: A single Science test page has Parts A through D. A student answers all questions in part A and pauses the test for more than 20 minutes. When testing is resumed, the student can change answers to questions in part A, but cannot change answers to previous items on the test.
4. If during a Science or Social Sciences assessment or the CAT segment of an ELA or Mathematics assessment a test is paused for **more than 20 minutes** and there are no previously answered items on that individual page, the student will not have access to any items for which a response has already been provided.
 - a. Example: Question 6 is the only item on a test page and the student does not answer it before pausing the test. The student resumes testing after pausing for more than 20 minutes and is directed to the page with question 6. The student may not return to questions 1–5.

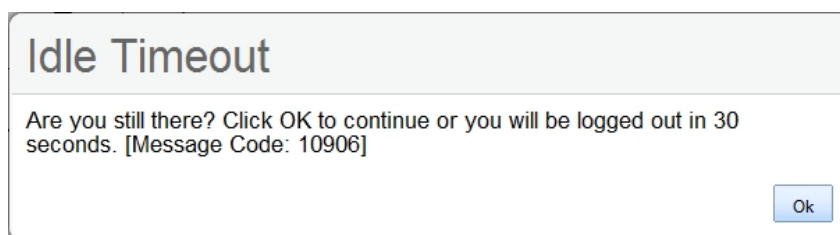
2018-2019 Test Administration Manual – Section 6

- b. Example: A page contains questions 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, they will begin on question 12 and cannot return to questions 1–11.
5. If during the ELPA Summative or the performance task portion an ELA or Mathematics assessment a test is paused for more than 20 minutes, the student will return to the section and continue typing his or her responses. There are no pause restrictions.

Test timeout (due to inactivity)

As a security measure for all online tests, students are automatically logged out of the test after 20 minutes of test inactivity. *Activity* is defined as selecting an answer or navigation option in the test (e.g., clicking [Next] or [Back] or using the **Past/Marked Questions** drop-down list to navigate to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the test, a warning message will be displayed on the screen. If [Ok] is not selected within 30 seconds after this message appears, the student will be logged out. Clicking [Ok] will restart the 20 minute inactivity timer.



Caution: As a security measure, TAs are automatically logged out after thirty minutes of user inactivity in the session, which will result in the closing of the test session.

Test expiration

A student's test remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test, whichever occurs sooner. However, as a best practice, ODE recommends that students complete the test within five days of starting.

Exception: The PT portion of the ELA or Mathematics assessments is administered as a separate test that remains active for only **twenty calendar days** after the student has begun the PT. As a best practice, ODE recommends that students complete the PT portion within ten days of starting.

A summary of recommendations for the number of sessions and session durations is provided in *Section 4.5 Testing Time and Recommended Order of Administration*.

Breaking up the Test

It may take some students more than the estimated time to finish each test. Therefore, you may wish to break students' testing into shorter sessions. These shorter testing periods may make their testing experience less stressful.

Breaking up a test requires great care to avoid breaches of test security. Please consider the following issues when breaking up a test:

- If you know you will be administering the test in multiple sessions, remind students before they begin that they will be resuming the test at another date/time.
- A student returning to an online test will start on the same number the student was working on previously. **Please note the pause rules described in *Section 6.4 Pause Rules and Test Expirations* above.**

2018-2019 Test Administration Manual – Section 6

- Any printed test items or stimuli (including reading passages) must be securely shredded and may not be retained for use across test sessions.
- When resuming a test, TAs must review the process and re-read the student directions.
- For the PT portion of the ELA and Mathematics assessments, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

7.0 ADMINISTERING THE ENGLISH LANGUAGE ARTS AND MATHEMATICS ASSESSMENTS



Note: This section is required for all TAs administering the English Language Arts and Mathematics assessments; it includes directions for administration and a script to use in the administration of tests.

7.1 Components of the English Language Arts and Mathematics Assessments

The English Language Arts (ELA) and Mathematics assessments are each comprised of two separate assessment segments: the computer-adaptive test (CAT) items and the PT. ODE recommends that students take the PT and the CAT segments on separate days.

Important Recommendations:

- If a student begins the assessment with the CAT segment, the student should complete all the items in that segment prior to moving on to the PT segment. Similarly, if a student begins the assessment with the PT segment, the student should complete the entire PT segment prior to moving on to the CAT segment. It is recommended that no more than one segment is open for any student at a given time. As a reminder, the performance task expires **twenty calendar days** after it is started.
- It is recommended that an entire content session (ELA or mathematics) is completed before starting another; however, the determination is at the discretion of the School or District Test Coordinator.
- Students who take a Mathematics test using the stacked Spanish/English version can respond to open-ended questions in Spanish or English. If they respond in Spanish, their response will be scored by a trained Spanish-speaking scorer. Responses in languages other than Spanish and English will not be scored.

7.2 Performance Tasks

The students must work independently on the secure performance task responses; instructions will be delivered to them in the Test Delivery System.

ELA

The ELA PT consists of two parts: Part 1 and Part 2. It is recommended that each part be administered on separate days. In Part 1, students will read sources and answer either one machine-scored or one short answer research questions. During Part 2 (the full write), students will provide a written response using those sources. Only in Part 2 of the ELA performance task may students have access to a hard-copy (non-embedded universal tool) or online dictionary or online thesaurus (embedded universal tools).

Note 1: if you opt to offer a hard-copy dictionary to your students, it must be a commercially published dictionary in print form. Teacher- or student-created dictionaries are not allowed.

Note 2: ELA performance tasks may require headsets.

Mathematics

The mathematics performance task should be administered in one session.

Note: Mathematics performance tasks do not require headsets unless needed as an accommodation.

2018-2019 Test Administration Manual – Section 7

7.3 English Language Arts and Mathematics Assessment Administration Procedure

Students Log In

On the first screen, students enter the Session ID, and their legal first name and SSID. This must match a record in Consolidated Collections – SSID System, so be sure that the student uses the same first name as appears on the SSID file, not a nickname. If the student is unable to log in, the student will be prompted to try again and provided with a message describing the reason (an invalid SSID for example). If the student is still having difficulty, the TA can look up the correct information in the *Student Lookup*. Students are only imported in the Online systems if their SSID record has been updated for the current school year. For other problems during the log in process, please contact your [Regional ESD Partner](#).

The second screen calls for verification of student information. If you agree that the student's information is incorrect, instruct the student to select "No" to exit the student login.

The student will now see a page indicating the test(s) the student is able to start as determined by the TA (who selects subjects when creating a session). If the session includes multiple subjects, the student must choose the appropriate test from those listed. The test opportunity the student will be using is displayed next to the corresponding test.

Approving Students for Testing

After students log in, TAs must verify that the correct students to take the test, are identified, and approve the students' login requests. The upper right corner of your screen will always display a list of students who are awaiting approval at any time. **Please make sure the correct student has logged in.**

The TA should monitor the student's selection when sessions are open to multiple subjects. Before approving students to test, TAs must review the student's test settings, including language, to ensure that they are correct.

Once students begin appearing in the preview box, you can click **[Approvals (#)]** to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click the green checkmark to approve each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click **[Approve All Students]**.

Reminder. If any student's test settings are incorrect, do NOT approve that student.

After you approve students, remind them to verify that their test subject and test settings are correct. **Remember,** once a student starts a test opportunity, test settings may not be changed for that test opportunity.

Each student will be logging in at a different time. Monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

Monitoring Testing

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with *Section 2 Test Security*. If you witness or suspect the possibility of a test impropriety, contact your STC and DTC immediately.

Please be aware that all students approach test taking differently, and even though a student may appear to be daydreaming, that student may actually be mentally working through a test item. Interactions between a TA and a student during testing must be kept to a minimum. Before approaching a student to remind him or her to stay on task, be sure to consider that student's individual needs and test-taking style.

2018-2019 Test Administration Manual – Section 7

You may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let you see how many items have been delivered to each student (e.g., question 24 of 40).

End the test session and log out of the TA Site.

When there are approximately five minutes left for the test session, give students a brief warning.

After answering the last item in each segment, each student is presented with a screen prompting the student to review answers (marked and unmarked) for all items available to the student (presented after any pause taken) or to end the test. Tests can no longer be paused after the last item has been presented.

The student will not be able to return to previously answered or marked questions following a PAUSE of 20 minutes or more. However, students may PAUSE on any item without answering all items in an item set. For the CAT segment, the student's test can be resumed at any time within the testing window up to 45 calendar days from the start date; after 45 calendar days the test record is expired and the opportunity is lost. For the performance task, there is no pause limit, but the test expires twenty calendar days after it is started.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking **[REVIEW MY ANSWERS]** and then **[SUBMIT TEST]** once they are done reviewing. Once a student clicks **[SUBMIT TEST]**, the student will not be able to review answers.

Once students have completed testing, the TA is responsible for closing out the testing session. Be sure students successfully log off from the secure browser, and also be sure to log out of *your* session AND close the browser used for monitoring the session. Collect any scratch paper or printed test materials for secure destruction consistent with *Section 2 Test Security*.

7.4 Student Directions for English Language Arts and Mathematics Administration

To ensure that students understand which test they are taking and correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. The directions are organized into the following stages: student directions for taking the test, full log-in directions, paraphrased log-in directions, and student directions during testing, and directions for ending the test. Once students are comfortable with the log-in process, TAs may substitute the paraphrased log-in directions for the full log-in directions for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to Oregon's online testing system or who may continue to benefit from having the full log-in directions read to them at the start of each testing event. Translated Spanish student directions appear beginning on p. 51. (Note: The directions below may be translated to the student's language of origin and will count as a standard administration.)

All directions that you are to read to students are in boxes so they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, "I made a mistake. Listen again." Then read the direction again.

Student Directions (English)

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students prior to having students log into the test.

2018-2019 Test Administration Manual – Section 7

Today, you will take the [ELA or Mathematics] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

[For Braille administration only:

Math: Each question will be read aloud to you through your computer's screen reader and will be embossed into Braille for you to read. You will use your refreshable Braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable Braille display or keyboard, please raise your hand.

ELA: Each question will be presented in Braille through your refreshable Braille display. Questions that include a table, chart, or graph will be embossed into Braille for you to read. You can also request to print any question, and it will be embossed into Braille for you to read. You will use your refreshable Braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable Braille display or keyboard, please raise your hand.]

You must answer each question on the screen before going on to the next one. Go ahead and select what you think is the best answer even if you are unsure and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session.

[For the Math CAT (grades 6 – 8 and 11) and ELA PT only: Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.]

You may pause at any point in the test by clicking PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.

[For the CAT portion only: If you pause your test for more than 20 minutes, you will no longer be able to go back and change your answers]

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have any device that could access the Internet, please raise your hand and I will come and collect it before the test begins.

Full Log-in Directions

Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

2018-2019 Test Administration Manual – Section 7

Now click “Sign In.” Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.

[For the ELA test ONLY: Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click I HEARD THE SOUND and then CONTINUE. If not, raise your hand.]

After I approve you to begin testing, you will see an instructions and help screen. You will be able to view a help guide and your test settings. If any settings are incorrect, please raise your hand.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Paraphrased Log-in Directions

Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.

Now click “Sign In.” Make sure that your personal information on the next screen is correct and click YES to continue.

On the next screen, select the [INSERT NAME OF TEST].

[For the ELA test ONLY: Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click I HEARD THE SOUND and then CONTINUE. If not, raise your hand.]

After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

It is important that you do your best. Do you need to pause the test and take a break?

2018-2019 Test Administration Manual – Section 7

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below verbatim.

Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the “i” button available through the dropdown menu on the right side of the screen. You can send a comment about this item if you wish by clicking on the comment button also available through the dropdown menu.

Directions for Ending the Test Session

We are nearing the end of this test session. Please finish the question you are working on now and do not start another one.

If you need additional time let me know.

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.

[For the CAT portion only. Remember, if you are pausing your test for more than 20 minutes, you will no longer be able to go back and change your answers when you return to the test.]

If you have answered all the questions on your test and have finished reviewing your answers, click END TEST. You will be asked to confirm that you are ready to submit your test. Click yes, and after reviewing any marked answers, click SUBMIT TEST. I will now collect any scratch paper or other materials.

Student Directions (Spanish)

Student Directions for Taking the Test

Hoy, va a tomar el examen de [ELA o Matemáticas]. Se le dará una identificación para la sesión del examen que es requerida para comenzar el examen. Antes de ingresar al sistema, vamos a repasar algunas reglas del examen.

[Solo para la administración en Braille:]

Matemáticas: cada pregunta se le leerá en voz alta a través del lector de pantalla de su computadora y será grabada en relieve en Braille para que lo lea. Usted utilizará su dispositivo Braille o teclado de computadora para seleccionar su respuesta a cada pregunta y moverse a través del examen. Si necesita ayuda para utilizar su dispositivo Braille o el teclado, por favor levante la mano.

Artes de Lenguaje Inglés: Cada pregunta será presentada en Braille a través del dispositivo Braille. Las preguntas que incluyan una tabla, un gráfico o gráfica serán grabadas en Braille para que las lea. También puede solicitar que le impriman cualquier pregunta, y será grabada en relieve en Braille para que la lea. Usted va a utilizar su dispositivo Braille o su teclado de la computadora para seleccionar su

2018-2019 Test Administration Manual – Section 7

respuesta a cada pregunta y moverse a través del examen. Si necesita ayuda para utilizar su dispositivo Braille o el teclado, por favor levante la mano.]

Debe responder a cada pregunta en la pantalla antes de pasar a la siguiente. Proporcione la respuesta que usted crea es la mejor, incluso si no está seguro y márkela antes de pasar a la siguiente pregunta si desea revisar esa respuesta después. Puede regresar y cambiar la respuesta durante esta sesión del examen.

[Solo para CAT de matemáticas y ELA PT: Por favor tenga en cuenta que este examen está dividido en segmentos. Cuando llegue al final de cada segmento, se le pedirá que revise sus respuestas antes de continuar. Una vez que envíe sus respuestas y continúe al siguiente segmento, no podrá regresar al segmento anterior.]

Usted puede hacer una pausa en cualquier momento del examen haciendo clic en PAUSE en lugar de NEXT después de responder a una pregunta. Por favor levante la mano si necesita un descanso y pida permiso antes de hacer clic en PAUSE.

[Sólo para la porción de CAT: Si usted pone pausa al examen por más de 20 minutos, ya no podrá regresar y cambiar sus respuestas.]

Sus respuestas deben ser su propio trabajo. Por favor mantenga sus ojos en su propio examen y recuerde que no debe hablar. Si tiene un teléfono celular, por favor levante la mano y voy y pasaré a recogerlo antes de que comience el examen.

Full Log-in Directions

Ahora estamos listos para iniciar la sesión. Una vez que haya iniciado la sesión, tendrá que esperar a que yo apruebe el examen antes de que comience. Voy a revisar que haya ingresado correctamente la identificación de la sesión del examen y otra información.

Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen. Levante la mano si necesita ayuda para escribir esta información en su teclado.

Ahora haga clic “Sign In”. Una vez que haya iniciado su sesión exitosamente, verá una pantalla con su nombre y otra información sobre usted. Si toda la información en su pantalla es correcta, seleccione YES para continuar. Si cualquiera de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la siguiente pantalla, seleccione [INSERT NAME OF TEST]. Después de seleccionar su examen, verá una pantalla con una barra en movimiento y un mensaje diciendo que está esperando por la aprobación del Administrador del Examen. Por favor espere en silencio mientras verifico cada uno de sus exámenes.

[Para el examen ELA SOLAMENTE: A continuación, usted deberá ver una pantalla que le pide que verifique que el sonido en su computadora está funcionando. Póngase sus audífonos y haga clic en el icono de las bocinas en el círculo para

2018-2019 Test Administration Manual – Section 7

escuchar el sonido. Si usted escucha el timbre, haga clic HE OÍDO EL SONIDO y luego CONTINÚE. Si no, levante su mano.]

Después de que apruebe dar inicio a su examen, usted verá una pantalla de ayuda. Podrás ver una guía de ayuda y su prueba Si alguna configuración es incorrecta, por favor levante la mano.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Paraphrased Log-in Directions

Ahora estamos listos para iniciar la sesión. Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen.

Ahora haga clic en “Sign In”. Asegúrese de que su información personal en la próxima pantalla esta correcta y haga clic en YES” para continuar.

En la próxima pantalla, seleccione [INSERT NAME OF TEST].

[Para el examen ELA SOLAMENTE: A continuación, usted deberá ver una pantalla que le pide que verifique que el sonido en su computadora está funcionando. Póngase sus audífonos y haga clic en el icono de las bocinas en el círculo para escuchar el sonido. Si usted escucha el timbre, haga clic HE OÍDO EL SONIDO y luego CONTINÚE. Si no, levante su mano.]

Después de que yo lo apruebe para que comience el examen, asegúrese de que tiene el examen correcto y la configuración.. Si cualquier información del examen es incorrecta, por favor levante su mano.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

2018-2019 Test Administration Manual – Section 7

Student Directions During Testing

If you notice that a student is off task, you may read the statement below verbatim.

Es importante que trate de hacer lo mejor que pueda. ¿Necesita hacer una pausa en el examen y tomar un descanso?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below verbatim.

Haga su mejor esfuerzo y elija la respuesta que tenga más sentido para usted. Si no está seguro acerca de cómo funciona una pregunta, usted puede revisar un tutorial haciendo clic en el botón “i” disponible a través del menú desplegable del lado derecho de la pantalla. Si lo desea, puede enviar un comentario acerca de esta pregunta haciendo clic en el botón de comentario también disponible a través del menú desplegable.

Directions for Ending the Test Session

Nos estamos acercando al final de esta sesión. Por favor termine la pregunta que está trabajando ahora y no empiece otro.

Si necesita más tiempo, hágamelo saber.

Esta sesión del examen ha terminado. Si no ha terminado, haga clic en PAUSE, y podrá terminar en otro momento.

[Para la porción de CAT solamente: Recuerde, si usted pone pausa a su examen por más de 20 minutos, ya no podrá regresar y cambiar sus respuestas cuando regrese al examen.]

Si ha contestado a todas las preguntas en su examen y ha terminado de revisar sus respuestas, haga clic en END TEST. Se le pedirá que confirme que usted está listo para enviar su examen. Haga clic en yes, y después de revisar cualquier respuesta marcada, haga clic en SUBMIT TEST. Ahora voy a recoger el papel borrador u otros materiales.

7.5 Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student’s schedule. It is recommended that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2 of the PT. Students can be provided with breaks within each part; however, once a student moves on to Part 2, they will not be able to review or revise items in Part 1. For this reason it is recommended that students complete Part 1 in one test session. Part 2 would ideally be delivered the next school day. For the mathematics PT, ODE recommends that it be administered in one session of 40–120 minutes.

2018-2019 Test Administration Manual – Section 7

If you intend to administer the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA performance task might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the session.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. A summary of recommendations for the number of sessions and session durations is in *Section 5.1 Testing Time and Recommended Order of Administration*.

7.6 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon's assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities*.

8.0 ADMINISTERING THE SCIENCE AND SOCIAL SCIENCES ASSESSMENTS



Note: This section is required for all TAs administering the OSAS Online Science and Social Sciences assessments; it includes directions and a script to use during the administration of OSAS Online Science and Social Sciences tests. This section governs the administration of OSAS Online Science and Social Sciences tests.

8.1 Science and Social Sciences Administration Procedure

The OSAS Science Assessment will contain questions aligned to the 2014 Oregon Science Standards (NGSS). Items are presented independently or as a cluster/task. Each cluster/task is designed to engage the test taker in a meaningful scientific activity aligned to the standard and contain: a phenomena to give context and engage student interest, background information and/or data, a task description, and multiple questions. Clusters/tasks and independent items assess the multiple-dimensionality required of NGSS in observable fact or design problems. All clusters/tasks and independent items are computer scored. To ensure that students are prepared the Science Training Test is available on the [OSAS Portal](#) to use before testing.



Note: *New for 2018-19*, students will have one annual test opportunity at grades 5, 8, and high school for both Science and Social Sciences.

Students Log In

On the first screen, students enter the Session ID, and their legal first name and SSID. This must match a record in Consolidated Collections – SSID System, so be sure that the student uses the same first name as appears on the SSID file, not a nickname. If the student is unable to log in, the student will be prompted to try again and provided with a message describing the reason (an invalid SSID for example). If the student is still having difficulty, the TA can look up the correct information in the *Student Lookup*. Students are only imported in the OSAS online testing platform if their SSID record has been updated for the current school year. For other problems during the log in process, please contact your [Regional ESD Partner](#).

The second screen calls for verification of student information. If you agree that the student's information is incorrect, instruct the student to select "No" to exit the student login.

The student will now see a page indicating the test(s) the student is able to start as determined by the TA (who selects subjects when creating a session). If the session includes multiple subjects, the student must choose the appropriate test from those listed. The test opportunity the student will be using is displayed next to the corresponding test.

Approving Students for Testing

After students log in, the TA must confirm that these are the correct students to take the test and approve the students' login requests. The upper right corner of your screen will always display a list of students who are awaiting approval at any time. **Please make sure the correct student has logged in.**

The TA should monitor the student's selection when sessions are open to multiple subjects. Before approving students to test, TAs must review the student's test settings, including language, to ensure they are correct.

Once students begin appearing in the preview box, the TA can click **[Approvals (#)]** to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. TAs can either click the green checkmark to approve each individual student (recommended) or,

2018-2019 Test Administration Manual – Section 8

when you are satisfied that all students in the list can be approved, click **[Approve All Students]**.

Reminder. If any student's test settings are incorrect, do NOT approve that student.

After the TA approves students, a reminder to verify that their test subject and test settings are correct should be provided. **Remember,** once a student starts a test opportunity, test settings may not be changed for that test opportunity.

Each student will be logging in at a different time. Monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

Monitoring Testing

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with *Section 2 Test Security*. If the TA witnesses or suspects the possibility of a test impropriety, the STC and DTC should be contacted immediately.

Please be aware that all students approach test taking differently, and even though a student may appear to be daydreaming, that student may actually be mentally working through a test item. Interactions between a TA and a student during testing must be kept to a minimum. Before approaching a student to remind him or her to stay on task, be sure to consider that student's individual needs and test-taking style.

The TA Interface may also be used to view the testing progress of any student. This site will not show test items or scores but will show how many items have been delivered to each student (e.g., question 24 of 40).

End the test session and log out of the TA Site.

When there are approximately five minutes left for the test session, give students a brief warning.

After answering the last item in each segment, each student is presented with a screen prompting the student to review answers (marked and unmarked) for all items available to the student (presented after any pause taken) or to end the test. Tests can no longer be paused after the last item has been presented.

Following a pause of 20 minutes or more, students will be able to review previously answered items, but will not be able to change answers. Students may pause on any item without answering all questions on an individual page. When the student resumes the test, they will be presented with the last individual page they were working on containing at least one unanswered question. Social Sciences test answers will be locked down following a 20 minute pause and the student will not be allowed to change previous answers. However, on the Science test, students may change their answers within incomplete science cluster/task items containing at least one unanswered question when resuming the Science test after a pause of 20 minutes or more. Students may PAUSE on any item without answering all items in an item set. If the student selects PAUSE, the test session can be resumed at any time within 45 calendar days; after 45 calendar days the test record is expired and the opportunity is lost.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking **[REVIEW MY ANSWERS]** and then **[SUBMIT TEST]** once they are done reviewing. Once a student clicks **[SUBMIT TEST]**, the student will not be able to review answers.

Once students have completed testing, the TA is responsible for closing out the testing session. Be sure students successfully log off from the secure browser, and also be sure to log out of the TA session AND close the browser used for monitoring the session. Collect any scratch paper or printed test materials for secure destruction consistent with *Section 2 Test Security*.

8.2 Student Directions for Science and Social Sciences Administration

To ensure that students understand which the test they are taking and correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. The directions are organized into the following stages: student directions for taking the test, full log-in directions, paraphrased log-in directions, and student directions during testing, and directions for ending the test. Once students are comfortable with the log-in process, TAs may substitute the paraphrased log-in directions for the full log-in directions for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to Oregon's online testing system or who may continue to benefit from having the full log-in directions read to them at the start of each testing event. Translated Spanish student directions appear beginning on p. 64. Note: The directions below may be translated to the student's language of origin and will count as a standard administration.

All directions that you are to read to students are in boxes so they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, "I made a mistake. Listen again." Then read the direction again.

Student Directions (English)

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students prior to having students log into the test.

Today, you will take the [Science or Social Sciences] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

[For Braille administration only:

Science: Each question will be read aloud to you through your computer's screen reader and will be embossed into Braille for you to read. You will use your refreshable Braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable Braille display or keyboard, please raise your hand.

Social Sciences: Each question will be read aloud to you through your computer's screen reader and will be presented in Braille through your refreshable Braille display. Questions that include a table, chart, or graph will be embossed into Braille for you to read. You can also request to print any question, and it will be embossed into Braille for you to read. You will use your refreshable Braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable Braille display or keyboard, please raise your hand.]

You must answer each question on the screen before going on to the next one. Go ahead and provide what you think is the best answer even if you are unsure and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session.

You may pause at any point in the test by clicking PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.

2018-2019 Test Administration Manual – Section 8

If you pause your test for more than 20 minutes, you will no longer be able to go back and change your answers.

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have any device that could access the Internet, please raise your hand and I will come and collect it before the test begins.

Full Log-in Directions

Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.

[For Science only: Next you should see a screen that prompts you to verify that the video on your computer is working. Click the play button on the screen. If you see the video on the screen, select I COULD PLAY THE VIDEO AND SOUND and then CONTINUE. If not, raise your hand.]

After I approve you to begin testing, you will see an instructions and help screen. You will be able to view a help guide and your test settings. If any settings are incorrect, please raise your hand.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Paraphrased Log-in Directions

Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.

Now click "Sign In." Make sure that your personal information on the next screen is correct and click YES to continue.

On the next screen, select the [INSERT NAME OF TEST].

2018-2019 Test Administration Manual – Section 8

[For Science only: Next you should see a screen that prompts you to verify that the video on your computer is working. Click the play button on the screen. If you see the video on the screen, select I COULD PLAY THE VIDEO AND SOUND and then CONTINUE. If not, raise your hand.]

After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below verbatim.

It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below verbatim.

Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the “i” button available through the dropdown menu on the right side of the screen. You can send a comment about this item if you wish by clicking on the comment button also available through the dropdown menu.

Directions for Ending the Test Session

We are nearing the end of this test session. Please finish the question you are working on now and do not start another one.

If you need additional time let me know.

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.

Remember, if you are pausing your test for more than 20 minutes, you will no longer be able to go back and change your answers when you return to the test.

If you have answered all the questions on your test and have finished reviewing your answers, click END TEST. You will be asked to confirm that you are ready to submit your test. Click yes, and after reviewing any marked answers, click SUBMIT TEST. I will now collect any scratch paper or other materials.

2018-2019 Test Administration Manual – Section 8

*Student Directions (Spanish)***Student Directions for Taking the Test**

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students prior to having students log into the test.

Hoy va a tomar el examen en línea de [Ciencia o Ciencias Sociales]. Se le dará una identificación para la sesión del examen que es requerida para comenzar el examen. Antes de ingresar al sistema, vamos a repasar algunas reglas del examen.

[Solo para la administración en Braille:

Ciencia: cada pregunta se le leerá en voz alta a través del lector de pantalla de su computadora y será grabada en relieve en Braille para que lo lea. Usted utilizará su dispositivo Braille o teclado de computadora para seleccionar su respuesta a cada pregunta y moverse a través del examen. Si necesita ayuda para utilizar su dispositivo Braille o el teclado, por favor levante la mano.

Ciencias Sociales: Cada pregunta se le leerá en voz alta a través del lector de pantalla de su computadora y se le presentarán en Braille a través de su dispositivo Braille. Las preguntas que incluyan una tabla, un gráfico o gráfica serán grabadas en Braille para que las lea. También puede solicitar que le impriman cualquier pregunta, y será grabada en relieve en Braille para que la lea. Usted va a utilizar su dispositivo Braille o su teclado de la computadora para seleccionar su respuesta a cada pregunta y moverse a través del examen. Si necesita ayuda para utilizar su dispositivo Braille o el teclado, por favor levante la mano.]

Debe responder a cada pregunta en la pantalla antes de pasar a la siguiente. Proporcione la respuesta que usted crea es la mejor, incluso si no está seguro y márkela antes de pasar a la siguiente pregunta si desea revisar esa respuesta después. Puede regresar y cambiar la respuesta durante esta sesión del examen.

Usted puede hacer una pausa en cualquier momento del examen haciendo clic en PAUSE en lugar de NEXT después de responder a una pregunta. Por favor levante la mano si necesita un descanso y pida permiso antes de hacer clic en PAUSE.

Si usted pone pausa al examen por más de 20 minutos, ya no podrá regresar y cambiar sus respuestas.

Sus respuestas deben ser su propio trabajo. Por favor mantenga sus ojos en su propio examen y recuerde que no debe hablar. Si tiene cualquier dispositivo que pueda acceder a internet, por favor levante la mano y pasará a recogerlo antes de que comience el examen.

Full Log-in Directions

Ahora estamos listos para iniciar la sesión. Una vez que haya iniciado la sesión, tendrá que esperar a que yo apruebe el examen antes de que comience. Voy a revisar que haya ingresado correctamente la identificación de la sesión del examen y otra información.

2018-2019 Test Administration Manual – Section 8

Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen. Levante la mano si necesita ayuda para escribir esta información en su teclado.

Ahora haga clic “Sign In”. Una vez que haya iniciado su sesión exitosamente, verá una pantalla con su nombre y otra información sobre usted. Si toda la información en su pantalla es correcta, seleccione YES para continuar. Si cualquiera de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la siguiente pantalla, seleccione [INSERT NAME OF TEST], y luego haga clic en START TEST para iniciar el examen. Después de seleccionar su examen, verá una pantalla con una barra en movimiento y un mensaje diciendo que está esperando por la aprobación del Administrador del Examen. Por favor espere en silencio mientras verifico cada uno de sus exámenes.

[Solo para Science: A continuación debe ver una pantalla que le pide que verifique que el video en su computadora está funcionando. Haga clic en el botón de reproducción en la pantalla. Si escucha un sonido y ve el video en la pantalla, seleccione HE OÍDO EL SONIDO y luego CONTINÚE. Si no, levante su mano.]

Después de que apruebe dar inicio a su examen, usted verá una pantalla de ayuda. Podrás ver una guía de ayuda y su prueba. Si alguna configuración es incorrecta, por favor levante la mano.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Paraphrased Log-in Directions

Ahora estamos listos para iniciar la sesión. Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen.

Ahora haga clic en “Sign In”. Asegúrese de que su información personal en la próxima pantalla esta correcta y haga clic en YES” para continuar.

En la próxima pantalla, seleccione [INSERT NAME OF TEST], y luego haga clic en START TEST para comenzar el examen.

[Solo para Science: A continuación debe ver una pantalla que le pide que verifique que el video en su computadora está funcionando. Haga clic en el botón de reproducción en la pantalla. Si escucha un sonido y ve el video en la pantalla, seleccione HE OÍDO EL SONIDO y luego CONTINÚE. Si no, levante su mano.]

2018-2019 Test Administration Manual – Section 8

Después de que yo lo apruebe para que comience el examen, asegúrese de que tiene el examen correcto y la configuración,. Si cualquier información del examen es incorrecta, por favor levante su mano.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below verbatim.

Es importante que trate de hacer lo mejor que pueda. ¿Necesita hacer una pausa en el examen y tomar un descanso?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below verbatim.

Haga su mejor esfuerzo y elija la respuesta que tenga más sentido para usted. Si no está seguro acerca de cómo funciona una pregunta, usted puede revisar un tutorial haciendo clic en el botón “i” disponible a través del menú desplegable del lado derecho de la pantalla. Si lo desea, puede enviar un comentario acerca de esta pregunta haciendo clic en el botón de comentario también disponible a través del menú desplegable.

Directions for Ending the Test Session

Nos estamos acercando al final de esta sesión. Por favor termine la pregunta que está trabajando ahora y no empiece otro.

Avísame si necesita más tiempo.

Esta sesión del examen ha terminado. Si no ha terminado, haga clic en PAUSE, y podrá terminar en otro momento.

Recuerde, si usted pone pausa a su examen por más de veinte minutos, ya no podrá regresar y cambiar sus respuestas cuando regrese al examen.

Si ha contestado a todas las preguntas en su examen y ha terminado de revisar sus respuestas, haga clic en END TEST. Se le pedirá que confirme que usted está listo para enviar su examen. Haga clic en yes, y después de revisar cualquier respuesta marcada, haga clic en SUBMIT TEST. Ahora voy a recoger el papel borrador u otros materiales.

8.3 Testing Over Multiple Sessions or Days

Some students may be best served by sequential, uninterrupted time that may exceed the time in a student’s schedule. If you intend to administer the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a

2018-2019 Test Administration Manual – Section 8

designated point. In those cases, the TA should give the students clear directions about when to pause. For example, TAs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the session.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. A summary of recommendations for the number of sessions and session durations is in *Section 5.1 Testing Time and Recommended Order of Administration*.

8.4 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon's assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those Science test materials identified in *Section 2 Test Security* must be securely stored in between test sessions and then securely destroyed immediately upon the student's completion of the test. Social Sciences test materials must be shredded immediately following each test session and may not be retained from one test session to the next.

Reporting Test Improperities and Irregularities

Ensure that all test improperities and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improperities and Irregularities*.

9.0 ADMINISTERING THE ELPA SUMMATIVE



Note: This section is required for all TAs administering the ELPA Summative; it includes directions for administration and a script to use in the administration of tests. For specific information regarding the ELPA Screener, please consult the appropriate resources on the Test Administration website (such as the ELPA Screener Directions for Administration).

9.1 Components of the ELPA Summative

Oregon's ELPA Summative is a required assessment within the OSAS. Additionally, federal law requires that states assess all students who are English learners to determine their English language proficiency. Currently this proficiency is determined based on individual performance in the four domain scores required in content areas by the Elementary and Secondary Education Act (ESEA)—listening, speaking, reading, and writing—within 6 grade bands: Kindergarten, 1, 2-3, 4-5, 6-8, and 9-12. A standard administration of ELPA Summative is comprised of one test with two segments, with the speaking domain administered as a segment at the end of the test.

ELPA Summative uses a diagnostic tool to verify that recording and playback capabilities are working properly on the computer. Although the diagnostic tool is run each time a student starts/resumes their test, TAs can take steps (such as checking for muted volume) to reduce technical issues that could delay a student from starting their test.

9.2 Student Technology Skill Requirements

It may prove valuable for the TA to be able to speak the student's language of origin to better assist students in addressing the various formats found among test items. **While it is a violation of test security for a TA to translate individual items, it is an acceptable support for the TA to provide translation of the audio instructions** (see the [Oregon Accessibility Manual](#)).

In addition to properly configuring computer systems to run the ELPA Summative, school staff should ensure that students have the computer skills necessary to take the ELPA. For technology skill requirements for students participating in ELPA Summative, see the [Oregon Accessibility Manual](#).

Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with administration of the ELPA Summative.

9.3 Exempting Domains for Students on an IEP or 504 Plan

Due to the nature of some students' disabilities, a student's IEP or 504 Plan might exempt the student from responding to a particular domain of ELPA Summative (reading, writing, speaking, or listening). For instance, students with a hearing impairment might have an IEP or 504 Plan that exempts them from the listening domain. **As an accommodation, district level users may code ELPA Summative domain exemptions in TIDE.** This accommodation will ensure that the student does not receive any items from the exempted domain when taking ELPA Summative. For students who test with this accommodation, the student's ELPA Summative score will be generated based on the administered domains.



No four-domain exemptions on ELPA Summative are allowed. Up to a total of three domains may be exempted, but only in very rare and documented circumstances. All

2018-2019 Test Administration Manual – Section 9

exemptions must be reviewed and documented in the student's IEP or 504 plan **prior** to the student beginning ELPA Summative. All cases of domain exemptions on ELPA Summative are subject to monitoring by ODE.



Note: This accommodation may only be entered by the DTC or other district level users and must be entered **prior** to approving the student to start ELPA Summative. Once a student has been approved to start ELPA Summative, the district may no longer set this restricted resource for the student. **Should a TA approve a student to start ELPA without this accommodation in violation of the student's IEP or 504 Plan, the TA must pause the student's test immediately and report as an impropriety.** In addition to coding this accommodation in TIDE, districts must also ensure that the student's IEP code is entered correctly in Student Centered Staging using the ELPA "Only" IEP test administration codes found in Appendix C: Accessing Student Scores Online.

9.4 ELPA Administration Procedure

Students log in

Some individual students may need additional assistance while logging in. When administering the ELPA Summative, TAs may refer to the "Confirming Student Log-In" [Promising Test Administration Practices](#) for suggestions on how to assist students during the student login and verification process without compromising the validity of the assessment.

On the first screen, students enter the Session ID, and their legal first name and SSID. This must match a record in ODE's Secure Student Identification System, so be sure that the student uses the same first name as appears on the SSID file, not a nickname. If the student is unable to log in, the student will be prompted to try again and provided with a message describing the reason (an invalid SSID for example). If the student is still having difficulty, the TA can look up the correct information in the *Student Lookup*. Students are only imported in the system if their SSID record has been updated for the current school year. For other problems during the log in process, please contact your [Regional ESD Partner](#).

The second screen calls for verification of student information. TAs should confirm the information for younger students and any other students who may need this assistance. If you agree that the student's information is incorrect, instruct the student to select "No" to exit the student login.

The student will now see a page indicating the test(s) the student is able to start as determined by the TA (who selects subjects when creating a session). If the session includes multiple subjects, the student must choose the appropriate test from those listed.

Approving Students for Testing

After students log in, the TA must verify that these are the correct students to take the test are identified and approve the students' login requests. The upper right corner of the TAs screen will always display a list of students who are awaiting approval at any time. **Please make sure the correct student has logged in.**

The TA should monitor the student's selection when sessions are open to multiple subjects. Before approving students to test, TAs must review the student's test settings to ensure they are correct.

Once students begin appearing in the preview box, the TA can click [**Approvals (#)**] to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. The TA can either click the green checkmark to approve each individual student (recommended) or,

2018-2019 Test Administration Manual – Section 9

when you are satisfied that all students in the list can be approved, click **[Approve All Students]**.

Reminder. If any student's test settings are incorrect, do NOT approve that student.

After the TA approves students, a reminder to verify that their test subject and test settings are correct should be provided. *Remember, once a student starts a test opportunity, test settings may not be changed for that test.*

Prior to testing, TAs should verify that computers used for the ELPA Summative test are equipped with the correct headsets (those recommended by ODE). Specific attention should be given to make sure that students are not using personal headphones. After verifying test subject and settings, the student will walk through a few simple steps to ensure that the headphones and microphone are working properly. If the student is having trouble, check the placement of the headphones and microphone and try the test again. If there is still trouble, check the connection of the headphones and microphone to the computer. Finally, if the system still does not work, contact your [Regional ESD Partner](#).

Each student will be logging in at a different time. Monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

Monitoring Testing

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with *Section 2 Test Security*. If you witness or suspect the possibility of a test impropriety, contact your STC and DTC immediately.

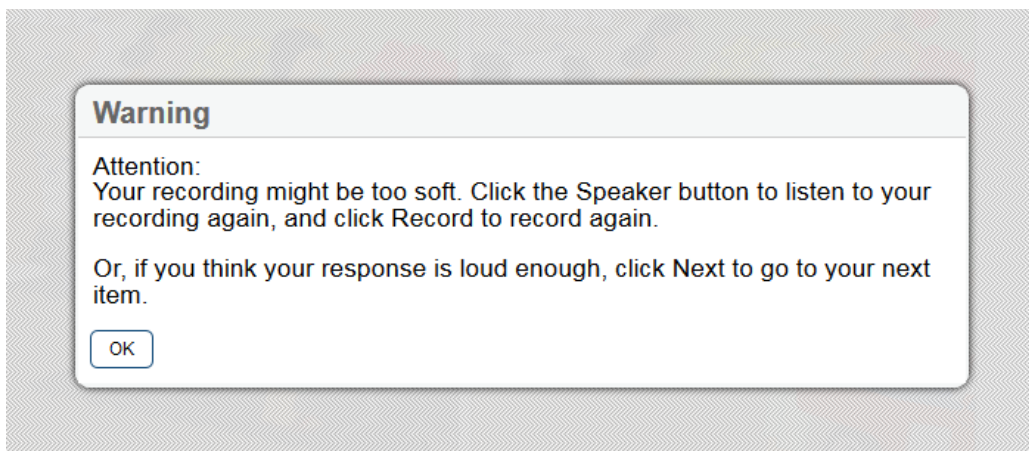
Please be aware that all students approach test taking differently, and even though a student may appear to be daydreaming, that student may actually be mentally working through a test item. Interactions between a TA and a student during testing must be kept to a minimum. Before approaching a student to remind the student to stay on task, be sure to consider that student's individual needs and test-taking style.

The TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will show how many items have been delivered to each student (e.g., question 24 of 40).



“Too Soft” Recording Warning. When students record their speaking responses, a “too soft” warning may appear on the student's screen. If this warning appears, the TA may instruct the student to listen to their recording to make sure the student can clearly hear their response. If the student has trouble hearing their response, either because the recording was too quiet or because of other distortions in the recording, have the student re-record their answer. If the recording sounds fine, instruct the student to click ok and move to the next test item. **The student does not need to re-record their answer if it sounds okay when they listen to it.**

2018-2019 Test Administration Manual – Section 9

***End the test session and log out of the TA Site.***

When there are approximately five minutes left for the test session, give students a brief warning.

If the student selects PAUSE, the test session can be resumed at any time within 45 calendar days; after 45 calendar days the test record is expired and the opportunity is lost. When the student logs back in, they will only be able to review and change responses to all items previously presented in the assessment.

After answering the last item in each segment, each student is presented with a screen prompting students to review their answers (marked and unmarked) for all items presented to the student in that segment or to end the test. Tests can no longer be paused after the last question has been presented.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking **[REVIEW MY ANSWERS]** and then **[SUBMIT TEST]** once they are done reviewing. Once a student clicks **[SUBMIT TEST]**, the student will not be able to review answers.

Once students have completed testing, the TA is responsible for closing out the testing session. Be sure students successfully log off from the secure browser, and also be sure to log out of *your* session AND close the browser used for monitoring the session. Collect any scratch paper or printed test materials for secure destruction consistent with *Section 2 Test Security*.

9.5 Student Directions for ELPA Summative Administration

To ensure that students understand which test they are taking and correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. The directions are organized into the following stages: student directions for taking the test, full log-in directions, paraphrased log-in directions, and student directions during testing, and directions for ending the test. For ELPA Summative, each stage of directions is provided in a simplified version for Kindergarten and 1st grade students as well as a standard version for students in grades 2 – 12. Once students are comfortable with the log-in process, TAs may substitute the paraphrased log-in directions for the full log-in directions for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to the ELPA Summative or who may continue to benefit from having the full log-in directions read to them at the start of each testing event. Translated Spanish student directions appear beginning on p. 76. (Note: The *directions* below may be translated to the student's language of origin and will count as a standard administration.)

2018-2019 Test Administration Manual – Section 9

All directions that you are to read to students are in boxes so they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “I made a mistake. Listen again.” Then read the direction again.



Note: There are simplified K-1 student directions that TAs must read for Kindergarteners and 1st grade students.

Student Directions (English)

Simplified K-1 Student Directions for Taking the Online Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to Kindergarteners and 1st grade students prior to having students log into the test.

Today, you will take a test called the ELPA Summative. You will be given a test session ID to start the test. Before logging in, let's go over some test rules.

You must answer each question on the screen before going to the next one. Give what you think is the best answer, even if you are not sure. If you aren't sure, you can mark it to review later. During this testing time, you can always go back and change your answers. Click NEXT to go to the next question.

You can pause the test by clicking PAUSE, but remember to ask permission first. Please raise your hand if you need a break during the test.

Your answers need to be only your work. Keep your eyes on your own test, and remember, no talking during the test.

Grade 2 – 12 Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim students in grades 2 – 12 prior to having students log into the test.

Today, you will take an assessment in English Language Proficiency (ELPA). You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

You must answer each question on the screen before going on to the next one. Go ahead and provide what you think is the best answer even if you are unsure and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session.

You may pause at any point in the test by clicking PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have any device that could access the Internet, please raise your hand and I will come and collect it before the test begins.

Speaking Recording “Too Soft” Reminder

When you record your speaking responses, a “too soft” warning may appear on your screen. If this warning appears, please listen to your recording to make sure you can clearly hear your response. If you have trouble hearing your response, please re-record your answer. If your recording sounds fine, click ok and move to the next test item. **You do not need to re-record your answer if it sounds okay when you listen to it.**

Simplified K – 1 Full Online Log-In Directions

Now let’s log in. Enter your legal first name, then your SSID number. Then type the test session ID. Raise your hand if you need help typing this information.

Now click “Sign In.” You should see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

On the next screen, select “ELPA”. Please wait quietly while I verify each of your tests.

After I approve you to begin testing, you will see an instructions and help screen. You will be able to view a help guide and your test settings. If any settings are incorrect, please raise your hand.

Now we will test the microphone. Follow along with me. First, click the microphone button to begin recording, and say your name. Click the red stop button to stop recording.

Now press the green volume button to listen to your recording. If you hear your voice clearly, press YES. If you do not hear your voice, press PROBLEM (NO), and raise your hand for help.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

2018-2019 Test Administration Manual – Section 9

Grade 2 – 12 Full Log-In Directions

Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

On the next screen, select "ELPA." After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.

After I approve you to begin testing, you will see an instructions and help screen. You will be able to view a help guide and your test settings. If any settings are incorrect, please raise your hand.

Next you should see a screen that prompts you to verify that the video and sound on your computer is working. Put your headsets on and click the play button on the screen. If you hear the chime and see the video on the screen, select YES. If not, raise your hand.

Now we will test the microphone. First, press the microphone button to begin recording, and clearly say your name into the microphone. When you are done, press the red stop button to stop recording.

Now press the green volume button to listen to your recording. If you hear your voice clearly, press YES. If you do not hear your voice, press PROBLEM (NO), and raise your hand for help. I will be around shortly to assist you.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Paraphrased Log-in Directions (all Grades K-12)

Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the Session ID.

Now click "Sign In." Make sure that your personal information on the next screen is correct and click YES to continue.

On the next screen, select "ELPA."

2018-2019 Test Administration Manual – Section 9

After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand.

Next you should see a screen that prompts you to verify that the video and sound on your computer is working. Put your headsets on and click the play button on the screen. If you hear the chime and see the video on the screen, select YES. If not, raise your hand.

On the next screen, you will check the microphone. If you can't hear your recording, please raise your hand

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions During the Test

If you notice that a student is off task, you may say the following statement to the student, verbatim.

It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below verbatim.

Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the "i" button available through the dropdown menu on the right side of the screen. You can send a comment about this item if you wish by clicking on the comment button also available through the dropdown menu.

If during the Speaking segment a student receives a pop-up warning that their response may have been too soft, the TA may instruct the student in reviewing their response and determining whether they need to re-record by reading the script below verbatim.

Please listen to your recording to make sure you can clearly hear your response. If you have trouble hearing your response, you can re-record your answer. If your recording sounds fine, click ok and move to the next test item. **You do not need to re-record your answer if it sounds okay when you listen to it.**

Directions for Ending the Test Session

We are nearing the end of this testing period. Please finish the question you are working on now and do not start another one.

If you need additional time let me know.

2018-2019 Test Administration Manual – Section 9

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.

If you have answered all the questions on your test and have finished reviewing your answers, click END TEST. You will be asked to confirm that you are ready to submit your test. Click yes, and after reviewing any marked answers, click SUBMIT TEST. I will now collect any scratch paper or other materials.

*Student Directions (Spanish)***Simplified K-1 Student Directions for Taking the Online Test**

To maintain test security and avoid student coaching, TAs must read the script below verbatim to Kindergarten and 1st grade students prior to having students log into the test.

Hoy tomará una evaluación llamada ELPA Sumativo. Se le dará una identificación de la sesión del examen para comenzar el examen. Antes de ingresar al sistema, vamos a repasar algunas reglas del examen.

Debe responder a cada pregunta en la pantalla antes de continuar con la siguiente. Dé la respuesta que usted crea que es la mejor, aunque no esté seguro. Si no está seguro, puede marcarla para revisarla después. Durante este tiempo de examen, puede regresar y cambiar sus respuestas. Haga clic en NEXT para la siguiente pregunta.

Usted puede ponerle pausa al examen haciendo clic en PAUSE, pero recuerde primero pedir permiso. Por favor levante su mano si necesita tomar un descanso durante el examen.

Su respuesta debe ser solamente su trabajo. Mantenga sus ojos en su propio examen y recuerde, no se permite hablar durante el examen.

Grade 2 – 12 Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim students in grades 2 – 12 prior to having students log into the test.

Hoy tomará una evaluación en el Dominio del Idioma Inglés (ELPA). Se le dará una identificación de la sesión del examen, que es requerida para comenzar el examen. Antes de ingresar al sistema, vamos a repasar algunas reglas del examen.

Usted debe responder a cada pregunta en la pantalla antes de continuar con la siguiente. Dé su mejor respuesta, aunque no esté seguro y márkela antes de pasar a la siguiente pregunta si desea revisar esa respuesta después. Usted puede regresar y cambiar la respuesta durante esta sesión del examen.

Puede hacer una pausa en cualquier momento del examen haciendo clic en PAUSE en lugar de NEXT después de responder a una pregunta. Por favor levante su mano si necesita un descanso y pida permiso antes de hacer clic en PAUSE.

2018-2019 Test Administration Manual – Section 9

Sus respuestas deben ser su propio trabajo. Por favor mantenga sus ojos en su propio examen y recuerde que no debe hablar. Si tiene cualquier dispositivo que pueda acceder a internet, por favor levante la mano y pasará a recogerlo antes de que comience el examen.

Speaking Recording “Too Soft” Reminder

Cuando grabe su respuesta hablada, una advertencia de “too soft” (demasiado suave) puede aparecer en su pantalla. Si aparece esta advertencia, por favor escuche su grabación para asegurarse que está bien. Si tiene problemas escuchando su respuesta, por favor vuelva a grabar su respuesta. Si su grabación se escucha bien, haga clic en ok y pase a la siguiente pregunta del examen. **No necesita volver a grabar su respuesta si al escucharla suena bien.**

Simplified K – 1 Full Online Log-In Directions

Ahora vamos a iniciar la sesión. Escriba su nombre legal, luego su número de SSID. Luego escriba la identificación de la sesión del examen. Levante la mano si necesita ayuda para escribir esta información.

Ahora haga clic en “Sign In”. Usted debe ver una pantalla con su nombre y otra información sobre usted. Si toda la información en su pantalla es correcta, seleccione YES para continuar. Si alguna de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la próxima pantalla, seleccione “ELPA.” Por favor espere en silencio mientras verifico cada uno de sus exámenes.

Después de que apruebe su examen, usted verá una pantalla de ayuda. Podrá ver una guía de ayuda y su prueba. Si alguna configuración es incorrecta, por favor levante su mano.

Ahora vamos a probar el micrófono. Siga junto conmigo. Primero, haga clic en el botón del micrófono para comenzar a grabar y diga su nombre. Haga clic en el botón rojo para detener la grabación.

Ahora presione el botón verde de la bocina para escuchar su grabación. Si escucha su voz claramente, presione YES. Si no escucha su voz, presione PROBLEM (NO), y levante su mano para pedir ayuda.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Grade 2 – 12 Full Log-In Directions

Ahora estamos listos para iniciar la sesión. Una vez que haya iniciado la sesión, tendrá que esperar a que yo apruebe el examen antes de que empiece. Voy a revisar que haya ingresado correctamente la identificación de la sesión del examen y otra información.

2018-2019 Test Administration Manual – Section 9

Ingrese su nombre legal, no su apodo, seguido por el número de SSID. Luego ingrese la identificación de la sesión del examen. Levante la mano si necesita ayuda para escribir esta información en su teclado.

Ahora haga clic en “Sign In”. Una vez que haya iniciado su sesión exitosamente, verá una pantalla con su nombre y otra información sobre usted. Si toda la información en su pantalla es correcta, seleccione YES para continuar. Si cualquiera de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la siguiente pantalla, seleccione “ELPA.” Después de seleccionar su examen, verá una pantalla con una barra en movimiento y un mensaje diciendo que está esperando por la aprobación del Administrador del Examen. Por favor espere en silencio mientras verifico cada uno de sus exámenes.

Después de que apruebe dar inicio a su examen, usted verá instrucciones de pantalla de ayuda. Podrás ver una guía de ayuda y su prueba . Si alguna configuración es incorrecto, por favor levante la mano.

A continuación, debe ver una pantalla que le pide que verifique que el video y el sonido en su computadora están funcionando. Póngase los audífonos y haga clic en el botón de reproducción en la pantalla. Si escucha un sonido y ve el video en la pantalla, seleccione YES. Si no, levante su mano.

Ahora vamos a probar el micrófono. Primero, oprima el botón del micrófono para comenzar a grabar y diga claramente su nombre en el micrófono. Cuando termine, oprima el botón rojo debajo del micrófono para detener la grabación.

Ahora presione el botón verde del volumen para escuchar su grabación. Si escucha su voz claramente, presione YES. Si no escucha su voz, presione PROBLEM (NO), y levante su mano para pedir ayuda. En breve pasaré por ahí para ayudarlo.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Paraphrased Log-in Directions (all Grades K-12)

Ahora estamos listos para iniciar la sesión. Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen.

Ahora haga clic en “Sign In”. Asegúrese de que su información personal en la próxima pantalla esta correcta y haga clic en YES” para continuar.

En la próxima pantalla, seleccione “ELPA.”

Después de que yo lo apruebe para que comience el examen, asegúrese de que tiene el examen correcto y la configuración. Si cualquier información del examen es incorrecta, por favor levante su mano.

2018-2019 Test Administration Manual – Section 9

A continuación, debe ver una pantalla que le pide que verifique que el video y el sonido en su computadora están funcionando. Póngase los audífonos y haga clic en el botón de reproducción en la pantalla. Si escucha un sonido y ve el video en la pantalla, seleccione YES. Si no, levante su mano.

En la siguiente pantalla usted verificará el micrófono. Si usted no puede escuchar su grabación, por favor levante su mano.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Student Directions During the Test

If you notice that a student is off task, you may say the following statement to the student, verbatim.

Es importante que haga lo mejor posible. ¿Necesita hacer una pausa en el examen y tomar un descanso?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below verbatim.

Haga su mejor esfuerzo y elija la respuesta que tenga más sentido para usted. Si no está seguro acerca de cómo funciona una pregunta, usted puede revisar un tutorial haciendo clic en el botón “i” disponible a través del menú desplegable del lado derecho de la pantalla. Si lo desea, puede enviar un comentario acerca de esta pregunta haciendo clic en el botón de comentario también disponible a través del menú desplegable.

2018-2019 Test Administration Manual – Section 9

If during the Speaking segment a student receives a pop-up warning that their response may have been too soft, you may instruct the student in reviewing their response and determining whether they need to re-record by reading the script below verbatim.

Por favor escuche su grabación para asegurarse que está bien. Si tiene problemas escuchando su respuesta, usted puede volver a grabar su respuesta. Si su grabación se escucha bien, haga clic en ok y pase a la siguiente pregunta del examen. No necesita volver a grabar su respuesta si al escucharla suena bien.

Directions for Ending the Test Session

Nos estamos acercando al final de esta sesión. Por favor termine la pregunta que está trabajando ahora y no empiece otro.

Si necesita más tiempo, hágamelo saber.

Esta sesión del examen ha terminado. Si no ha terminado, haga clic en PAUSE, y podrá terminar en otro momento.

Si ha contestado a todas las preguntas en su examen y ha terminado de revisar sus respuestas, haga clic en END TEST. Se le pedirá que confirme que usted está listo para enviar su examen. Haga clic en yes, y después de revisar cualquier respuesta marcada, haga clic en SUBMIT TEST. Ahora voy a recoger el papel borrador u otros materiales.

9.6 Testing Over Multiple Sessions or Days

Some students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. If you intend to administer the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a designated point. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the session.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID.

9.7 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon's assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printouts must be securely stored and then shredded.

2018-2019 Test Administration Manual – Section 9

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded after the student has completed the test item. If items must be stored over more than a single test session, all materials must be securely stored.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities*.

9.8 2018-19 ELPA Summative Data Delivery Schedule

| Batch number | Test Completion Dates | AIR Scoring Window | Data Extract | Data Delivery to ODE | Data Delivery to Districts |
|--------------|-----------------------|--------------------|--------------|----------------------|----------------------------|
| 1 | 1/8 – 1/31 | 2/1 - 2/13 | 2/22 | 3/1 | 3/13* |
| 2 | 2/1 - 2/28 | 3/1 - 3/16 | 3/22 | 3/29 | 4/10 |
| 3 | 3/1 - 3/31 | 4/2 - 4/19 | 4/20 | 4/27 | 5/8 |
| 4 | 4/1 - 4/12 | 4/16 – 5/2 | 5/4 | 5/18 | 5/25** |

*Batch 1 date dependent upon batch calibration review

**Batch 4 date dependent upon volume of tests in the batch. If volume is high, batch delivery to districts could be delayed.

10.0 ADMINISTERING THE KINDERGARTEN ASSESSMENT



Note: This section is required for all TAs administering the Kindergarten Assessment; it includes administration procedures only. Please reference the Operational Assessor Booklet for verbatim student directions.

10.1 Overview

Oregon's Kindergarten Assessment is an assessment of entering kindergarteners' skills in early literacy, early math, and approaches to learning (self-regulation and inter-personal skills). Each year children enter kindergarten with a wide range of experiences and skills. The Kindergarten Assessment is not intended to measure everything a child knows; it is designed to be a quick assessment of particular skills that have relationships with third grade reading and future academic success (Credé & Kuncel, 2008, Duncan et al., 2007; Hattie, 2009; Morris, Bloodgood & Perney, 2003; Richardson, Abraham & Bond, 2012; Snow & Oh, 2010).

The Kindergarten Assessment is administered within the first six weeks of kindergarten because it is designed to measure what students know and can do upon entering kindergarten, not what they have learned in kindergarten. By providing a statewide perspective of children's skills upon kindergarten entry, the Kindergarten Assessment allows educators to track trends and measure progress improvements over time, and helps ensure every child has a successful start in school. To this end, the following goals form the foundation of Oregon's Kindergarten Assessment.

1. Provide local and statewide information that gives families, schools, communities, and state-level policy makers a snapshot of the social, self-regulatory, and academic skills of incoming kindergartners.
2. Provide a consistent, statewide tool for identifying systemic opportunity gaps, determining Early Learning resource allocation to best support students in need, and measure improvement over time.

The Kindergarten Assessment is a non-secure assessment. This means that schools and teachers may use the data collected through the Kindergarten Assessment in real time to inform instructional strategies for their incoming Kindergarten classes without needing to wait for the official Kindergarten Assessment results released by ODE (typically published in February). **However, to protect the validity and confidentiality of student responses to the Kindergarten Assessment, anyone who will be involved in either administering the Kindergarten Assessment or handling confidential student responses must sign a Kindergarten Assessment Assurance form (see Appendix D: Assurance of Test Security Forms).**



The Kindergarten Assessment is not intended to be a comprehensive assessment of children's readiness for school and should not be used for placement purposes. The Kindergarten Assessment should not be used to exclude or prevent children from starting kindergarten.

While the assessment is not considered secure, it is still essential that the test be administered in a standardized manner across all students to ensure that the assessment results are valid and accurately reflect what our incoming Kindergarteners know and can do upon entering kindergarten. To support districts in implementing the assessment and to ensure valid assessment results, ODE provides specialized Kindergarten Assessment training. For a schedule of ODE-provided training opportunities, required for all DTCs and STCs with schools supporting Kindergarten programs and for all Kindergarten Assessment TAs, please refer to *Section 1.5 Training Requirements*.

2018-2019 Test Administration Manual – Section 10

Additional information and resources for the Kindergarten Assessment can be found on ODE's [Kindergarten Assessment](#) webpage and the [Early Learning System](#) website. .

10.2 Ordering the Kindergarten Assessment

The Kindergarten Assessment is a paper-based assessment that is packaged by school, and distributed to districts. The test materials include:

- Approaches to Learning Scoresheet
 - Form used to capture teacher's observation
- Operational Assessor Booklet
 - Test administration procedures, verbatim student directions, and scoring protocols for **Early Literacy**, **Early Math**, and Approaches to Learning
 - Verbatim student directions are provided in both **English** and **Spanish** as a designed support;
- Operational Scoresheet
 - Form used to capture student responses to the **Early Literacy** and **Early Math** measures;
- Student Booklet
 - There is one Student Booklet with **Early Literacy** (English Upper and Lowercase Letter Names and Letter Sound Recognition) and **Early Math**.

Districts order Kindergarten materials by school in TIDE based on anticipated Kindergarten enrollment; ODE has pre-calculated the anticipated number of students based on schools' 2017-18 Kindergarten enrollment. For additional details and instructions on how to place your district's order, please refer to the [TIDE User Guide](#).

The 2018-19 Kindergarten Assessment order window is May 24 – June 28, 2018. When placing your order, districts will need to specify one of **two delivery windows: either July 31-August 3, 2018 (to arrive prior to the start of the statewide test window on August 7, 2018) or August 21 – 24, 2018 (to arrive prior to September 1, 2018).** The default delivery window for all districts has been set to August 21 – 24, 2018. Your [Regional ESD Partner](#) is available to assist you with the order process.

10.3 Preparing to Administer the Kindergarten Assessment



The following steps must be taken **prior** to administering the Kindergarten Assessment:

1. Identify accessibility supports for individual students.
 - Review the Oregon Accessibility Manual for the universal tools, designated supports, and accommodations that are available for the Kindergarten Assessment.
 - Review the student's IEP or education plan, if applicable, for assessment accessibility options.
2. Locate student information, including:
 - Secure Student Identifier (SSID) if assigned by your district at the time of administration
 - Student's legal name
3. It is highly recommended that the TA and student have some level of familiarity prior to assessment administration. The TA is encouraged to develop a rapport with each student prior to administering the assessment.

2018-2019 Test Administration Manual – Section 10

- Prior to administration of the assessment, TAs can introduce themselves, ask simple questions, or tell a story so the child is more comfortable during the assessment.

10.4 Components of the Kindergarten Assessment

The Kindergarten Assessment consists of three segments. All segments must be administered within the first six weeks of a student's entry into kindergarten:

Early Literacy

- A direct assessment conducted one-on-one between the student and a trained TA who has received Kindergarten Assessment Training for the current school year.
- Measures the student's early literacy skills in English Letter Name Recognition and English Letter Sound Recognition.
- The Early Literacy segment must be administered during the **first three weeks** of the testing window to accurately capture what students know and are able to do prior to the start of kindergarten instruction.

Early Math

- A direct assessment conducted one-on-one between the student and a TA who has received Kindergarten Assessment Training for the current school year.
- Measures the student's early math skills in Counting and Cardinality, Operations and Algebraic Thinking, Measurement and Data, and Geometry.
- If a student's Home Language Survey is marked as an English Learner (EL) with a language of origin other than Spanish, a local translator who is trained and endorsed by the district may provide a written translation of the directions in the student's language of origin in advance of test administration. This written translation may then be used during test administration to present the translated directions to the student aurally. Please reference the Oregon Accessibility Manual for more information about this Designated Support. If the student appears to verbalize in a language other than English, the TA may ask the student to point to the student's chosen answer.
- The Early Math segment must be administered during the **first three weeks** of the testing window to most accurately capture what students know and are able to do prior to the start of kindergarten instruction.

Approaches to Learning

- Is an observational assessment completed by the student's teacher after receiving Kindergarten Assessment training for the current school year. *Section 1.5: Training Requirements* offers additional information about abbreviated training requirements for kindergarten teachers administering only the Approaches to Learning measure.
- Measures the student's self-regulation and interpersonal skills.
- Must be administered during week three to week six of the test window after the teacher has had an opportunity to observe the student multiple times during regular classroom routines and activities.

2018-2019 Test Administration Manual – Section 10

10.5 Establishing Appropriate Testing Conditions

To help ensure valid and reliable results, test administrators must adhere to the following procedures:

- Ensure that the Kindergarten Assessment is only administered by personnel who have met the training requirements described in *Section 1.5 Training Requirements* for the current school year.
- Parents or guardians may request to observe their child during the assessment, and it may be comforting for some students to have their parents in close proximity during the assessment. **However, adults other than the trained test administrator may not interact with the student during test administration. Such interactions would be considered a test impropriety and may jeopardize the validity of the assessment results.**
- Examine the environment for non-allowable resources. Only those resources identified in the Oregon Accessibility Manual as a universal tool, designated support, or accommodation for the Kindergarten Assessment may be available for student access during testing.
- *At the time of testing*, help the students to familiarize themselves with the Early Literacy and Math measure formats by completing the sample measures in the Student Booklet.
- Given the heightened level of required interaction between the student and the TA, TAs must be especially vigilant to avoid coaching students to protect the validity of the assessment results; however, it is important for the TA to be encouraging. To avoid coaching, the Assessor Booklet contains specific language that TAs may say to students who appear to be confused or struggling.
- Review the directions included in the Assessor Booklet prior to administering the assessment. Read the directions included in the Assessor Booklet to students verbatim (these are the **ONLY** instructions you may give to students).

10.6 Kindergarten Assessment Administration Procedure

Segment One: Early Literacy

The Early Literacy segment includes two **untimed** measures for all students: English Letter Name Recognition and English Letter Sound Recognition. ODE does not prescribe a sequence for administering the Kindergarten Assessment segments; however, it is considered best practice to administer Early Literacy as follows: (1) English Letter Name Recognition and (2) English Letter Sound Recognition. You may wish to break up the assessment into shorter sessions (for example, administering just one measure in a sitting), which may make the experience less stressful for entering kindergarteners.

English Uppercase Letter Name Recognition (Measure 4): Administration and Scoring Procedures

- Place the Student Copy “English Uppercase Letter Name Recognition” chart in front of the student.
- Point to sample item #1.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Do not provide feedback to the student on the sample item.
- Read the directions in the Assessor Booklet verbatim to the student.

2018-2019 Test Administration Manual – Section 10

- The TA may point to each letter or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter name on the Operational Scoresheet.
- Enter the number of correct letters on the Operational Scoresheet.

English Lowercase Letter Name Recognition (Measure 5): Administration and Scoring Procedures

- Place the Student Copy “English Lowercase Letter Name Recognition” chart in front of the student.
- Point to sample item #2.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Do not provide feedback to the student on the sample item.
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter name on the Operational Scoresheet.
- Enter the number of correct letters on the Operational Scoresheet.

English Letter Sound Recognition (Measure 6): Administration and Scoring Procedures

- Place the Student Copy “English Letter Sound Recognition” chart in front of the student.
- Point to sample item #3.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Do not provide feedback to the student on the sample item.
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter pair or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter sound on the Operational Scoresheet.
- Enter the number of correct letter sounds on the Operational Scoresheet.

*Segment Two: Early Math***Early Math: Procedures**

- This is **not** a timed assessment.
- Place the Student Copy of the “Early Math” measure in front of the student.
- Directions for the test administrator are in the Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated in the Assessor Booklet.
- The TA *may not read numbers or symbols* to students.

Early Math: Recording Student Responses

- Circle the answer the student selects for each item in the Operational Scoresheet.
- If the student does not know the answer or does not want to select an answer, select NA (no answer) on the Operational Scoresheet and go to the next item.
- Verbal or pointed responses are accepted in the Early Math measure. If the student:

2018-2019 Test Administration Manual – Section 10

- Verbalizes their answer and doesn't point, the verbalized answer is accepted.
 - If the student verbalizes in either English or Spanish, or both intermittently, the bilingual answers are accepted.
 - Students who have not selected Spanish on their Home Language Survey will be given the directions in English and may only provide a verbal response in English only and/or print.
- Points to an answer and doesn't verbalize, the pointed answer is accepted.
- Verbalizes an answer and points to a different answer, prompt the student one time to point to their final answer; the pointed answer is accepted.
- Verbalizes an answer in a language other than English, prompt the student to point to their final answer.
- Verbalizes a response option not listed, mark the response as NA on the Operational Scoresheet.
- For students who would benefit, the Oregon Accessibility Manual for the Kindergarten Assessment identifies additional non-verbal means by which students may communicate their response.
- Students can self-correct. It is allowable for students to return to a previous item and change an answer.

Segment Three: Approaches to Learning

- The focus of this instrument is to measure a child's behavior with other children and adults in the classroom and the child's interaction with classroom materials.
- This assessment should only be completed by the student's kindergarten classroom teacher who interacts daily with the child.
- This assessment involves teachers' perceptions of students' behavior; therefore, it is important for the teacher conducting the assessment to closely follow the protocols for administering Approaches to Learning.
- Assessor Directions for the Approaches to Learning measure are included in the Assessor Booklet.
- Complete all 15 items on this instrument for each child on the Approaches to Learning Scoresheet.
 - 1) You may choose to rate all of the students in your classroom one item at a time. For example, you may rate all students on the first item, then all students on the second item, etc.

Or,

- 2) You may rate one student on all 15 items before moving on to rate the next student, etc.
- Record the response number that best indicates how frequently the child exhibits the behavior described in a particular item. **Only whole numbers are acceptable values.**
 - The response numbers indicate the following:
 1. The child never exhibits the behavior described by the item.
 2. The child rarely exhibits the behavior described by the item.
 3. The child sometimes exhibits the behavior described by the item.

2018-2019 Test Administration Manual – Section 10

4. The child frequently or usually exhibits the behavior described by the item.
5. The child always exhibits the behavior described by the item.
6. Note: if a behavior was not observed, you may indicate with a 6 on that particular item.



Cultural Responsiveness: When administering the Approaches to Learning measure, it is important to keep in mind a child's cultural background and history, recognizing that students enter kindergarten with different experiences.

Geneva Gay (2000; 2010) defines culturally responsive teaching as the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them. Culturally responsive pedagogy should include the following characteristics:

- Acknowledge the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- Uses a wide variety of instructional strategies that are connected to different learning styles.
- Teaches students to know and praise their own and each other's cultural heritages.
- Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools.

10.7 Following Test Administration

Maintaining Confidentiality of Student Responses

To ensure student confidentiality, all student response data and teacher ratings of students must be kept secure in accordance with *Section 2.5 Student Confidentiality*. If there are any questions about handling secure student information, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printouts must be securely stored and then shredded.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities* in this manual.

10.8 Kindergarten Assessment Data Submission and Reporting

Submitting Student Data

Following administration of the Kindergarten Assessment, districts will electronically submit:

- The number of **correct responses** for each of the Early Literacy segment measures (English Uppercase and Lowercase Letter Name Recognition, and English Letter Sound Recognition)
- The student's response (A, B, C, or N) for each of the sixteen items in the Early Math segment, and
- Teacher-generated ratings (1, 2, 3, 4, 5, or 6) for the fifteen items in the Approaches to Learning segment.

2018-2019 Test Administration Manual – Section 10

Kindergarten Assessment data are submitted to ODE through ODE's Consolidated Collections. *Optional* training for the Kindergarten Assessment Consolidated Collections will be available on **August 23** and **September 20, 2018**. Districts will have the option to either enter data for individual students through a web-based data entry screen or through a mass upload process. Authorized district staff may submit the student data, including teachers, test administrators, or other school- or district-level staff. In order for staff to submit data, the district security administrator must first create user accounts for them following the instructions found through the [ODE district website](#).

To ensure that each student's data are properly submitted to ODE, carefully review each Operational Scoresheet to confirm that the test administrator has completely entered all required information, including student name, SSID, and date administered. If any information is missing or incomplete, please check with the test administrator to add or revise the information as necessary:

- Ensure the student name and SSID on the Operational Scoresheet are consistent with the consolidated student record to which the student response data is being entered.
- Districts may begin entering student response data on **August 9, 2018**, two days after the administration window opens. As stated in Appendix A, the deadline for submitting Kindergarten Assessment response data is **October 29, 2018**.

Once student data have been submitted to ODE, districts **may retain assessment materials**. It is **highly encouraged that districts hold onto the assessment materials until after the consolidated collection review window has closed on December 3, 2018**. Because the assessment is no longer secure, districts have the option to dispose of assessment materials onsite or keep the materials for their records. If you have any questions about this process, please contact your [Regional ESD Partner](#).

Kindergarten Assessment Reports

Users will be able to access the Student Roster reports through the Consolidated Collections Application. The report will be available for use after the data is submitted. For additional information on Kindergarten Assessment Reporting please visit the district [Kindergarten Assessment](#) webpage.

2018-2019 Test Administration Manual – Section 11

11.0 ADMINISTERING OREGON'S EXTENDED ASSESSMENTS



Note: This section is required for all TAs administering the Extended Assessments.

11.1 Overview

Oregon's Extended Assessment (ORExt) is the state's alternate assessment based on alternate academic achievement standards designed for students with the most significant cognitive disabilities. In Oregon, any student on an IEP whose team decides that this is the most appropriate assessment for the student's needs may take the ORExt. Two main assessment options exist for students with disabilities: The team may decide (a) the student should be assessed with the General Education Assessment (possibly with accommodations selected from the Oregon Accessibility Manual), or (b) the student should be assessed with the ORExt.



Note: *Retesting students at Grade 12. Due to implications for the Essential Skills graduation requirement, students with disabilities enrolled in grade 12 who participate in Oregon's Extended Assessment and who did not meet the alternate achievement standard(s) for ELA and/or Mathematics as an enrolled 11th grader are eligible to retake the ORExt in grade 12. While retests are not mandatory, districts should make testing opportunities available for grade 12 students with disabilities who wish to retest, especially those needing to demonstrate proficiency for the Essential Skills graduation requirements.

For the subject areas of ELA, Mathematics, and Science each grade has a unique test per the following: ELA and Mathematics (3, 4, 5, 6, 7, 8, and 11*) and Science (5, 8, and 11*). Tablet, paper-pencil, as well as Braille and Large Print are available ORExt administration options (cf. ODE's Statewide Alternate (Extended) Assessment webpage).

Annually, ORExt materials will be made available one week prior to the start of the testing window.

For detailed information on administering the ORExt, consult the Oregon Extended Assessment Administration Manual.

The Extended Assessment Manual, as well as additional general and supporting information on the Extended Assessments, is available through ODE's Statewide [Alternate \(Extended\) Assessment](#) webpage and via the Extended Assessment link through the [ODE District Secure Website](#).

Contact your Regional ESD Partner or the ODE helpdesk at ode.helpdesk@state.or.us or 503-947-5715 for assistance.

11.2 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon's assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

*2018-2019 Test Administration Manual – Section 11****Destroying Test Materials***

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately after student data has been submitted and may not be retained from one test session to the next.

Reporting Test Improperities and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improperities and Irregularities* in this manual.

12.0 ADMINISTERING THE NAEP

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, math, science, writing, U.S. history, the arts, and economics. Under federal law, states and school districts that receive Title I-A funds must participate in the state level NAEP assessments of math and reading at grades 4 and 8.

From January 28 – March 8, 2019, NAEP will assess 4th, 8th and 12th grade students selected by the National Center for Education Statistics (NCES) to represent students throughout Oregon and the nation in mathematics, reading, and science assessments. In 2019, NAEP will transition the science assessments at all grade levels and the grade 12 mathematics and reading assessments from paper-pencil to digitally-based assessments administered on NAEP-provided tablets with keyboards. In order to understand how to report trend results for the 2019 science and grade 12 mathematics and reading assessments, NAEP will conduct mode comparability studies. This means that NAEP will administer both digitally-based and paper-pencil assessments in most, but not all, schools selected for the science or grade 12 assessments. In those schools, NAEP will assign students to either a digitally-based or a paper-pencil assessment.

In addition to the mathematics, reading, and science assessments, NAEP will conduct special studies in 2019. The National Indian Education Study will administer surveys to American Indian and Alaska Native students, their teachers, and their school administrators as part of the NAEP state level mathematics and reading assessments at grades 4 and 8. The High School Transcript Study will collect the transcripts of 12th grade NAEP participants at the end of their senior year in order to analyze relationships between course taking and NAEP performance.

The results from NAEP are published as *The Nation's Report Card*. For 2019, NAEP will report student performance for Oregon and the nation on the 4th and 8th grade mathematics and reading assessments. NAEP will report national results for the science assessment at all grade levels and the 12th grade mathematics and reading assessments. NAEP does not provide results for individual students, schools, or districts in Oregon. The Oregon Department of Education notifies district superintendents and district test coordinators in May if NCES selects district schools for NAEP in the upcoming school year. ODE also informs the principals of selected schools in May. In September, ODE asks the principals of selected schools to name a school coordinator to plan for NAEP. ODE recommends that principals name the school test coordinator (STC) as NAEP school coordinator.

The National Assessment Governing Board and NCES, not the Oregon Department of Education, establish testing procedures and training requirements for NAEP administration. This ensures that testing procedures are the same in every state to provide common measures of student achievement. NAEP will send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials and administering the assessment to students. This practice frees up the NAEP assessment time for principals, teachers, and counselors.

ODE works with schools selected for NAEP to prepare for the assessment. Schools participating in NAEP must notify the parents or guardians of the selected students that a student may be excused from participation for any reason, is not required to finish the assessment, and may skip any test question. ODE provides a template letter for schools to use in conducting parent/guardian notification. ODE verifies that each selected school has completed parent/guardian notification before the scheduled NAEP assessment day.

2018-2019 Test Administration Manual – Section 12

ODE also provides an optional online training for NAEP school coordinators. This training supports the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators must work with school staff members to update demographic data for selected students and to determine how students with disabilities and English Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English Learners will be included in NAEP. According to National Assessment Governing Board policy, only English Learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP with allowable accommodations.

Since some students may require accommodations in order to access NAEP and to demonstrate their knowledge and skills, NAEP offers most of the accommodations that Oregon allows. The NAEP 2019 accommodations are described in detail in the [Oregon Accessibility Manual](#). Please keep in mind that NAEP does not produce results for individual students or schools. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended to provide a picture of educational performance and progress at the state or national levels.

The [NAEP Questions Tool](#) provides teachers, students, and parents with sample questions from previous assessments. Additional NAEP materials, including assessment frameworks; item specifications; and the student, teacher, and school surveys administered along with NAEP are available from the ODE [NAEP](#) webpage.

Questions should be directed to Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us or 503-947-5836.

2018-2019 Test Administration Manual – Section 13

13.0 ADMINISTERING THE PSAT/NMSQT®

This appendix provides information from the College Board about administering the PSAT/NMSQT® to sophomores as provided by ORS 329.488 (2008). The 2007 Legislative Assembly directed the ODE to administer a nationally-normed test for students in grade 10 which would provide information on the student's readiness for college or advanced-level course work, possible career options, and major areas of study to consider for the future. After issuing a competitive Request For Proposals (RFP), the ODE awarded the contract to the College Board, administrator of the PSAT/NMSQT®.

13.1 Ordering PSAT/ NMSQT® Test Materials

The PSAT/NMSQT® order priority deadline is June 29, 2018. PSAT/NMSQT® 2018 dates:

- Wednesday, October 10, 2018
- Saturday, October 13, 2018
- Wednesday, October 24, 2018

Detailed information on ordering materials and administering the test are available from the [College Board](#).

FAQs have been posted to ODE's [Educator Resources](#) webpage .

13.2 Testing Requirements

The PSAT/NMSQT® is an assessment offered in Oregon; however, testing procedures and training requirements for administration of the PSAT/NMSQT® are governed by the College Board and Educational Testing Service, not ODE. While TAs may still refer to the testing procedures included in this manual as best practices when administering the PSAT/NMSQT®, TAs must follow the official PSAT/NMSQT® testing procedures provided by the College Board.

All public high schools must offer students in grade 10 the opportunity to take the PSAT/NMSQT® on one of the testing dates identified in the current year's Test Schedule located in *Appendix A: Test Schedule*. By taking the PSAT/NMSQT®, students receive access to the Student Score Reporting Portal, which provides them with summaries of their performance on each test and content area. Online scores show more than just skills they should work on, students also have the opportunity to connect to free, personalized SAT practice on Khan Academy, create their own career roadmap through Roadtrip Nation, and access their AP Potential data. Districts and schools receive enhanced data reports about reading, writing, and math skills.

When taken as a junior (11th grade), the National Merit Scholarship Corporation uses the PSAT/NMSQT® to qualify students for most academic scholarships. While districts may choose to offer the PSAT/NMSQT® to additional students in grades other than grade 10, districts should note that the state will only fund PSAT/NMSQT® testing for students in grade 10. Should the district choose to test additional students, the district must test those students on the same day as the grade 10 students in their building.

The College Board provides fee waivers for low income juniors. While free and reduced lunch qualification is the criteria, the College Board recognizes that school officials are in the best position to assess a student's need. The deadline to request or increase fee waivers is June 29, 2018. Fee waiver requests placed after the deadline will be available on a first-come, first-served basis. Questions should be directed to Karly Nelson-Aparicio (knelson-aparicio@collegeboard.org) or the PSAT Educator Hotline at 888-477-7728.

2018-2019 Test Administration Manual – Appendix A

APPENDIX A: 2018-19 OREGON STATEWIDE TEST SCHEDULE

| | | | | | | | | | | | | |
|----------------------------|--|--------------------------------------|--------------|-------------|------------|------------|------------|---------------------------|-------------------------------------|-----------|-------------------------------------|----------------------------------|
| O N L I N E | ONLINE TESTS ^E | | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School (Grade 11) ^A | | | |
| | Content Area Assessments OSAS | English Language Arts ^B | 1/8 – 6/7 | | | | | | 1/8 – 6/7 | | | |
| | | Mathematics ^{B, F} | 1/8 – 6/7 | | | | | | 1/8 – 6/7 | | | |
| | | Science ^{C,F} | | | 1/8 – 6/7 | | | 1/8– 6/7 | 1/8 – 6/7 | | | |
| | | Social Sciences ^{D, F} | | | 1/8 – 6/7 | | | 1/8– 6/7 | 1/8 – 6/7 | | | |
| | | | K | Grade 1 | Grades 2-3 | Grades 4-5 | Grades 6-8 | High School (Grades 9-12) | | | | |
| ELPA Summative | Required for all identified English learners regardless of service | 1/8 – 4/12 | | | | | | | | | | |
| P A P E R | PAPER TESTS | | Order Window | K | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School (Grade 11) ^A | Data Entry Deadline ^I |
| | Oregon Extended | Extended ELA ^{G, H} | 11/12-1/11 | | 2/14-4/25 | | | | | | 5/10 | |
| | | Extended Mathematics ^{G, H} | | 2/14-4/25 | | | | | | | | |
| | | Extended Science ^{G, H} | | | | 2/14-4/25 | | | 2/14-4/25 | 2/14-4/25 | | |
| | Kindergarten Assessment ^J | | 5/24 – 6/28 | 8/7 - 10/18 | | | | | | | 10/29 | |
| | Logramos Spanish Literacy Assessment ^K | | 1/28-2/8 | | 4/15-5/10 | | | | | | | 5/24 |
| NAEP | | Selected Schools | N/A | | | 1/28-3/8 | | | | 1/28-3/8 | 1/28-3/8 | N/A |
| PSAT/NMSQT® | | 6/29 | | | | | | | 10/10, 10/13 & 10/24 | | N/A | |

NOTE: Footnotes do not provide comprehensive test administration information. Please refer to the 2018-19 Test Administration Manual for requirements and instructions. For more information, contact your [Regional ESD Partner](#)

| | |
|--|--|
| A) The High School grade of accountability is 11 th grade. Although not required, 12 th graders may also test (for Extended, only 12 th graders who have not yet met the achievement standard may retest). 9 th and 10 th graders may also take Science and Social Sciences. NAEP tests 12th graders at selected schools. | F) Both English-only and English-Spanish formats are available. (Braille interface is available in English only.) |
| | G) Oregon Extended tests requiring Braille or Large Print format must be ordered during the order window. |
| B) Required test for students in grades 3 through 8 and in High School. See Section 5.2 for specific local test window criteria. Grade 12 students may take the ELA and Mathematics assessments for Essential Skills or college placement purposes. | H) Available for download starting one week before the start of the test window, on 2/8/18. |
| C) Required test for students in grades 5, 8, and in High School. | I) If the data entry (or shipping) deadline is missed, students will be counted as non-participants. |
| D) Optional test for students in grades 5, 8, and in High School. | J) Required test for students entering Kindergarten. Students are only allowed one test opportunity. |
| E) Online testing may be offline for scheduled maintenance from 5 p.m. PT on Friday – 7 p.m. PT on Sunday the third weekend each month, as well as from 11:59 p.m. PT on January 3 through 6 a.m. PT on January 8. Click here for a full schedule. | K) Required test for schools with Spanish dual language programs that are part of Oregon's Dual Language grant. Optional for other schools that offer Spanish dual language/bilingual programs. Pending available funds, additional grades may also participate. |

2018-2019 Test Administration Manual – Appendix B

APPENDIX B: STUDENT INCLUSION

Most students will take grade level assessments under standard administration conditions. Standard administration conditions are those in which the student takes the test in a manner consistent with the policies and procedures contained in this Test Administration Manual and the Oregon Accessibility Manual. A score obtained under standard administration conditions is valid for determining whether a student does not yet meet, meets, or exceeds the achievement standard. The achievement standards, also called cut scores, are available through ODE's [Educator Resources](#) webpage.



Standard test administration is required. Non-standard test administration will result in tests that are invalidated and will not count for participation or performance.

All Students

“All students” includes (but is not limited to) students with disabilities, English Learners (ELs), students in special schools and programs (including public charter schools), students for whom tuition is paid to a public school by parents/guardians, and students enrolled in non-graded programs. Students in non-graded programs should be accounted for on the basis of their age at the beginning of the school year. Use Table 19 below to determine age/grade equivalencies:

Table 19: Age / Grade Equivalencies for Non-Graded Programs

| Grade | Age on September 1 | Grade | Age on September 1 |
|-------|--------------------|-------|--------------------|
| 3 | 8 years | 8 | 13 years |
| 4 | 9 years | 9 | 14 years |
| 5 | 10 years | 10 | 15 years |
| 6 | 11 years | 11 | 16 years |
| 7 | 12 years | 12 | 17 years |

Private school and home school students who receive their primary instruction in tested subjects at Oregon public schools are required to take the Oregon statewide assessment in those subjects. Private and homeschool students who *do not* receive primary instruction in a subject are exempt from taking the Oregon statewide assessment in that subject (e.g., students receiving supplemental instruction or instruction in a non-tested subject). Schools and districts will need to use test administration code 6 within Student Centered Staging to exclude students exempt from accountability reporting. (See *Appendix C: Accessing Student Scores Online* for more information.) Students in home school may make arrangements with a school district to take the Oregon Statewide Assessments under secure conditions. Although the State receives no funding and charges no fee for testing these students, the district providing this data-related service may charge a fee.

Students in Grades 3 – 8

All students enrolled in grades 3 – 8 and in high school must take the required OSAS assessments offered at their enrolled grade, including students re-enrolled in the same grade as in the prior year, unless the student receives a parent-requested exemption as described in *Section 5.3 Parent*

2018-2019 Test Administration Manual – Appendix B

Requests for Exemption from State Testing of this manual. **New for 2018-19, students will have only one annual test opportunity for all Oregon statewide assessments, including ELA, Mathematics, Science, Social Sciences, ELPA Summative, Kindergarten, and Extended Assessments.**

Students in High School

In addition to students currently enrolled in grade 11, a grade 11 student is “a student who was first enrolled in grade 10 in the student’s most recent previous year in school.” This definition ensures that students who skip from grade 10 to grade 12 or repeat grade 10 will receive the high school assessment. It is the district’s responsibility to determine whether a student is retained in grade 11. Any student submitted by the district as being enrolled in grade 11 (regardless of their prior grade) on the first school day in May must take the high school assessments.

Students in grade 12 who have not yet met the achievement standard required for Essential Skills may retest in Oregon’s general and Extended ELA(reading/writing) and/or Mathematics assessments, although they are not required to do so. In addition, ODE will provide a Grade 12 ELA and/or Mathematics retest option for grade 12 students to meet the Essential Skills graduation requirement or for college placement purposes. While retests are not mandatory, districts should have testing opportunities available for those students who wish to retest.

Targeted Assessment

A Targeted Assessment is an assessment at a higher level than is expected for the student’s grade of enrollment but that is consistent with the level of instruction in which the student is engaged. **No assessment can be targeted to a lower grade level.** An electronic file must be submitted with student information one week prior to testing if the student is to take an assessment at a higher grade level than the grade of enrollment. This will be facilitated by your [Regional ESD partner](#).

- **ELA and Mathematics:**
 - Students enrolled in grades 3 – 7 may target up one grade level, and the student does not need to also take the grade level assessment. Students enrolled in grades K-2 receiving instruction in the content area at the grade 3 level may take the grade 3 assessment in that content area. However, these students must still take an assessment when they are officially enrolled in grade 3. *Targeted assessments are not banked.*
 - Students in grades 8, 9, and 10 may not target up to the grade 11 assessment.
- **Science and Social Sciences:**
 - Students enrolled in grades 3 – 7 may not target up to a higher grade assessment.
 - Students in grades 8, 9, and 10 may target up to the grade 11 assessment. Districts may only elect to administer a high school assessment to a student in **grade 8** if the student has received instruction at the full depth and breadth of the high school content standards and has demonstrated proficiency in the high school content standards as measured through classroom derived evidence. If a student enrolled in grade 8 takes a high school level test, that student must first complete the grade 8 test to be counted as a participant in their grade 8 year. The grade 8 score will be reported in the students’ grade 8 year. If a student enrolled in grade 8 meets the high school level achievement standard, the score will be **banked** and will be reported in the student’s grade 11 year. If a student enrolled in grade 8 takes the high school assessment and does not meet the high school achievement standard, the student must retest in the student’s grade 11 year or the student will be counted as a non-participant in the student’s grade 11 year. If a student enrolled in **grade 9 or 10** meets the high school level achievement standard, the score will be **banked** and will be reported in the student’s grade 11 year. If a student enrolled in grade 9 or 10 takes the high school assessment and does not meet the high

2018-2019 Test Administration Manual – Appendix B

- school achievement standard, the student must retest in the student's grade 11 year or the student will be counted as a non-participant in the student's grade 11 year.
- ELPA Summative, Kindergarten, and Extended assessments may only be administered at grade level.

EL Students

Students eligible for services under Elementary Secondary Education Act (ESEA) are referred to as English Learners (EL) (Sec 8010 – ESSA). All EL students are eligible to participate in the Oregon Statewide Assessments. Federal law and ensuing case law require that EL students be given equal opportunity to participate in and benefit from any program or activity customarily granted to all students. Because EL students must be offered instruction at their grade level, they are *not eligible* to take an Extended Assessment unless they are on an Individualized Education Program (IEP).

Oregon Statewide Assessments offered in a student's language of origin are considered standard administration, and eligible student scores meeting the achievement standard count as meeting the standard in accountability calculations. Oregon currently offers stacked Spanish/English tests for Oregon's Mathematics, Science and Social Sciences, and Kindergarten Assessments. These translated tests are available for any student consistent with the guidance included in the [Oregon Accessibility Manual](#).

Each student must be considered individually for each assessment on the basis of what is in the best interest of the student, not on participation in a particular program or identification as an EL student. An instructional team consisting of the student's parent or guardian and/or the student; Title IC-Migrant, EL Staff, Bilingual Staff, or Title IA teachers; the student's classroom teacher; and other knowledgeable professionals should make the determination of whether to test the student under standard conditions including the accessibility options described in the [Oregon Accessibility Manual](#). This team should be familiar with the individual student's abilities and areas of need and should weigh the following types of evidence:

- Samples of student work which would represent an appropriate English reading level
- The student's literacy in his/her language of origin
- The language spoken in the home, both by the student and by adults in the home
- Support programs, including first and second language development programs

EL students who are also on IEPs or 504s must follow the recommendations of their IEP/504 team, which may include administration of the test using accessibility options specific to the student's needs (see the [Oregon Accessibility Manual](#)).

ODE has contracted with Houghton Mifflin Harcourt (HMH) for native Spanish-language literacy assessment to be offered to students in grades 3-5 in Oregon schools in 2018-19 and 2019-20 school years for the purpose of helping elementary schools that offer Spanish instruction (especially schools with dual language programs) to monitor their students' Spanish development and to evaluate and improve their Spanish programs. Currently ODE offers the Logramos Assessment. For more information about Logramos and/or if you are interested in offering Logramos to your Dual Language Immersion students, please contact Kelly Kalkofen at (503)947-5741 or email at kelly.kalkofen@state.or.us.

English Language Proficiency Assessment (ELPA Summative) Requirements for All EL Students

All Oregon students eligible to receive English Language Development (ELD) services must take Oregon's English Language Proficiency Assessment (ELPA Summative). In accordance with federal Title I requirements, districts must administer ELPA annually to all students who are identified as eligible to receive ELD services in the current school year. *This remains true even when ELD services are waived by EL parents.* Students may remain eligible from year to year until the student is proficient and is exited on the Oregon's EL student data collections. Students must take ELPA in

2018-2019 Test Administration Manual – Appendix B

2018-19 if they were exited from ELD services **after** September 19th of the current year or if they were eligible to receive ELD services in the current school year (including waived students). Participation requirements for Oregon's ELP assessment (ELPA) are addressed in Memorandum No. 007-2011-12 – ELL Participation in annual English Language Proficiency Assessment (ELPA). ***Note: ODE is currently reviewing this Executive Numbered Memo to reflect language changes since 2011-12.



LEP Flag Required to Access ELPA Summative. Only students whose LEP flag is set to “Y” in the SSID record may access ELPA Summative. Districts should only set the LEP flag to “Y” for students who are eligible for ELD services in the current school year as described above

Students eligible for ELD services must be tested in all required areas under the statewide assessment system in addition to ELPA Summative. The only exception to this rule is students enrolled in a school in the United States for the first time after May 1st of the previous academic year. For these students, participation in ELPA Summative can substitute for participation in the ELA assessment for accountability calculations. This substitution is processed automatically by ODE based on student records submitted by the district. Table 20 below shows the enrollment date and required tests for EL students. **Note: the enrollment date applies to enrollment anywhere in the United States, not just in Oregon or in your school.**

NOTE: Districts should carefully monitor EL student enrollment dates since the ELPA assessment closes prior to the ELA assessment, in rare cases a student may enroll immediately after the close of the ELPA prior to May 1st. When this situation occurs, districts are strongly encouraged to contact Regional Assessment Partners to ensure the student participates in all required assessments.

Table 20: Assessment Requirements for EL Students Based on Enrollment Date

| Enrollment Timing | Date of Enrollment in Any U.S. School | Tests Required this Year (2018-19) | Tests Required Next Year (2019-20) |
|--|---------------------------------------|---|---|
| Enrolled after May 1 this year† | 5/2/19 – end of current school year | None | ELPA* Math** Science*** |
| Enrolled “late” for ELPA this year† | 3/30/19 - 5/1/19 | Math** Science*** | ELPA* Math** Science*** |
| Enrolled “late” the preceding year or earlier this year. | 5/2/18 - 3/29/19 | ELPA* Math** Science*** | ELPA Math Science*** English Language Arts |
| Enrolled in previous years | Before 5/2/18 | ELPA Math Science*** English Language Arts | ELPA Math Science*** English Language Arts |

† Participation requirements are addressed in Memorandum No. 007-2011-12 – ELL Participation in annual English Language Proficiency Assessment (ELPA).

* counts for English Language Arts participation in accountability calculations, but students are excluded from ELA performance calculations.

** counts for math participation in accountability calculations, but students are excluded from math performance calculations.

*** Science is not administered in consecutive grades. The school year in which students will actually take these assessments will depend on their grade level. Please refer to the Test Schedule located in *Appendix A: Test Schedule* for the grades at which these assessments are administered.

2018-2019 Test Administration Manual – Appendix B

Students with Disabilities

Both the Individuals with Disabilities Act of 2004 (IDEA) and OAR 581-022-2100 Exception of Students with Disabilities from State Assessment Testing require that individuals with disabilities be given equal opportunity to participate in and benefit from any program or activity customarily granted to all individuals with appropriate adaptations. Therefore, all students with disabilities are eligible to participate in the Oregon Statewide Assessment Program.

The student's Individualized Education Program (IEP) team, which includes the student's parents or guardian, makes the decision regarding the most appropriate method for a student with disabilities to participate in testing. Each student must be considered individually and not merely on the basis of the student's disability category. If a student's IEP specifies that a student should take an Extended Assessment, then the district must provide the student with that Extended Assessment. When assessing a student with a disability, the district must also ensure that the assessment fully complies with all IDEA requirements as specified in the IEP Guidelines.

Student test records include an accommodations flag field. This flag is federally required for students with IEPs or 504 plans who take the general assessment with an accommodation from the Oregon Accessibility Manual. Use of this flag (recording "Y") indicates that the student received one or more accommodations (whether embedded or non-embedded). Authorized district or school staff may set the accommodation flag either through the student setting screen of the Test Information Distribution Engine (TIDE), or through Student Centered Staging. Your [Regional ESD Partner](#) is trained on Student Centered Staging and the management of student records.

Assessment Options for Students with Disabilities

- Students may take the general assessment with or without accessibility supports.
- Students may take the standard administration, Braille, and/or Large Print of the Extended Assessment in all subject areas required at the grade level (per the student's IEP): Extended ELA, Extended Mathematics, and Extended Science.
- Students eligible for English Language Development Services and served under an IEP may participate in ELPA Summative according to the options listed above.

Testing Homebound Students

Students who are homebound due to a medical condition and are unable to travel to a test environment with internet access may need to be tested at home. Prior to testing students in their homes, the district should coordinate with the district IT department to ensure that proper technical support is available for the test administration (a computer and an internet connection). If the student's home does not have an established internet connection, districts may provide one by using 3G or 4G technology through devices such as smart phones and netbooks with built-in 3G or 4G modems. If a district does not have access to such devices, districts may check out a netbook with a built-in 3G modem from ODE after signing a form certifying that the netbook will only be used for the purpose of state testing.

The district must also provide for a TA to manage the test session and monitor testing. This can be accomplished by either:

- Providing a computer with internet connectivity for the TA to use in the student's home; or
- Sending one TA to the student's home to supervise testing and arranging for a second TA at district facilities to remotely set up and manage the test session. Under this second approach, the TA on location with the student would need to be in communication with the TA at the district facilities.

2018-2019 Test Administration Manual – Appendix B

A small number of homebound students may need access to printed test items consistent with the guidance included in the Oregon Accessibility Manual. If so, the district would also need to provide a portable printer that could be used at the student's home to print requested items. Because all print requests are approved by the TA, the printer would need to be linked to the TAs computer.

In those rare instances where the district is unable to establish an internet connection in the student's home even with a 3G or 4G device and the student is unable to travel to a location with internet access for the purpose of testing during the length of the test window, the student will be counted as a non-participant for the purpose of accountability calculations.

Braille Interface for Online Testing

The ELA, Mathematics, and OSAS Online Science and Social Sciences assessments are available to students who use Braille through a Braille Interface. The Braille interface provides students who use Braille with access to the adaptive online tests and the same number of testing opportunities as other students. The Braille interface delivers assessments to students in the following formats:

- The Mathematics and Science and Social Sciences assessments include a text-to-speech audio component delivered through the JAWS Screen Reader.
- The Mathematics and Science assessments include a Braille component delivered through a Braille Embosser. Each item or stimulus on the Mathematics and Science assessments is delivered in Nemeth Braille and automatically sent to print as an embossed print-out in real-time as the student progresses through the test.
- The English Language Arts and Social Sciences assessments include a Braille component delivered through either a 40-cell Refreshable Braille Display or a Braille embosser. Based on the student settings specified by the school in TIDE, the English Language Arts and Social Sciences assessments are available in either Literary Contracted Braille or Literary Un-contracted Braille. Each item or stimulus automatically displays to the student using a 40-cell Refreshable Braille Display unless the item or stimulus contains tactile or spatial components; such items and stimuli are automatically sent to the Braille embosser instead of being displayed on the Refreshable Braille Display. In addition, a student may request embossing for any item as the student progresses through the test. Districts may also designate a student in TIDE to receive all items through the Braille embosser instead of through the Refreshable Braille Display. This setting must be assigned prior to the start of a given test opportunity.

Please note that all embossed Braille print-outs of secure test items and stimuli are subject to the same security requirements for all printed test materials. *Section 2 Test Security* provides additional information on the requirements for securely handling printed test materials. **In addition to Test Administration and Security Training, any individual tests through the Braille interface must participate in the ODE-provided Braille Interface training.**

ODE has coordinated with the Regional Special Education Districts and the Oregon Textbook and Media Center (OTMC) to provide Duxbury transcription software, JAWS screen readers, Braille embossers, and 40-cell refreshable Braille displays to those districts serving students who use Braille. For more information see the [Braille Requirements Manual](#).

Braille forms for ELPA

Both the ELPA Summative and the ELPA Screener are available to students who use Braille through a paper-pencil Braille format. To order Braille forms for ELPA, please visit the "Forms" section of ODE's [Assessment Administration](#) webpage and complete the ELPA Braille order form by **October 2, 2018**. Braille versions of the ELPA Screener are ordered via the same form and are available year-round.

2018-2019 Test Administration Manual – Appendix B

Please note that all embossed Braille print-outs, manipulatives, and Directions for Administration documents that include secure test items and stimuli are subject to the same security requirements for all printed test materials. *Section 2 Test Security* provides additional information on the requirements for securely handling printed test materials.

Extended Assessment

The Oregon Extended Assessments (ORExt) are Oregon's alternate assessment based on alternate academic achievement standards. The Extended Assessments are individually administered performance assessments for students with the most significant cognitive disabilities as determined by the student's IEP team. These students are typically working within a specialized curriculum and/or are receiving instruction that has been significantly adapted in order to allow access to grade-level content. Extended Assessments measure a student's achievement in the grade-level content in the subject areas of ELA, Mathematics, and Science. Student achievement is judged against alternate achievement standards that are set by the state. Students on IEPs should only be considered for the Extended Assessments when they are unable to participate in the general assessments under standard testing conditions, even with accommodations. To use this option, an Extended Assessment must be explicitly identified on the IEP as the most appropriate assessment. For specific guidance, please see [Oregon Extended Assessment Guidance](#) under the Policies section of ODE's Statewide [Alternate \(Extended\) Assessment](#) webpage. Tablet, paper-pencil, as well as Braille and Large Print (cf. ODE's Statewide [Alternate \(Extended\) Assessment](#) webpage) are the available Extended Assessment administration options.

NOTE: The ORExt is a specially designed test that was created for students with the most significant cognitive disabilities; that is, the students' curriculum and this assessment are based on content standards that have been reduced in depth, breadth, and complexity. This means that these test results cannot be used to compare a child's performance to that of their non-disabled peers. **The information in this note is recommended for inclusion in any reports to parents on student performance on the Extended Assessments.**



Student access to online tests or ORExt. If a student's IEP indicates that the student must be assessed using the ORExt, that student must not have access to the general assessments. Students who have not previously used the online system should use the sample tests to determine if the format of the online test is appropriate for that student before testing begins. The sample tests may also be used as an additional tool to help identify accessibility options, including accommodations that might improve a student's access to the online testing system. In cases where the district administers a general assessment to a student whose IEP indicates the Oregon Extended Assessment, the district must report the impropriety to ODE. The student must stop testing in the content area in which the incorrect administration occurred. ODE will then determine the most appropriate action, which may include invalidation of one or more tests.

APPENDIX C: ACCESSING STUDENT SCORES ONLINE

Reporting Student Assessment Results to Parents

OAR 581-022-2270 Individual Student Assessment, Recordkeeping, and Reporting requires school districts to report student scores on all state and local assessments at least annually to parents or guardians for all students. Individual Student Reports (ISR), Combined ISRs, Class Rosters, and Class Summary reports are available in the Secure Assessment Reports 2.0 application on the [ODE secure district website](#).

Accessing and Reviewing Assessment Records

The Student Centered Staging application allows a user in a district who has been granted access to view, edit, fix errors, download errors, and upload fixes to student test records that have been received by the Oregon Department of Education (ODE). The application is continuously accessible, and test records are editable until final accountability reports (such as school and district Report Cards) are published.

Student Centered Staging is limited to district-editable fields. The entire test record, including the scoring and accountability fields, can be retrieved from the Accountability Warehouse Extract (AWE) application. There is a one-day lag for changes to test records in Student Centered Staging to be available in the AWE application which extracts records from the Student Centered Operational Data Store (ODS). Access to these applications is controlled by a District Security Administrator (DSA) in each school district. Those needing access to these applications should contact their DSA.

The Assessment Transactional file format (for downloading/uploading records in Student Centered Staging) is available online in Excel format and can be downloaded from the Collection File Formats page by following the *Assessment Transactional File Format* link. This file should be used as a reference for definitions of the editable fields on the test records. (See below for test administration codes available in Student Centered Staging to indicate student status.) The *Assessment Reporting File Format* (for downloading read-only records in the AWE) is available on the same Collection File Formats page.

There are two methods for modifying student records in Student Centered Staging on ODE's district Web site, either by using the Edit Posted Records link or by using the Download/Upload Adjustments file format option on the same page. Techniques for making these adjustments are described in the *Student Staging User Guide* available for download from a link by that name on the [Student Centered Staging Resources](#) page.

More information can be found on the [Accessing Student Test Scores](#) Online page. You can also contact your [Regional ESD Partner](#) for assistance.

Administration Codes

Student Centered Staging records should be adjusted directly to indicate any of several special statuses for individual students. These are coded in a field labeled CalcAdmnCd. Acceptable codes for this field, and the outcome of each code, are indicated in Table 21 below.

2018-2019 Test Administration Manual – Appendix C

Table 21: Administration Codes

| Administration Code | Definition | Participation Status | Performance Status |
|---------------------|---|------------------------------|-----------------------|
| 1 | Absent (for an extended period of time) or Student Refusal = A student who is absent during the entire testing window and make-up testing period. | Non-participant | Not used |
| 3 | Modified – Language = A student who is non-literate in the language of the test and participates in the assessment under modified conditions. | Non-participant | Not used |
| 5 | Modified – Disability = A student with a disability who participates in the assessment under modified conditions. | Non-participant | Not used |
| 6 | Home Schooled Student, Foreign Exchange Student, or Out-of-State Student | Not used | Not used |
| 7 | Parent Request = A student whose parents request that the student not participate in testing for religious or disability related reasons. | Non-participant | Not used |
| 8 | Not Enrolled During Test Window = A student without a valid test score who was enrolled on the first school day in May but not during the school's testing window. | Not used ¹ | Not used ¹ |
| 9 | Medical Emergency = A student who cannot take the State assessment during the entire testing window, including the make-up dates, because of a significant medical emergency. | Not used | Not used |
| U | Invalidated test(s) with no opportunity to retest | Non-participant | Not used |
| X | Parent Opt-out = A student whose parent(s) submitted an opt-out form requesting that the student not participate in ELA and Mathematics or Extended Math or ELA testing | Non-participant ² | Not used ² |

¹ For the English Language Proficiency Assessment (ELPA) and the Oregon Extended Assessments, districts may use code 8 for students who enroll after the close of the statewide test window but who are enrolled on the first school day in May. Code 8 is not available for the ELA, Mathematics, or Science or Social Sciences assessments.

² Districts must enter code X for all students for whom a parent opt-out form is received. However, a parent opt-out will only result in the student being counted as a non-participant in cases where there is no test record or where a test was started but has too few item responses to meet the threshold for participation.

2018-2019 Test Administration Manual – Appendix C

Table 22: English Language Proficiency Assessment (ELPA) “ONLY” IEP Test Administration Codes

| Administration Code | Definition (Refer to the domains required by ESEA and assessed by the ELPA Summative for academic readiness in each. See Appendix I for more information) |
|---------------------|---|
| A | No Reading per IEP team |
| B | No Reading & Writing per IEP team |
| C | No Reading, Writing & Listening per IEP team |
| D | No Reading, Writing & Speaking per IEP team |
| F | No Reading & Listening per IEP team |
| G | No Reading, Listening & Speaking per IEP team |
| H | No Reading & Speaking per IEP team |
| J | No Writing per IEP team |
| K | No Writing & Listening per IEP team |
| L | No Writing, Listening & Speaking per IEP team |
| M | No Writing & Speaking per IEP team |
| N | No Listening per IEP team |
| P | No Listening & Speaking per IEP team |
| Q | No Speaking per IEP team |

Accommodation Codes

The statewide assessment accessibility supports (formerly the Accommodations Tables) are available to all students – although the decision to apply them must be based on an evaluation of individual student need. There are accessibility supports tables for the ELA and Mathematics assessments, Science and Social Sciences assessments, ORExt, Kindergarten assessment, and ELPA Summative. These tables explain and regulate the allowable supports for all students during the administration of assessments.

Student test records include accommodation code fields with a drop-down menu to allow districts to identify up to six specific accommodations for any student from a list of unique 4-digit codes. Districts may select these codes for each test opportunity in addition to setting the flag indicating whether any accommodations were used. The list of codes is included in the Oregon Accessibility Manual, available on the Assessment Administration page.

2018-2019 Test Administration Manual – Appendix D

APPENDIX D: ASSURANCE OF TEST SECURITY FORMS

Test Administrator Assurance of Test Security

I have read and understand Sections 1 – 4 and Appendix A of the 2018-19 Test Administration Manual, as well as all sections pertaining to each assessment I will administer (checked below). I have received Test Administration and Security Training for the current school year.

MODES OF ADMINISTRATION: ☐ ONLINE ☐ BRAILLE INTERFACE ☐ EXTENDED

SUBJECTS: ☐ MATHEMATICS ☐ ELA ☐ SCIENCE ☐ SOCIAL SCIENCES ☐ ELPA SUMMATIVE ☐ ELPA SCREENER

I will make every attempt to ensure that all students participate in testing. In accordance with the Test Administration Manual, I will use appropriate administration codes to ensure that students' scores reflect actual test administration procedures. I will not make copies of the test items or otherwise retain them. I will immediately return or report any Oregon test items or test booklets from previous years to my School Test Coordinator.

I will administer all statewide assessments within my responsibility following the procedures in the Test Administration Manual, including but not limited to:

- Handling and administering the Oregon Statewide Assessments in a secure manner.
- Consistently using the Oregon Accessibility Manual to understand allowable administration in response to student requests or when the student's IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well I believe they are performing.
- Accessing student paper test materials only on the day of testing when tests are being administered to students or while processing and accounting for paper materials before returning them to the School Test Coordinator on the day of testing.
- Not reviewing test items, even if a student believes they are flawed.
- **I will notify the School Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

Name (print): _____

Signature: _____

School: _____

E-mail Address: _____

Training Received on (date): _____

Keep on file at the district office for one year

Disciplinary action by TSPC may result from violations of test security.

2018-2019 Test Administration Manual – Appendix D

Non-Test Administrator Assurance of Test Security

Oregon Statewide Assessment test items, possible answers, and individual student information are confidential and secure documents. The integrity, validity, and confidentiality of test items, possible answers, and individual student information must be protected. Failure to maintain security severely jeopardizes district and state accountability requirements and the accuracy of student data. To ensure test security and confidentiality, district staff and volunteers who may observe or have access to secure test materials or student information must sign this statement of non-disclosure and assurance of test security before commencing any work exposing them to an Oregon Statewide Assessment.

Untrained district staff and volunteers must never be alone in a room with students during state testing. Only test administrators (teachers, classified staff, or volunteers who have received training) may supervise student testing. Untrained district staff must not agree to supervise student testing even for brief periods. Untrained district staff or untrained volunteers must not interact directly with students during state testing other than to determine the cause of a technology problem for the purpose of ensuring access to ELA, Mathematics, Science, Social Sciences, or ELPA Summative or Screener.

Specifically, district staff and volunteers agree to the following:

- No student's Secure Student Identification Number (SSID) will be used to log in to the online testing system by anyone except that student.
- The Secure Browser will be used solely for the administration of Oregon's online assessments. Any other access to Oregon's online assessments will constitute a breach of test security.
- No digital, electronic, or manual device will be used to record or communicate either item or student information.
- No behavior that could assist with student testing or distract students in a testing environment will occur. This includes discussing test items among students or staff, giving students verbal or non-verbal cues, offering an opinion on how students may have performed on a particular item or on a test as a whole.
- To the extent possible, avoid viewing any test items in the course of work.
- Uphold the security of SSIDs and all other confidential personally identifiable student data and recognize that SSIDs must not be associated with an individual student's name in an unsecured environment.
- SSID or test information cannot be associated with a student's name or other personally identifiable information unless transmission is secure (e-mail and fax are not secure).
- Do not review test items, even if a student believes they are flawed.
- **I will notify the School Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

By signing this statement I agree that I will not disclose the test items, possible student answers, or any individual student information to anyone other than those authorized in writing by the Oregon Department of Education (ODE). I also certify that all confidential materials entrusted to me by ODE or its contractors will be kept in a secure environment at all times.

Name (print): _____

Signature: _____

School: _____

E-mail Address: _____

Keep on file at the district office for one year

Disciplinary action by TSPC may result from violations of test security.

2018-2019 Test Administration Manual – Appendix D

Kindergarten Assessment Assurance

To ensure the validity and confidentiality of student responses to the Kindergarten Assessment, district staff and volunteers who may administer the Kindergarten Assessment or have access to confidential Kindergarten Assessment student responses must sign this statement of non-disclosure and assurance of test security before commencing any work administering or handling confidential student responses from the Kindergarten Assessment.

Untrained district staff and volunteers must never be alone in a room with students during administration of the Kindergarten Assessment. Only test administrators (teachers, classified staff, or volunteers who have received training) may supervise student testing. Untrained district staff must not agree to supervise student testing even for brief periods. Untrained district staff or untrained volunteers must not interact directly with students during administration of the Kindergarten Assessment.

☐ **I will be administering the Kindergarten Assessment and certify that:**

- I have read and understand Sections 1 – 4, 10, and Appendix A of the 2018-19 Test Administration Manual. I have received Test Administration Training for the current school year.
- I will make every attempt to ensure that all students participate in testing. In accordance with the Test Administration Manual, I will use appropriate administration codes to ensure that students' scores reflect actual test administration procedures.
- I will administer the Kindergarten Assessment within my responsibility following the procedures in Section 10 of the Test Administration Manual.
- I will not engage in any behavior that could assist or distract students. This includes discussing test items, giving students verbal or non-verbal cues, offering an opinion on how students may have performed on a particular item or on the assessment as a whole.
- I will consistently use the Oregon Accessibility Manual to understand allowable accessibility supports in response to student requests or when the student's IEP/504 indicates an alteration in how a test is being administered.

☐ **I will be handling confidential Kindergarten Assessment student responses and certify that:**

- I will uphold the security of SSIDs and all other confidential personally identifiable student data and recognize that SSIDs must not be associated with an individual student's name in an unsecured environment.
- I will not transmit SSID or test information that is associated with a student's name or other personally identifiable information only via secure transmission (e-mail and fax are not secure).

I will notify the School Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.

Name (print): _____

Signature: _____

School: _____

E-mail Address: _____

Training Received on (date): _____

Keep on file at the district office for one year

Disciplinary action by TSPC may result from violations of test security.

2018-2019 Test Administration Manual – Appendix D

School Test Coordinator Assurance of Test Security

I have read and understand the 2018-19 Test Administration Manual and have received Test Administration and Security training for the current school year.

I will make every attempt to ensure that all students participate in testing. In accordance with the Test Administration Manual, I will use appropriate administration codes to ensure that students' scores reflect actual test administration procedures. I will not make copies of the test items or otherwise retain them. I will immediately return or report any Oregon test items or test booklets from previous years to my District Test Coordinator.

I will instruct staff on test administration procedures, and security according to the Test Administration Manual, including but not limited to:

- Handling and administering the Oregon Statewide Assessments in a secure manner.
- Consistently using the Oregon Accessibility Manual to understand allowable administration in response to student requests or when the student's IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well they are performing.
- Accessing printed student test materials only on the day of testing when tests are being administered to students or during processing.
- Not reviewing test items, even if a student believes they are flawed.
- **I will notify the District Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

Name (print): _____

Signature: _____

School: _____

E-mail Address: _____

Training Received on (date): _____

Keep on file at the district office for one year

Disciplinary action by TSPC may result from violations of test security.

2018-2019 Test Administration Manual – Appendix D

District Test Coordinator / District Level User Assurance of Test Security

I have read and understand the 2018-19 Test Administration Manual and have received Test Administration and Security Training for the current school year.

I will instruct all School Test Coordinators in my district on procedures for Test Administration and Security Training. The printed test materials will be kept in a secure storage area. Only those staff members having a direct role in distributing, coordinating, or administering tests will have access to any secure test material.

I will make every attempt to ensure that all students in the district participate in testing. In accordance with the Test Administration Manual, I will ensure that appropriate administration codes are used so that students' scores reflect actual test administration procedures.

I will instruct School Test Coordinators on procedures, and security according to the Test Administration Manual, including but not limited to:

- Handling and administering the Oregon Statewide Assessments in a secure manner.
- Consistently using the Oregon Accessibility Manual to understand allowable administration in response to student requests or when the student's IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well they are performing.
- Restricting access to printed student test materials by TAs to the day of testing when tests are being administered to students or during processing.
- Not reviewing test items, even if a student believes they are flawed.
- **I will investigate and notify ode.testsecurity@state.or.us (503-947-5905) immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

All test materials given to me by the School Test Coordinator or the Oregon Department of Education will be accounted for and returned.

Name (print): _____

Signature: _____

E-mail Address: _____

School: _____

Training Received on date: _____

Keep on file at the district office for one year

Disciplinary action by TSPC may result from violations of test security.

APPENDIX E: OAR 581-022-2100 ADMINISTRATION OF STATE ASSESSMENTS

(1) Definitions. As used in this rule:

(a) “Accommodations” means changes in procedures or materials that increase equitable access during assessment and generate valid assessment results for students for whom there is documentation of need on an Individualized Education Program (IEP) or 504 (Plan); they allow these students to show what they know and can do. .

(b) “Designated supports” means access features of the assessment available for use by any student for whom the need has been indicated by an educator or team of educators.

(c) “District test coordinator” (DTC) means district personnel who ensure secure administration of Oregon Statewide Assessments as defined by Oregon Revised Statute, Administrative Rules, and the Test Administration Manual, including but not limited to supervising the work of the school test coordinators and test administrators.

(d) “Force majeure” means an extraordinary circumstance (e.g., power outage or network disturbance lasting at least one full school day) or act of nature (e.g., flooding, earthquake, volcano eruption) which directly prevents a school district from making reasonable attempts to adhere to the Test Schedule.

(e) “Impropriety” means the administration of an Oregon Statewide Assessment in a manner not in compliance with the Test Administration Manual, Oregon Revised Statute, or this rule.

(f) “Invalidation” means the act of omitting test results and student responses from the testing, reporting, and accountability systems for a given testing event for which the student may not retest.

(g) “Irregularity” means an unusual circumstance that impacts a group of students who are testing and may potentially affect student performance on the assessment or interpretation of the students’ scores. A force majeure is an example of a severe irregularity.

(h) “Modification” means practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment.

(i) “Universal Tools” means access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.

(j) “Oregon Statewide Assessments” means:

(A) The Oregon Assessment of Knowledge and Skills (OAKS) in:

(i) Science;

(ii) Social Sciences;

(B) The Smarter Balanced Assessments (Smarter) in:

(i) Mathematics

(ii) English Language Arts (ELA)

(C) The English Language Proficiency Assessment (ELPA21); and

(D) The Extended Assessment in:

(i) English Language Arts;

(ii) Mathematics;

(E) The Kindergarten Assessment

(k) “Reset” means the removal of student responses from the web-based testing application for a given testing event for which the student may retest.

(l) “School building” means facilities owned, leased, or rented by a school district, educational service district, public charter school, private school, or private alternative program.

(m) “School district” means:

(A) A school district as defined in ORS 332.002;

(B) The Oregon School for the Deaf;

(C) The Juvenile Detention Education Program as defined in ORS 326.695;

(D) The Youth Corrections Education Program as defined in ORS 326.695;

(E) The Long Term Care Program as defined in ORS 343.961; and

(F) The Hospital Education Programs as defined in ORS 343.261.

2018-2019 Test Administration Manual – Appendix E

- (n) “School test coordinator” (STC) means school personnel who provide comprehensive training to test administrators and monitor the testing process.
- (o) “Test Administration Manual” means a manual published annually by ODE that includes descriptions of the specific policies and procedures that school districts are required to follow when administering any component of the Oregon Statewide Assessments. References to the Test Administration Manual refer to the edition in effect at the time of test administration and include appendices and any addenda published in accordance with ODE’s revision policy.
- (p) “Test administrator” (TA) means an individual trained to administer the Oregon Statewide Assessments in accordance with the Test Administration Manual.
- (q) “Test Schedule” means the Test Schedule and Required Ship Dates published annually by ODE that includes the windows in which school districts must offer their students the Oregon Statewide Assessments and the deadline by which DTCs must ship or postmark test materials.
- (2) (a) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all students enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district.
- (b) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all resident students enrolled in a private alternative education program, regardless of whether the private alternative education program is located within the boundaries of the school district.
- (c) The Oregon School for the Deaf must enforce the assessment policies described in this rule for all students enrolled in that school.
- (d) The Juvenile Detention Education Program and the Youth Corrections Education Program must enforce the assessment policies described in this rule for all students enrolled in that program.
- (e) The Long Term Care Program and the Hospital Education Programs must enforce the assessment policies described in this rule for all students enrolled in that program.
- (f) School districts may delegate responsibility for enforcing the assessment policies described in this rule to another school district or education service district under the conditions specified in the Test Administration Manual.
- (3) School districts must administer Oregon Statewide Assessments in accordance with the Test Administration Manual and Test Schedule published by ODE. The results of these assessments are used to satisfy the requirements specified in OAR 581-022-2270 and 581-022-2250 and as a method to evaluate compliance with OAR 581-022-2030.
- (4) School districts must ensure that students are administered the proper Oregon Statewide Assessment and that the testing environment satisfies the following testing conditions:
- (a) School districts must ensure that Oregon Statewide Assessments are administered by a trained TA who has signed an Assurance of Test Security form for the current school year on file in the district office;
- (b) School districts must administer Oregon Statewide Assessments in a school building or in an environment that otherwise complies with the Test Administration Manual;
- (c) School districts must apply the following criteria in deciding whether to provide a student with an accommodation during administration of an Oregon Statewide Assessment:
- (A) School districts must decide whether to provide accommodations during an assessment on an individual student basis and separately for each content area to be assessed; and
- (B) For students with an Individualized Education Plan (IEP) or 504 Plan, school districts must implement the assessment decision made by a student’s IEP or 504 team and documented in the IEP or 504 Plan;
- (d) School districts may only administer modifications to students with an IEP or 504 Plan and only in accordance with the assessment decision made by the student’s IEP or 504 team and documented in the IEP or 504 Plan. Before administering an assessment using a modification, a student’s IEP or 504 team must inform the student’s parent that the use of a modification on an assessment will result in an invalid assessment;

2018-2019 Test Administration Manual – Appendix E

(e) School districts must provide only those subject-specific accommodations, designated supports, and universal tools listed in the Oregon Accessibility Manual and must provide these supports in a manner consistent with the policies contained in the Test Administration Manual and Oregon Accessibility Manual;

(f) School districts must ensure that students do not access electronic communication devices such as cellular phones or personal digital assistants (PDAs) during an assessment; and

(g) School districts must follow all additional testing conditions specified in the Test Administration Manual.

(5) Failure by a school district to comply with Section (4) of this rule constitutes an impropriety as defined in Section 1(e) of this rule. DTCs must report all potential improprieties or irregularities to ODE within one business day of learning of the potential impropriety or irregularity in accordance with the reporting procedures contained in the Test Administration Manual.

(6) The ODE may invalidate assessment results and student responses for assessments administered under conditions not meeting the assessment administration requirements specified in Sections 3 and 4 of this rule. In rare instances, ODE may reset a student assessment at the request of the school district if ODE determines that a reset would not compromise the security or validity of the assessment.

(7) ODE counts assessments that meet the following conditions as non-participants in ODE calculations of participation and does not include such assessments in ODE calculations of performance:

(a) Assessments administered using modifications as defined in Section 1(h) of this rule;

(b) Invalidated assessments;

(c) Assessments administered outside the testing window specified in the Test Schedule; or

(d) Assessments not submitted by the data entry deadline after the dates identified in the Test Schedule.

(8) ODE only allows extensions to the testing window or shipping deadlines identified in the Test Schedule in cases where a force majeure occurs within three days of the close of the testing window or shipping deadline and prevents a school district from meeting the deadline. Upon receiving a force majeure extension request from the school district, ODE may permit a one-day extension of the testing window or shipping deadline for each day of the force majeure, for up to five days. The force majeure extension begins on the first school day after normal operations resume and ends no later than the last school day in the month in which the testing window closes.

(9) School districts may only assess students using the Extended Assessment instead of OAKS or Smarter if the student has an IEP Plan and the student's Plan indicates separately for each content area to be assessed that the student requires the Extended Assessment.

(10) School districts must administer ELPA annually to all students determined by the school district to be eligible for English language development (ELD) services under Title III of the Elementary and Secondary Education Act (ESEA), regardless of whether an eligible student actually receives ELD services.

(11) Administration of the Kindergarten Assessment is governed by OAR 581-022-2130.

Stat. Auth.: ORS 326.051 and 329.075

Stats. Implemented: ORS 329.075 and 329.485

Hist.: 1EB 2-1985, f. 1-4-85, ef. 1-7-85; EB 14-1990(Temp), f. & cert. ef. 3-5-90; ODE 6-2002(Temp), f. & cert. ef. 2-15-02 thru 6-30-02; ODE 16-2002, f. & cert. ef. 6-10-02

Appendix 1.4A.1

ENGLISH LEARNERS

PROGRAM GUIDE

Oregon Department of Education

Revised September 2015

This is a living document and subject to frequent updates. We recommend reviewing the document online rather than printing a hard copy.

It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone 503-947-5740; or fax 503-378-4772.

Table of Contents

| | |
|---|----|
| Introduction..... | 1 |
| Oregon State English Learner Program Goals..... | 1 |
| Common Vocabulary and Frequently Used Terminology | 2 |
| Acronyms..... | 7 |
| Title III Program Administration Procedures and Requirements..... | 11 |
| Purpose | 11 |
| Local Educational Agency (LEA) Responsibilities | 12 |
| EL Plan (Local Service Plan, Local Plan, Lau Plan) | 12 |
| How to Develop an EL Plan | 13 |
| Types of Program Service Models | 14 |
| Program Requirements..... | 16 |
| Identifying a Student as an EL | 16 |
| Home Language Survey | 16 |
| Teacher Referral..... | 17 |
| Notifications to Parents/Option to Waive Services | 18 |
| Program Exit Criteria (Reclassification)..... | 18 |
| Executive Numbered Memo: Reclassification and Retention for English Learners | 18 |
| Monitored Students..... | 21 |
| Allocation of Federal Title III Funds..... | 21 |
| Steps to Title III Allocations..... | 21 |
| Sub-Grantee Allocations | 22 |
| Carryover Budget Narratives..... | 22 |
| Consortia Allocations | 22 |
| Immigrant Sub-grant Allocation | 23 |
| Indirect/Administrative Rate | 23 |
| Supplement, Not Supplant | 23 |
| Monitoring..... | 24 |
| Data Collection and Analysis | 24 |
| State Data Collections | 26 |
| Data Collection Requirements | 27 |
| Equal Access..... | 27 |
| Private School Participation..... | 29 |
| Private Schools and Title III Consortium Members..... | 30 |
| Parent Notification Requirements | 30 |
| English Language Proficiency Standards..... | 31 |
| Assessment and Measurement of English Learners | 31 |
| English Language Proficiency Assessment for the 21 st Century (ELPA21) | 31 |
| State Content Assessments..... | 32 |
| Annual Measureable Achievement Objectives (AMAO) | 32 |

| | |
|---|----|
| Improvement Plans | 32 |
| Forms and Correspondence | 34 |
| Home Language Survey (HLS) | 34 |
| Required K-12 Parent Notices | 34 |
| English Learner Students with Disabilities | 35 |
| Special Education | 36 |
| Additional Resources | 39 |
| 504 Accommodation Plans | 40 |
| Talented and Gifted Identification..... | 41 |
| Charter Schools | 43 |
| Alternative Schools and Programs..... | 45 |
| Alternative Schools | 45 |
| JDEP, YCEP, LCTC..... | 46 |
| Oregon Diploma Requirements | 47 |
| Essential Skills..... | 47 |
| Additional Resources..... | 48 |
| Office of Civil Rights..... | 48 |
| Title III Web Page | 48 |
| Title III Contact List | 48 |
| Statutes, Rules, and Memorandums: Services for English Learners | 48 |
| Federal Law | 48 |
| Legal References | 53 |
| Overview of the Agency | 53 |
| Oregon State Laws | 54 |
| Case Law and Related Statutes..... | 56 |
| State Archiving (Retention) Requirements | 57 |
| Oregon Administration Rules and Oregon Revised Statutes..... | 58 |
| Numbered Memoranda Pertaining to English Learners..... | 60 |

INTRODUCTION

This guide is designed as a reference for district and school personnel working with English learners (ELs). The content of the guide represents a compilation of information, examples, and resources for your use. If you find an error, or feel this guide needs to be updated to reflect new or additional information, please email Leslie Casebeer at leslie.casebeer@state.or.us. Please be sure to include appropriate documentation to support your submitted recommendation, as careful review of the document will take place prior to any changes being made.

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"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

Lau v. Nichols (1974)

OREGON STATE ENGLISH LEARNER PROGRAM GOALS

English learner programs are expected:

- To assist students in accessing core subject courses in their path toward graduation from high school and access to post-secondary educational opportunities.
- To provide resources and assistance to school districts in providing effective instructional programs for ELs while meeting required Federal and State regulations.
- To assist school districts in creating, implementing, and improving English language development programs that provide academically rigorous and equitable learning opportunities leading to Career and College Readiness.
- To promote culturally relevant and responsive curricula and pedagogies embracing the unique identities of those gaining proficiency in an additional languages.
- To provide and ensure access to an equitable education for ELs.

COMMON VOCABULARY AND FREQUENTLY USED TERMINOLOGY

BICS: Basic interpersonal communication skills: The language ability required for verbal face-to-face communication.

CALP: Cognitive academic language proficiency: The language ability required for academic achievement.

[Castañeda v. Pickard](#): On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELs: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome. [648 F.2d 989 (5th Cir., 1981)]

Content-based English as a Second Language: This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English is used as the medium of instruction.

Dual Language Program: Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom usually comprised of half native English speakers and half native speakers of the other language.

Educational Assistant: Educational assistants who work under the supervision of an appropriately licensed teacher may provide instructional support pursuant to OAR 581-038-0005-0025.

English Learner (EL): A national-origin-minority student who is limited-English-proficient. This term is often preferred to limited-English-proficient (LEP) as it highlights accomplishments rather than deficits. ELs are defined as limited English proficient (LEP), and when used with respect to an individual, means an individual who:

- is aged 3 through 21;
- is enrolled or preparing to enroll in an elementary school or secondary school;
- was not born in the United States or whose native language is a language other than English;
- is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - who is migratory, whose native language is a language other than English, and
 - who comes from an environment where a language other than English is dominant; and
 - whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's

proficient level of achievement on State assessments described in section 1111(b)(3); the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society

English Language Learner (ELL): Another name for English learner.

English Language Proficiency Assessment for the 21st Century (ELPA21): Oregon's annual summative assessment for all students who have been identified as English learners. This annual assessment is required whether the student received EL services or not. ELs participate in this assessment each year until they are officially exited from the program by their districts. This assessment replaces the Oregon English Language Proficiency Assessment (ELPA) beginning in 2015-16.

English as a Second Language (ESL): As its name implies, the ESL approach focuses on instruction in English as the primary means to help ELs acquire the language and ultimately meet high academic standards. Students learn and are taught in English exclusively or primarily—certain instructional materials or instructional techniques may make use of basic L1 (first language) vocabulary, but only as a means to support the students' use of English. Models that follow the ESL approach may include both language instruction, wherein English language is the instructional content itself, or content-based instruction, in which academic content is the object of instruction, but delivered in such a way as to also support ELs' acquisition of English.

ELSWD (English Learner Students with Disabilities): An EL who also has a disability. These students have an Individual Education Plan (IEP).

[Equal Education Opportunities Act of 1974:](#) This civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 U.S.C. §1203(f)]

FEP: Fluent (or fully) English proficient.

Immigrant Children (Recent Arrivers) and Youth are defined in [section 3301 of ESEA-Title III:](#)

- (a) Are aged 3 through 21
- (b) Were not born in any State, and
- (c) Have not been attending one or more schools in any one or more States for more than three full academic years.

A required sub-grant is issued on an annual basis to qualifying school districts based on a formula measuring high rates of growth in immigrant youth.

Informed Parental Consent: The permission of a parent to enroll their child in an EL program; or, the refusal to allow their child to enroll in such a program after the parent is provided effective notice of the educational options and the district's educational recommendation.

Instructional Assistant: See Educational Assistant

JDEP: Juvenile Detention Education Program.

LTCT: Long-Term Care and Treatment Education Programs.

Language Dominance: Refers to the measurement of the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages.

Language Instruction Educational Program (LIEP): An instruction course:

- (a) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic content and student academic achievement standards, as required by section 1111(b)(1); and
- (b) that may make instructional use of both English and a child's L1 to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language (L2).

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics, and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

Lau Plan: Another name for Local Plan, ELL Plan or EL Plan.

Lau v. Nichols: A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

LEP: Limited-English-proficient, Federal term used in ESEA.. (See [ELL](#) or EL).

Local Plan, From Federal [Title III Statutes: SEC. 3116. Local Plans](#): Each eligible entity desiring a subgrant from the State educational agency (SEA) under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the SEA may require. The Office for Civil Rights uses the phrase "EL Plan".

Local Service Plan: This phrase is sometimes used in place of "Local Plan".

Maintenance Bilingual Education (MBE): MBE, also referred to as late-exit bilingual education, is a program that uses two languages, the student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills, and develops and expands the English language skills of each student to

enable him or her to achieve proficiency in both languages, while providing access to the content areas.

MOU: Memorandum of Understanding.

The May 25 Memorandum: To clarify a school district's responsibilities with respect to national-origin-minority children, the U.S. Department of Health, Education, and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "where inability to speak and understand the English language excludes national-origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."

NEP: Non-English-proficient.

Newcomer Program: Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

Reclassification: When a student obtains academic English proficiency, the student is exited from ELD services. The federal term for this process is reclassification; Oregon typically refers to this process as exiting. See [Numbered Memorandum 007-2013-14](#) for specific guidance.

Sheltered English Instruction: An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

Specific courses: As used in ORS 336.079 mean educational units consisting of a series of instructional periods that explicitly teach speaking, reading, and writing English in a manner enabling ELs to benefit from regular classroom instruction in English. Since these courses apply to students who are "unable to benefit from classes taught in English", these classes are not the same as general education content classes (reading, writing, speaking) taught in English.

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

Title VII of the Elementary and Secondary Education Act (ESEA): The Bilingual Education Act, Title VII of the ESEA, recognizes the unique educational disadvantages faced by non-English speaking students. Enacted in 1968, the Bilingual Education Act established a federal policy to assist educational agencies to serve students with limited-English-proficiency by authorizing funding to support those efforts. In addition to providing funds to support services to LEP students, Title VII also supports professional development and

research activities. Reauthorized in 1994 as part of the Improving America's Schools Act, Title VII was restructured to provide for an increased state role and give priority to applicants seeking to develop bilingual proficiency. The Improving America's Schools Act also modified eligibility requirements for services under Title I so that LEP students are eligible for services under that program on the same basis as other students.

Transitional Bilingual Education (TBE) Program: The primary goal of a Transitional Bilingual Program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. This program, also known as Early-Exit Bilingual Education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. Typically, transition to all English occurs by mid- to late elementary school. These programs are designed for ELs.

Tutor: In the context of [OAR 581-023-0100](#), the definition of tutors are educational assistants providing tutoring services who meet the requirements of [OAR 581-037-0005](#) to 0025. According to [ORS 342.120](#), educational assistant means a classified school employee who does not require a license to teach, who is employed by a school, district, or education service district, and whose assignment consists of and is limited to assisting a licensed teacher in accordance with rules established by the Oregon State Board of Education.

YDEP: Youth Detention Education Program.

Acronyms

| Acronym | What it stands for: | What it means: |
|---------|---|---|
| AMAO | Annual Measurement Achievement Objectives | The accountability measures for ELs. An annual report providing information on the progress ELs are learning and acquiring academic English proficiency. |
| AMO | Annual Measureable Objectives | Formerly known as AYP |
| AYP | Adequate Yearly Progress | Used prior to Oregon's ESEA waiver |
| CM | Constructing Meaning | Sheltered English instruction methodology - created by Susanna Duto. |
| DB | Developmental Bilingual | Like Two-Way Immersion programs, these programs share the goals of bilingualism and biliteracy, and thus typically last through elementary school or longer (preferably through high school). Also, referred to Dual Language Immersion, Maintenance Bilingual or Late-Exit Bilingual Education programs, these are programs that use two languages, the EL student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas. These programs are designed for and typically enroll only ELs |
| DSA | District Security Administrators | DSAs can delegate their duties to <i>District Test and Security Administrators</i> . The only difference between DSAs and DTSA is that DTSA cannot create any other DTSA users. A district can only have one DSA. However, DSAs can create one or more DTSA for each district. |
| DTSA | District Test and Security Administrators | <i>District Test and Security Administrators</i> are responsible for creating STC, TA users within their district. DTSA can set student test restrictions and access reports within their district. |
| EL | English Learner | An identified student who qualifies for additional support in school in acquiring academic English proficiency. |
| ELD | English Language Development | The instruction provided to ELs to assist the students in acquiring academic English proficiency. |
| ELL | English Language Learner | Another term for English Learner. |

| | | |
|--------|--|--|
| ELP | English Language Proficiency | Typically used to describe the standards for English language acquisition. |
| ELPA | English Language Proficiency Assessment | Oregon's former English language proficiency assessment used from 2006-07 through 2014-15 school years. |
| ELPA21 | English Language Proficiency Assessment for the 21 st Century | An improved language proficiency assessment in development by Oregon and 12 other states. This assessment is scheduled to be used beginning with the 2015-16 school year. |
| ELSWD | English Learner Students with Disabilities | An EL who also has a disability. These students have an Individual Education Plan (IEP). |
| ESEA | Elementary and Secondary Education Act | Federal Education Law |
| ELD | English Language Development | A program of techniques, methodology, and special curriculum designed to teach LEP students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ELD instruction is in English with little or no use of native language. |
| GLAD | Guided Language Acquisition Design (Project GLAD) | Sheltered English instruction methodology. |
| IPT | IDEA Language Proficiency Tests | IPT is one of four state-approved assessments available in Oregon for the identification of ELs. Others referenced in this table include LAS, Stanford, and W-M (see references contained on this table). |
| LAS | Language Assessment Scales | LAS is one of four state-approved assessments available in Oregon for the identification of ELs. Others include IPT, Stanford, and W-M (see references contained on this table). |
| LEA | Local Education Agency, Or Local Educational Agency | |
| LEP | Limited English Proficient | The federal term for ELs. |
| LIEP | Language Instruction Educational Program | An Instructional Program: (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic content and student academic achievement standards, as required by section 1111(b)(1); and (B) that may make instructional use of both English and a child's L1 to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed |

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| | | to enable all participating children to become proficient in English and a second language (L2). |
| PHLOTE | Primary Home Language Other Than English | |
| SDAIE | Specially-Designed Academic Instruction in English | This approach consists of strategies teachers can use to make content concepts understandable to ELs, while simultaneously promoting their English language development. More specifically, sheltered instruction refers to a model of how teachers use strategies, such as visual aids, modeling, graphic organizers, vocabulary previews, adapted texts, interactional structures, and students' prior knowledge, in a systematic way to enable students to acquire content in their new language. |
| SEA | State Education Agency, or State Educational Agency | |
| SI | Sheltered Instruction | An instructional approach used to make academic instruction in English understandable to LEP students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Some examples of sheltered instructional model may include SIOP, GLAD, SDAIE, Constructing Meaning. |
| SIOP | Sheltered Instruction Observation Protocol | Sheltered English instruction methodology. |
| SPED | Special Education | The Individuals with Disabilities Education Act, as amended in 2004 (IDEA 2004-PL 108-446), is a federal law governing special education services and federal funding for eligible infants, toddlers, children, and youth with disabilities across the country. Children and youth (ages 3-21) receive special education and related services under IDEA, Part B. Infants and toddlers with disabilities (ages birth-2) and their families receive early intervention services under IDEA Part C. In Oregon, IDEA funds helped support the education of almost 83,000 children with disabilities in the past year. For more information about IDEA see the U.S. Department of Education website at http://idea.ed.gov . |
| Stanford | Stanford ELP | Stanford is one of four state-approved identification assessments available in Oregon for the identification of ELs. Others referenced in this table include IPT, LAS and W-M (see references contained on this table). The Stanford ELP evaluates the listening, reading, |

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| | | comprehension, writing, and speaking skills of ELs in Pre K–12. This assessment is developed by Pearson Assessments, see link below. http://education.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8429-206 |
| STC | Secure Test Coordinator | A person responsible for ensure test security. |
| TA | Test administrator | A person who administers the state assessments to students. |
| TAG | Talented and Gifted | <p>“Talented and Gifted children” means those children who require educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society, and who demonstrate outstanding ability or potential in one or more of the following areas:</p> <ul style="list-style-type: none"> (a) General intellectual ability as commonly measured by measures of intelligence and aptitude. (b) Unusual academic ability in one or more academic areas. (c) Creative ability in using original or nontraditional methods in thinking and producing. (d) Leadership ability in motivating the performance of others either in educational or non-educational settings. (e) Ability in the visual or performing arts, such as dance, music, or art. |
| TB | Transitional Bilingual | The primary goal of a Transitional Bilingual program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. This program, also known as Early-Exit Bilingual Education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. Typically, transition to all English occurs by mid- to late elementary school. These programs are designed for ELs. |
| TIDE | Test Information Distribution Engine | A system for State assessment. |

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| TWI | Two-Way Immersion | Also referred to as Dual Language Immersion, this is a program in which the language goals are full bilingualism and biliteracy in English and a partner language. Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, and the program lasts at least through elementary school (and many programs continue through high school). These programs use an immersion approach (maximizing the teacher's use of the target language during the target language's instructional time) and enroll both native English speakers and native speakers of the partner language, with neither group making up more than two-thirds of the student population. Because of this student composition, these programs also emphasize cross-cultural awareness as a key goal of the program. If your program enrolls primarily ELs, it should be coded as a Developmental Bilingual program |
| W-M | Woodcock-Muñoz | One of four assessments available for districts to determine if a student is an EL. Others are LAS, Stanford, and IPT (see prior acronym descriptions). |

TITLE III PROGRAM ADMINISTRATION PROCEDURES AND REQUIREMENTS

Purpose

To help ensure LEP children (federal term used when citing federal law), including immigrant children and youth, attain ELP and meet the same standards that all children are expected to meet ([section 3102, ESEA](#)).

One of the key goals of Title III of the ESEA is to ensure LEP students attain ELP, attain high levels of academic achievement in English, and meet the same challenging State academic content and student academic achievement standards all children are expected to meet. To achieve this goal, Title III grants provide States and their sub-grantees with funds to implement language instruction educational programs to help LEP students acquire English and achieve high levels in the core academic subjects. Title III sub-grantees are required to use Title III funds to support:

- high-quality professional development designed to improve services to LEP students, and
- high-quality language instruction educational programs that are designed to increase the English proficiency and academic achievement of LEP students.

Title III does not require sub-grantees to use a specific or particular curriculum or approach to language instruction, except the language instruction must be, as required in section

3113(b)(6) of the ESEA, tied to scientifically-based research on teaching LEP students and demonstrated to be effective.

Title III, like ORS 336.079, requires instructional ‘*courses*’, or educational units consisting of a series of instruction periods dealing with a particular subject. The difference between ORS 336.079 and Title III is that courses under ORS 336.079 are designed specifically to teach English proficiency, whereas courses under Title III must, in addition to teaching English proficiency, simultaneously ensure that ELs meet state academic content and student achievement standards.

Also, Title III requires that student progress is rigorously assessed, students meet annual measurable achievement objectives, and states hold districts accountable for meeting those objectives. Title III, §3122; § 3116(3).

Local Educational Agency (LEA) Responsibilities

- Provide high quality, research based, language instruction educational programs that are effective in increasing English proficiency and academic achievement of LEP students.
- Provide high quality, researched-based professional development to teachers, administrators, and other school/community-based organizations, of sufficient intensity and duration.
- Provide a biennial evaluation to the SEA.
- Provide outreach to parents of LEP children.

EL Plan (Local Service Plan, Local Plan, Lau Plan)

Districts submit updated EL Plans the spring of each odd numbered year for the next biennium. District plans are reviewed and feedback is provided back to districts. The [ODE Local Plan](#) web page includes documents to assist with EL Plan development.

To be effective, an EL Plan needs to be comprehensive. It must address each aspect of the district's program for all ELs, at all grade levels, and at all schools in the district. To ensure its ongoing value, it needs to be viewed by district staff as containing useful information. It should contain enough detail and specificity so each staff person can understand how the plan is to be implemented, and contain the procedural guidance and forms the staff needs to use to carry out his/her responsibilities under the plan. Districts have indicated to OCR they have found their EL Plans most useful when they contain sufficient detail to inform staff fully of each action step in the EL Plan.

Does your plan answer the following questions:

- Who is responsible for the step?
- When is the step expected to be completed?
- What standards and criteria are to be applied to the step?
- How will the district document implementation of the step?

<http://www2.ed.gov/about/offices/list/ocr/ell/plandev.html>

Many districts have found it is useful, when developing or revising an EL program, to establish a committee or work group that includes administrators, teachers (both EL program teachers and regular classroom teachers), educational assistants, school counselors, and other staff who work with the district's EL population. The district may also want to include parents, students, or community representatives who work with the same students in other settings. By working with a group that includes these stakeholders, the district can receive more comprehensive input from those whose support and efforts may be important to the success of the district's EL program. Inclusive approaches in program design and development tend to promote overall community awareness and support. In addition, these individuals will be valuable resources to draw upon during program evaluation and program improvement activities.

The questions in the EL Plan outline are organized around key components of a comprehensive plan:

- The district's educational theory and goals for its program of services;
- The district's methods for identifying and assessing the students to be included in the district's EL program;
- The specific components of the district's program of ELD and academic services for ELs;
- The specific staffing and other resources to be provided to ELs under the district's EL program;
- The district's method and procedures for transitioning and/or exiting students from its EL program, and for monitoring their success afterward; and
- The district's method for evaluating the effectiveness of its program for ELs (discussed in Part III of the ed.gov materials).

How to Develop an EL Plan (Local Plan, Lau Plan)

- Consult with stakeholders and form a work group that includes:
 - Parents, teachers, building administrators, community members as well as other people having interest in EL student success.
- Describe the EL program, addressing the eight requirements for an EL program as outlined by the USDOE OCR.
- Describe activities that will be implemented with the Title III funds.
- Describe how the EL program will ensure ELs develop English proficiency.
 - Describe how Title III funds will be used to meet AMAOs, and how schools will be held accountable for meeting AMAOs and annually assessing ELs with ACCESS for ELs.
- Describe how parental and community participation in the EL program will be promoted.
- Consult in a timely and meaningful manner with private schools within the district (if any) and document this collaboration with meeting agendas, etc.

TYPES OF PROGRAM SERVICE MODELS

Below is a chart of the program model codes used to describe the specific ELD program for each EL. These codes explain the types of programs provided to assist the student in acquiring the English language. These codes are used in the LEP data collection (see data collection section).

| English Language Development Programs | |
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| Program Model Code 1 (LEPPrgMdl TypCd1) Valid Values | Description |
| 21 | ELD Push-in ELD instruction is provided within the student's mainstream or content-area classroom. |
| 22 | ELD Pull-out ELs spend part of the day in a mainstream classroom, and are "pulled out" for a portion of the day to receive ELD instruction. This approach is more common in elementary school settings. |
| 23 | ELD Class Period ELs receive their ELD instruction during a regular class period and also receive course credit for the class. This approach is more common in middle schools and high schools. |
| 41 | Newcomer Program – ELD Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs). ELs receive their ELD in this program. |
| 51 | Not participating in a ELD program NOTE: Used only for students in: Category 3 – LEP Placement score excludes ELD program eligibility (3-H), or Category 4 – ELD Program eligible but declined services (4-N, 4-O, 4-P) |
| 60 | Monitored year 1 – Exited as proficient in the prior school year. Category 5-M |
| 61 | Monitored year 2 – Exited as proficient two school years prior. Category 5-M |
| 70 | Former EL – Exited as proficient more than 2 school years prior. Category 5-F |

Below are the program model codes used to describe the specific sheltered content programs for each EL. These codes are used for the LEP data collection. Districts are required to provide the program model(s) used annually in the budget narrative with complete explanation of the district's selected program models included in the district's local plan.

| Access to Core Content Program Models | |
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| LEPPrgMdl TypCd2) Program Model Code 2 Valid Values | Description |
| 12 | Two-Way Immersion Also referred to as Dual Language Immersion, this is a program in which the language goals are full bilingualism and biliteracy in English and a partner language. Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, and the program lasts at least through elementary school (and many programs continue through high school). These programs use an immersion approach (maximizing the teacher's use of the target language during the target language's instructional time) and enroll both native English speakers and native speakers of the partner language, with neither group making up more than two-thirds of the student population. Because of this student composition, these programs also emphasize cross-cultural awareness as a key goal of the program. If your program enrolls primarily ELs, it should be coded as a Developmental Bilingual program. |
| 13 | Transitional Bilingual (13) The primary goal of a Transitional Bilingual program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. This program, also known as Early-Exit Bilingual Education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. Typically, transition to all English occurs by mid- to late elementary school. These programs are designed for ELs. |
| 14 | Developmental Bilingual (14) Like Two-Way Immersion programs, these programs share the goals of bilingualism and biliteracy, and thus typically last through elementary school or longer (preferably through high school). Also referred to as Dual Language Immersion, Maintenance Bilingual or Late-Exit Bilingual Education programs, these are programs that use two languages, the EL student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas. These programs are designed for and typically enroll only ELs |
| 15 | Other Bilingual (15) This could include Heritage language preservation or other bilingual program models that are not easily classifiable into another program definition. You must have prior approval to use this code and will need to include a description of your program's goals, instructional approach, duration of the program, and target population when this code is used. |
| 30 | Sheltered Instruction Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one |

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| | of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs. |
| 31 | Newcomer Program – Core Content instruction Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., Bilingual, English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively. |
| 60 | Monitored year 1 – Exited as proficient in the prior school year. Category 5-M |
| 61 | Monitored year 2 – Exited as proficient two school years prior. Category 5-M |
| 70 | Former EL – Exited as proficient more than 2 school years prior. Category 5-F |
| 51 | Not participating in a program. NOTE: Used only for students in Category 3 – LEP Placement score excludes ELD program eligibility (3-H) or Category 4 – ELD Program eligible but declined services (4-N,4-O, 4-P) |

Other evidence-based, researched services models can be used as determined effective at district discretion; however, one of the codes in the charts above must be used in the LEP data collection.

PROGRAM REQUIREMENTS

Identifying a Student as an EL

There are two ways to identify potentially eligible students for ELD services: HLS and teacher referral. Both are described in this section, below.

Home Language Survey (HLS)

TransACT Communications, Inc. has created many compliance related forms, including those required for Title III. These forms, translated into several languages, are available through TransACT at: <http://www.transact.com/>

If a school chooses not to use the TransACT forms, the forms used by the school must contain the same elements as the TransACT form in order to comply with current Federal Regulations.

Districts must:

- Identify the Primary Home Language Other than English (PHLOE) of *all* students.
- Using Home Language Survey is the most commonly used instrument to identify students as potentially eligible for ELD services. Templates for HLS are available through TransACT at <http://www.transact.com/>.

- Ask questions that have to do solely with home languages of the individual students. If a parent (guardian) gives a single affirmative answer to whether:
 - the child learned to speak a language other than English first;
 - the child currently speaks a language other than English; or
 - a language other than English is spoken in the home;
 Then the child qualifies for initial program assessment. As such the child is classified as a primary home language other than English PHLOTE student.

Whereas such information is helpful, inquiring exclusively about home languages can be misleading. For instance, the child may have spent only his or her infancy in a foreign country, foreign-born grandparents may be living in the home, or perhaps members of the family are learning a foreign language together. Such situations may not have a negative impact on a child's ability to speak English and should not lead to have a child placed in a program for ELs.

For proper placement, the survey could include questions about the child's ability to speak English. The following questions would be reasonable in a primary home language survey:

- What language or languages are spoken in your child's home?
- What language or languages does your child speak?
- In what language does your child communicate with:
 - adults in the home?
 - with friends or peers?

Finally, the HLS is administered to ***all*** students once rather than annually.

Teacher Referral

Occasionally, the HLS may indicate a student is English speaking only and no referral is made for initial program placement assessment; however, occasionally, some students may need to be identified as potentially eligible for ELD services (e.g., Native American students). In these few cases, the student's classroom teacher may complete a referral form that highlights and provides evidence (classroom work, work samples scored with appropriate rubric) of the student's linguistic needs. School team reviews the referral and may make a determination to have the student assessed for initial placement. In these cases, a notation on HLS explaining the reason(s) the student is placed in the ELD program is good practice.

Based on the HLS, students are given an initial identification assessment. This language proficiency assessment must assess the student's academic English proficiency in all four language domains (reading, writing, speaking, and listening), and needs to be given by a trained administrator. The State has approved the following initial identification assessments:

- Woodcock-Muñoz
- IPT
- Stanford
- LAS

Districts are required to include their identification criteria in their EL Plan. These criteria should clarify which students are identified as ELs, and which students do not qualify based

on the identification assessment showing academic English proficiency. Once a student is identified as an EL, the district must notify parents within 30 days at the beginning of the school year and two (2) weeks after the school year has begun (forms are available through TransACT.com).

Notifications to Parents/Option to Waive Services

Parents can opt to not have their children enrolled in an EL program. This decision must be an independent decision of the parent/guardian. Districts are required to provide parents with student English proficiency level and describe what educational supports the student is eligible to receive. When a parent declines participation, the district retains a responsibility to ensure the student has an equal opportunity to have his or her English language and academic needs met. Districts can meet this obligation in a variety of ways (e.g., adequate training to classroom teachers on second language acquisition; monitoring the educational progress of the student). <http://www2.ed.gov/about/offices/list/ocr/qa-ell.html>

Students not served by district programs are required to participate in all state-required assessments, including ELPA21, and are counted in the district's progress towards meeting academic and graduation outcomes.

Students with a waiver for services are reported annually to the district's LEP Collection, and they are coded 4-N (waiver and participated in ELPA21) or 4-O (waiver and not enrolled during the ELPA21 testing window). The State uses these codes to review trend data for language minority students.

Program Exit Criteria (Reclassification)

The program exit criteria must assess whether a child understands English well enough to profit from classes conducted in English. Accordingly, the exit criteria must be the student's level of English language proficiency, rather than whether the student meets state academic content standards expectations.

Please see the Numbered Memo below for how to reclassify a student as proficient. Oregon has multiple pathways to reclassification. Additional information is included in the district EL plan, section 6.

[Executive Numbered Memo 007-2013-14](#) - Reclassification and Retention Procedures for English Learners (ELs)

09/15/15 Please note that this memo is being revised for 2015-16, as all references to the Oregon ELPA and "level 5" are outdated.

Revision to Memo# 002-2008-09 - Promoting, Retaining, and Exiting English Learners from English Language Development Program

To: All District Superintendents, Principals, and Title III Directors
Re: Reclassifying and Retaining Students in English Language Development (ELD) Programs

Below are the procedures for districts to use when:

- Exiting a student from the ELD program;
- Retaining a student in the ELD program after a proficient score on the ELPA is obtained;
- Returning a former English learner to the ELD program.

Summary

These revisions are intended to clarify previous procedures to ensure that these practices are consistently applied throughout the state. Additional language has been added to define the team of reviewers required for exiting and retention decisions as well as limitations on retention options. Please note: A student who receives a level 5 on the ELPA and is retained in the English Language Development (ELD) program due to a determination of student need and then receives a second level 5 score on the ELPA must be exited unless the district completes a separate retention process. See the “Retention in the ELD program” section below for full details.

The Oregon Department of Education (ODE) has developed policies around exiting, retaining, and returning ELs [also known as English language learners (ELLs) or Limited English Proficient (LEP) students] from or to districts’ ELD programs. “English learner” means all identified ELs, regardless of participation in ELD programs.

Oregon’s ELP standards are presented in steps of sequential skills called proficiency levels. Students in the ELD instructional programs, aligned to the ELP standards, shall be expected to move through the progressive achievement continuum at a rate that allows them to become proficient within a reasonable and appropriate period of time, generally five years. Some students may achieve proficiency in less than five years while others may need additional time. Students are promoted, or exited, from the ELD program when they meet the exit criteria as set by their districts in accordance with the guidelines set forth in this memo. In addition, districts should consult the updated English Learners Program Guide for guidance on proficiency timeline expectations.

The following are guidelines for school districts to follow in making decisions to exit, retain, or return ELs from or to the ELD program.

Exiting from the ELD Program

The English Language Proficiency Assessment (ELPA) is Oregon’s primary measure for determining ELs’ ELP. Students who achieve a level of 5 (Advanced) on ELPA are generally considered to be proficient, and the vast majority of this group of students will exit the ELD programs. Districts must enter an exit date on the Spring LEP collection for each student who exits the program. All exited student records are submitted to the LEP collection with an LEP exit date. The LEP exit date is the only indicator of exited students used in the calculation of AMAOs and the AMO for the EL sub-group.

Districts have the option to exit ELs before students have achieved a level of 5 (Advanced) on ELPA. This decision requires special consideration and evidence of the student’s language proficiency and the student’s academic performance. A school-level team must consider multiple factors indicating the student has already demonstrated that he or she can profit fully from instruction in the regular education program without additional language

support from the ELD program. A school-level team must, at minimum, include a content-area teacher, an ELD teacher familiar with the student's language ability, a school-level administrator, and a parent/guardian. In the event that a parent/guardian cannot attend the school-level meeting, parental input must be obtained prior to any decision making about the student's promotion from the ELD program.

Retention in the ELD Program

Districts may, on a case-by-case basis, decide to retain a student who achieves a level of 5 (Advanced) on the ELPA. This decision must be based on a thorough evaluation conducted by a school-level team of the student's ELPA results and additional evidence of the student's language proficiency and academic performance. This evaluation must also indicate that the student needs additional instruction in ELD and this instruction can only be provided within the context of the district's ELD program. If a previously retained student scores a 5 (Advanced) on the ELPA in a future school year, the district must exit that student using the district exit criteria or proceed with a 2-step process in order to retain a student again. The 2-step process includes (1) specific evidence that the student is not yet able to profit from instruction in English (ORS 336.079), and (2) documentation of how the ELD program will be modified to address the specific linguistic needs of the student that prohibit the student from being able to profit from instruction in English. This 2-step process must be reviewed by a school-level team and is subject to examination by the Oregon Department of Education upon request. The school-level team conducting the evaluation must, at minimum, include a content-area teacher, an ELD teacher familiar with the student's language ability, a school-level administrator, and a parent/guardian. In the event that a parent/guardian cannot attend the school-level meeting, parental input must be obtained prior to any decision making about the student's retention in the ELD program.

In order to receive additional state funding for ELs retained in the ELD program under these circumstances, districts must comply with two laws:

- [ORS 327.013 \(7\) \(a\) \(B\)](#) - allows an additional .5 to be added to the average daily membership (ADM) funding calculation "for each student in average daily membership eligible for and enrolled in an ESL program under ORS 336.079"; and
- [OAR 581-023-0100](#) - to be eligible to receive that funding, district programs must meet the criteria set out in [OAR 581-023-0100 \(4\) \(a\) \(B\)](#).

Returning to the ELD Program

In rare circumstances, an EL in monitor status might qualify to re-enter the ELD program after being exited in a previous school year. For this rare circumstance, the decision requires a thorough evaluation by a school-level team and an examination of evidence that clearly shows that the student's language proficiency is a barrier to accessing instruction in academic classes. A barrier is defined as a language issue that is beyond the average experience of a non-EL. Specific evidence of language proficiency must be provided to the school team and parents/guardians that clearly shows that the student has a language issue in more than one of the four language domains (speaking, listening, reading, and writing). A school-level team must, at minimum, include a content-area teacher, an ELD teacher familiar with the student's language ability, a school-level administrator, and a parent/guardian. In the event that a parent/guardian cannot attend the school-level meeting, parental input must be obtained prior to any decision making about the student's return to the ELD program. Students are coded as returning to an ELD program with a LEP Program Code of 1-D or a 4-

P (for students with a waiver for service re-entering EL status).

Parental Notification

Districts must notify parents when either (a) a student is recommended to be retained in or returned to the ELD program even after achieving a level of 5 (Advanced) on ELPA, or (b) a student is recommended to be promoted out of the ELD program prior to achieving a level 5 (Advanced) on ELPA. Title III law requires that districts include parents as active participants throughout the process.

Monitored Students

A student is monitored for two years from the date the student is reclassified (exited) from the ELD program. Monitoring consists of reviewing student academic progress in class(es). Teacher observations, work samples, grades, and state assessment data may be reviewed as part of monitoring. If a student is struggling academically due to academic language, it is possible for the student to be re-entered into the ELD program. This type of determination is made by a team of educators, who review evidence of the student's academic English. The team should consider if the student is in need of assistance due to academic language needs, or if the student could benefit from core instruction interventions prior to re-entered the student in the EL program.

Ideally students would be monitored frequently enough so that the district can address any necessary remediation needed for the student to be successful in school. Monitoring only on the semesters may not provide for needed support in a timely manner.

Allocation of Federal Title III Funds

The ODE receives a formula allocation that is determined by the USDOE on an annual basis. This annual amount requires a percentage (up to 15%) be set aside for distribution as the Recent Arriver's (Immigrant) sub-grant. The ODE is allowed up to 5% of the total funds to be used for state administration of the program. The remainder is distributed to each EL program participating in Title III, based on a per-pupil allocation.

Steps to Title III Allocations

Each spring districts are asked to provide a District Grant Intent form. This form requires the districts to provide a list of all private schools participating in Title III, and a count of all ELs enrolled in these private schools. The districts must also confirm their intent to participate in Title III for the following school year. Districts must choose between one of the following three options:

- Have a district Title III sub-grant, if the district has an allocation of at least \$10,000.00.
- Continue to participate in the district's current Title III consortium.
- Join a Title III consortium.
- Decline to participate in Title III for the following school year.

District grant intents are due to the ODE in mid-June, so the State can disseminate the next year's allocations in a timely manner. Technical assistance is provided to districts in making their district grant intent and consortium membership. Funding and grant information forms are located: <http://www.ode.state.or.us/search/page/?id=2597>

Sub-grantee Allocations

Sub-grantees receive allocations based on a per-pupil basis following the approval of their budget narrative outlining how they plan to expend the available funds. Budget narratives include questions on the program of service, AMAO status, improvement plans, parent involvement, and private schools. Sub-grantees must respond to these questions, plus include a budget for all activities funded by Title III. The budget narrative is a secure application available through the ODE district secure web page <https://district.ode.state.or.us/home/>

Allocations are disseminated in August of each school year at the same time as the other Federal Title grants. School year budget narrative submissions are due in mid-September of each school year.

Carryover Budget Narratives

Sub-grantees not expending the previous school year's allocations may apply for a no-cost extension for one additional year. Carryover budget narratives open in mid-November and are due in mid-December. All carryover funds must be claimed by the following September 30th.

Consortia Allocations

Districts serving ELs who do not qualify for a minimum of a \$10,000.00 Title III federal grant allocation may opt to join a Title III consortium. A Title III consortium is a group of districts working together to support ELs. Allocations generated by consortium member districts are disseminated to the consortia lead (district or ESD). The consortium members work together planning activities to assist all member districts with services to support ELs. The consortium member districts develop the consortia budget narrative and submit it to the ODE as a team with the consortium lead submitting the budget narrative on behalf of the consortia. Like districts sub-grantees, a consortium has access to 20% of their Title III sub-grant prior to the approval of the budget narrative.

Each consortium member district must provide a Consortium Membership Certificate that gives ODE the authorization to transfer the Title III allocations to the consortium lead. The certificate is available on the Title III fiscal and grant information web page <http://www.ode.state.or.us/search/page/?id=2597>

Immigrant Sub-grant Allocation

Up to 15% of the total Title III allocation is required to be distributed to the EL program demonstrating the highest increase in immigrant student population by Title III law. Oregon has selected to reserve .5% of the total Title III sub-grant for the Immigrant sub-grant. Beginning with the 2014-15 Title III allocations, the State will use the Recent Arrivers data collection to determine the districts with the greatest significant increase.

Oregon definition of significant increase: LEAs must have at least a .5% increase of immigrant students over the prior 2 academic school years and a minimum of 10 immigrant students, as identified on the current year's recent arrivers data collection.

LEAs meeting the above criteria will be notified and invited to participate, and will be given a preliminary immigrant allocation amount (per student allocation and guidance on allowable expenditures). Upon acceptance from the LEAs, the allocation amount will be divided on a per student basis based on the number of immigrant students in the participating LEAs. Immigrant grants will be entered into EGMS and managed through that system. Immigrant fiscal records will be reviewed when the LEA participates in Title III monitoring or on a 3-year cycle.

(See the Recent Arrivers in this document, under State Data Collections section for more information on this collection.)

The districts receiving this allocation must provide a detailed narrative outlining the activities to support the district's recent arrivers. The narrative must include a description of each activity and the budget for each activity. As with all Title III sub-grants, the districts must consult with local private schools to ensure recent arrivers enrolled in private schools participating in Title III are included in all activities.

The districts receiving this allocation must also respond to additional data submission questions that are used in the State's annual Immigrant EdFacts report.

Indirect/Administrative Rate

All Title III sub-grants are subject to a maximum 2% of the allocation for indirect/administration requirements. Sub-grantees are asked to provide copies of all staffing job descriptions as part of their budget narrative to ensure that personnel funded by Title III are not performing activities that supplant other federal or state requirements.

Supplement, Not Supplant

Sub-grantees will be asked to provide documentation that activities funded with Title III allocations do not supplant other state or federal-required activities in accordance with federal law:

[Section 3115\(g\) of Title III of the ESEA](#) (hereafter "Title III") provides as follows:

SUPPLEMENT, NOT SUPPLANT -- Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended

for programs for limited English proficient children and immigrant children and youth, and in no case to supplant such Federal, State, and local public funds.

In practice, the prohibition against supplanting under Title III means that recipients may not use those funds to pay for services that, in the absence of Title III funds, would be necessary to be provided by other Federal, or State, or local funds. Districts provide this information annually in the Budget Narrative application.

Monitoring

Program monitoring is designed to provide technical assistance to schools, districts, and consortia, as well as ensuring compliance with federal and state laws applicable to serving ELs. Monitoring documents and guidance is available on the web at <http://www.ode.state.or.us/search/page/?id=2594>.

Generally, all districts and consortia are monitored by the ODE every three years, as required by USDOE program requirements. This process will begin with a desk audit, and may include peer monitoring processes or site visits in cases where program intervention is determined to be necessary.

Districts having a focus or priority school, as determined by the Oregon's ESEA waiver, will have an on-site technical assistance visit following desk monitoring. Any district having not met AMAOs for four or more years will also have an on-site technical assistance visit following desk monitoring. The purpose for these on-site technical assistance visits is to assist the district in implementing their Improvement Plan(s) to improve services for the ELs.

Occasionally, districts may be selected for a targeted monitoring. Targeted monitoring allows the State to focus attention on specific areas for careful review. Targeted monitoring includes an on-site visit specifically designed based on the area(s) of review. Districts are notified by official letter, required to submit documentation and coordinate the on-site visit with the State.

DATA COLLECTION AND ANALYSIS

Several data elements should be tracked by EL program staff to meet legal requirements and to evaluate EL programs. Many of these elements are listed in the table below. Due to the complexity of the data process, EL program staff should work closely with their district's designated data personnel to ensure a comprehensive, cohesive, and accurate school and district data plan to serve ELs. Additional information relating to data collections can be found at the following website: <http://www.ode.state.or.us/search/page/?id=1223>

Note: Bolded names below are the codes used in the State data system. This information may be helpful when discussing data submissions with district data personnel.

| Data Element | Purpose | Included in State Data Collection | State Data Collection Name and Field Name for this Element |
|---------------------------------------|--|--|--|
| Recent Arrivers | Identify the number of qualifying recent arrivers a district has to calculate the rate of growth. | Yes | Recent Arrivers Collection |
| LEP Start Date | Represents the date on which the student was first identified as an EL. | Yes | LEP Collection – LEPStrtDt |
| EL Program Code | Identifies the type of ELD class instruction provided for the student. | Yes | LEP Collection – LEPProgCd 1 (ELD class) Cd 2 (access to core content) Cd 3 (optional can pull from both list 1 and 2). |
| EL/LEP Identification Assessment Data | District-level assessment data for the purpose of identifying students ineligible to receive ELD services. | Yes | Students found ineligible are reported the year the student is assessed (LEP Record Type code 3-H) Students identified in the current school year have this data reported (LEP Record Type 1-A, 1-E, 4-N, or 4-O) |
| LEP Record Type | Identifies the specific code defining the status of an EL. | Yes | LEP Collection – LEPRecTypCd – identifies the status of an EL in the district program (first year, continuing, exiting as proficient, waiver for ELD services, did not participate in ELPA21, or not eligible for services) |
| LEP Exit Date | Specifies the date the district determines the student has obtained academic English proficiency. | Yes | LEP Collection – LEPExtDt |

It is recommended that the district collect and store the following data elements annually. The district does not submit this information to the state data collections; however, this information may be reviewed during Title III monitoring.

| Data Element | Purpose |
|------------------------|--|
| ELPA21 scores | The statewide assessment for ELP (formerly “ELPA”) – districts should track the progress of students from year to year. |
| SBAC assessment scores | The statewide assessments for English Language Arts and Math taken by all students – districts need to track the progress of former (monitored) ELs to ensure the students continue to make academic progress. |

| | |
|----------------------------------|--|
| | New guidance from DC encourages districts to track the academic progress of all <u>former</u> ELs in addition to monitored ELs. |
| Years identified as EL | The number of years a student has been identified as an EL – AMAO 2 calculations are based on the number of years an EL has been identified. |
| Parent Program Placement letters | Federal Requirement: Districts must provide parents with an annual notice of the placement of their student's ELD program. |

State Data Collections

There are two main data collections relating to Title III: the LEP collection and the Recent Arriver's collection. Districts not participating in Title III are required by OAR to submit data to all ODE data collections.

The LEP collection is a part of the consolidated collections application located on the ODE District Secure website (<https://district.ode.state.or.us/home/>). This collection represents an annual count of all ELs enrolled at any time during the school year. This collection is also used for districts to report any potential ELs found ineligible for services as defined by the district's chosen EL identification assessment.

The LEP collection opens in the spring each year and is used to determine the:

- LEP sub-group used to calculate AMO;
- EL count reported by each district used to determine Title III allocations;
- EL count used for AMAO accountability purposes;
- State report to the USDOE;
- Verify the student's EL status to confirm the district is entitled to claim the weighted State school funding for ELs.

Additional information relating to the LEP collection can be found at the ODE District Secure web page, schedule of due dates. On the schedule of due dates, look for the NCLB: LEP Collection – typically opening in April. From that page, documents to assist districts are located under the Help menu.

The Recent Arrivers Data Collection is part of the consolidated collection located on the ODE District Secure web site (<https://district.ode.state.or.us/home/>). The purpose of this collection is to gather information related to students aged 3-21 who were born outside the United States and Puerto Rico, and who have not been enrolled in school in the U.S. for more than three cumulative years (540 days).

The Recent Arrivers Data Collection began during the 2011-12 school year. Districts are required to identify and report records for all recent arrivers enrolled during the academic school year. This information is submitted to the ODE for a required calculation to distribute a sub-grant of the Title III grant providing funds for districts experiencing a sudden influx of students recently arriving in the U.S. The calculation includes a three-year average of the growth of immigrants within a district. Recent Arrivers data is used to submit data to the USDOE, as well as to determine the sub-grant for Title III.

The Recent Arrivers Data Collection opens annually in the spring. This collection is a school year level collection. All students meeting the definition of a Recent Arriver are required to be reported to this collection, regardless if the student has withdrawn from the district during the school year.

Data Collection Requirements

Districts are required to report initial assessment data for students identified as EL for the first time in the current school year and data for students not qualifying as EL (proficient on initial assessment) is reported to the LEP collection. Required data for student's found proficient include name of assessment, date of assessment, and student proficiency level.

Initial assessments: Please refer to the section on identifying an EL for the required procedures. There are four state-approved initial placement assessments. These assessments are "off the shelf" assessments.

- IPT
- LAS
- Stanford
- Woodcock-Muñoz

Districts must determine student eligibility for the ELD program using one of the four approved assessments. Identification as an EL is required by [OAR #581-023-0100](#), and therefore, the purchase of these assessments in addition to the required training to administer the assessment is a required state activity. Title III funds may not be used for the purchase or training of these assessments. All students identified as LEP must receive instruction in ELD. Parents may complete a waiver to refuse services if they do not wish the student to be given ELD instruction.

EQUAL ACCESS

In 1970, the federal [Office for Civil Rights \(OCR\)](#) issued a memo regarding school districts' responsibilities under civil rights law to provide an equal educational opportunity to ELs. This memorandum stated:

"Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

Although the memo requires school districts to take affirmative steps, it does not prescribe the content of these steps. It does, however, explain that federal law is violated if:

- Students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- National origin minority students are inappropriately assigned to special education classes because of their lack of English skills;

- Programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track; or
- Parents whose English is limited do not receive school notices or other information in a language they can understand.

In its 1974 decision in [Lau v. Nichols](#), the United States Supreme Court upheld OCR's 1970 memo. The basis for the case was the claim students could not understand the language in which they were being taught; therefore, they were not being provided with an equal education. The Supreme Court agreed, saying that:

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

The case reaffirmed that all students in the U.S., regardless of native language, have the right to receive a quality education. It also clarified equality of opportunity does not necessarily mean the same education for every student, but rather the same opportunity to receive an education. An equal education is only possible if students can understand the language of instruction.

Within weeks of the [Lau v. Nichols](#) ruling, Congress passed the [Equal Educational Opportunity Act \(EEOA\)](#) mandating no state shall deny equal education opportunity to any individual, *“by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program.”* This was an important piece of legislation because it defined what constituted the denial of education opportunities.

The USDOE’s OCR oversees school districts and has broad discretion concerning how to ensure equal educational opportunity for ELs. This means that the OCR recognizes that there is not one program model that works for all districts or all students and reviews each district individually. OCR does not prescribe a specific intervention strategy or program model a district must adopt to serve ELs.

The following guidelines have been outlined for school districts to ensure their programs are serving ELs effectively. Districts should:

- identify students as potential ELs;
- assess student's need for EL services;
- develop a program which, in the view of experts in the field, has a reasonable chance for success;
- ensure that necessary staff, curricular materials, and facilities are in place and used properly;
- develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and
- assess the success of the program and modify it where needed.

For additional information regarding the provision of equal education opportunity to ELs, see additional resources or contact the [Office for Civil Rights](#) enforcement office at:

Phone: (800) 421-3481

Email: ocr@ed.gov

URL: <http://www.ed.gov/about/offices/list/ocr/index.html>

PRIVATE SCHOOL PARTICIPATION

Districts must annually consult with private schools. This consultation must include a discussion on the needs of the enrolled private school ELs and funding to ensure that equitable services under the law are provided. The ODE has provided a form that documents the required consultation with private schools. The form can be found at <http://www.transact.com>. All school districts should store this completed form for monitoring review and complete the required private schools sections on their budget narrative.

To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of the Title III program on issues such as:

- How the EL needs to be identified.
- What services will be offered.
- How, when, and by whom the services will be provided.
- How the services will be assessed and how the results of the assessment will be used to improve those services.
- What the size and scope of the services to be provided to the private school children and educational personnel.
- What amount of funds will be available for those services.
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers.
- Title III services provided to children and educational personnel in private schools must be equitable and timely and address their educational needs.
- Funds provided for educational services for private school children and educational personnel must be equal, taking into account the number and educational needs of those children, to the funds provided for participating public school children.
- Title III services provided to private school children and educational personnel must be secular, neutral, and non-ideological.
- LEAs may serve private school LEP children and educational personnel either directly or through contracts with public and private agencies, organizations, and institutions.
- The control of funds used to provide services and the title to materials and equipment purchased with those funds must be retained by the LEA.
- Services for private school children and educational personnel must be provided by employees of the LEA or through a contract made by the LEA with a third party.
- Providers of services to private school children and educational personnel must be independent of the private school and of any religious organization, and the providers' employment or contract must be under the control and supervision of the LEA.
- Funds used to provide services to private school children and educational personnel must not be commingled with non-federal funds.

A Memorandum of Understanding (MOU) between the LEA and private school should be developed as a result of initial consultation and address the items listed above. Subsequent meetings may be necessary between the LEA and private school to assess services and determine areas and plans for improvement. Documentation of timely and meaningful consultation with private schools should be included in the service delivery plan, and is a requirement on the budget narrative submission for release of Title III funds.

Once a private school student is identified as EL, the private school may request the student continue to receive Title III services in subsequent school years until the student attains English proficiency.

It is possible that more than one consultation a year may be required:

- Spring consultation for participation the following school year.
- Fall consultation regarding possible ELs.
- Fall consultation regarding needs and funding limits for regular Title III allocations.
- Consultation regarding potential immigrant (recent arrivers) and funding support for immigrant (recent arrivers) enrolled in private schools, when the district is the recipient of the Title III – Immigrant sub-grant.

Private Schools and Title III Consortium Members

All districts are required to consult with private schools within district boundaries. Districts who are members of a Title III Consortium must inform their consortium lead if a private school has agreed to participate in Title III. The consortium lead, member district, and private school will need to consult on the services to be provided and the funding available for the identified ELs enrolled in the private school.

The link to U.S. Department of Education Private School Participation, Sec. 9501 is:

<http://www2.ed.gov/policy/elsec/leg/esea02/pg111.html>

The Non-Regulatory Guidance for ESEA 9501 can be found at:

<http://www2.ed.gov/programs/titleiparta/psguidance.doc>

PARENT NOTIFICATION REQUIREMENTS ([SECTION 3302 \(A\), \(B\), \(C\), \(D\)](#))

Districts are required to notify parents of their student's identification and placement in a language instructional program (ELD program) within the timelines listed below:

- Not later than 30 days after the beginning of the school year for ELs participating in an EL program or identified at the beginning of the school year.
- Within two weeks if the student enrolls after the school year has begun.
- If the district has failed to meet AMAOs, parents must be notified within 30 days of determination of failure.

All notifications must be in an understandable and uniform format, and to the extent practicable, in a language the parent can understand. Notification letters must be dated and signed by district or school personnel.

Templates for these letters are available through TransACT.com (www.transact.com) and are provided free of charge to Oregon schools by the ODE.

English Language Proficiency Standards

In October 2013, the Oregon State Board of Education adopted new ELP standards that correspond to the Common Core. These standards will be assessed on the ELPA21, new language proficiency assessment currently in development. ELP Standards web page: <http://www.ode.state.or.us/search/results/?id=36>

Definition: Academic language is different from everyday speech and informal writing. It is the language of texts, of academic discussion, and formal writing. Without academic language proficiency, students will not achieve long-term success in school. ELs at the intermediate and advanced levels of ELD, who receive no formal language instruction, demonstrate oral fluency, but generally show critical gaps in language knowledge and vocabulary. Academic language must be continuously developed and explicitly taught across all subject areas

ASSESSMENT OF ENGLISH LEARNERS

English Language Proficiency Assessment for the 21st Century (ELPA21)

All students with a primary language other than English who qualify for EL services are required to participate annually in English language proficiency (ELP) testing. In 2015-16, Oregon is transitioning to the new English Language Proficiency Assessment for the 21st Century (ELPA21). ELPA21 is administered as a single test that contains both the ELPA21 reading, writing, and listening segment, and the ELPA21 speaking segment. While both segments are part of the same ELPA21 test, students will require an additional TA approval to begin each segment.

The ELPA21 reading, writing, and listening section is the first segment presented to students. Students should review their answers upon completing all questions in this segment, as they will not be able to return to this portion of the test after they have been approved to start the ELPA21 speaking segment. After reviewing his or her responses for the first ELPA21 segment, the student will await Test Administrator (TA) approval before they can start the ELPA21 speaking segment.

Due to the nature of some students' disability, a student's IEP or 504 Plan might exempt the student from responding to a particular domain of the ELPA21 (reading, writing, speaking, or listening). Please review the final version of the Test Administration Manual (TAM) for information on domain exemption policies for ELPA21, and the Oregon Accessibility Manual (OAM) for information regarding available supports for ELPA21. TAs who need to administer the ELPA21 must be officially trained for that assessment. Please see the TAM for details.

State Content Assessments

Students participate in the State Mathematics and English Language Arts/Literacy (ELA) as part of the Smarter Balanced Assessment (SBAC) system beginning with the 2014-15 school year. Science and Social Studies assessments are taken on the Oregon Assessment of Knowledge and Skills (OAKS).

ELPA21, Test Administration Manual and Oregon Accessibility Manual websites:

www.ode.state.or.us/go/ELPA

www.ode.state.or.us/go/TAM

<http://www.ode.state.or.us/search/page/?=487>

Annual Measureable Achievement Objectives (AMAO)

The AMAOs are the yearly accountability report on the district's ability to meet targets for ELs. There are three targets:

- AMAO 1 – progress in learning English;
- AMAO 2 – obtaining academic English proficiency;
- AMAO 3 – participation and achievement in Reading and Math assessments.

In Oregon, AMAO 2 is broken down into two sub categories:

- AMAO 2A – obtaining academic English proficiency out of all identified having been identified fewer than five years ELs;
- AMAO 2B – obtaining academic English proficiency out of all identified ELs having been identified for five or more years.

Districts can access the current year's AMAO report and previous year's reports from the following web page: <http://www.ode.state.or.us/search/page/?id=3408>

ODE publishes an annual AMAO policy and technical manual for districts prior to the release of the AMAO report. This report is linked to the AMAO web page.

<http://www.ode.state.or.us/search/page/?id=3408>

Improvement Plans

ODE provides formal communication for all districts not meeting AMAOs each year. This letter outlines district requirements and timelines. Districts will enter 2-year Title III improvement status when they do not meet the AMAO target(s) for 2 consecutive years. Districts will remain in 2-year improvement status for a 3rd year if the district does not meet that same AMAO target for 3 consecutive years, these districts (i.e., 2-year improvement status) are required to:

1. Develop an improvement plan; and
2. Address the factors that prevented the district from meeting the AMAOs in the district's improvement plan.

Districts will enter 4-year Title III Improvement status when they do not meet the same AMAO target(s) for 4 or more consecutive years. District will remain in 4-year Improvement status if

the district continues to not meet the same AMAO target(s) in future years. Districts MUST fulfill 4-year improvement requirements listed.

Districts who fail to meet one or more AMAO targets for four consecutive years (i.e., 4-year improvement status) are required to:

1. Develop an improvement plan;
2. Address the factors that prevented the district from meeting the AMAOs in the district's improvement plan; and
3. Review, evaluate, and revise curriculum, program, and methods of instruction that prevent the district from meeting AMAOs.

Title III regulations require the state to:

- Require the LEA to modify the curriculum, program, and methods of instruction, OR
- Make a determination on the continuation of funding, AND
- Require such entity to replace educational personnel relevant to the entity's failure to meet such objectives.

Title III 20 USC 6842(b) (4) (A) (B) (i) (ii)

Title III regulations require the state to:

- Provide technical assistance to districts.
- Title I regulations also require states, when applicable, to provide technical assistance to schools served by the district that need assistance in meeting the AMAOs.
- In consultation with the district, develop professional development strategies and activities that the district will be required to use to meet AMAOs.
- In consultation with the district, review, evaluate, and revise curriculum, program, and methods of instruction that prevent the district from meeting AMAOs.
- In consultation with the district, develop a plan to incorporate strategies and methodologies to improve the specific ELD program or method of instruction
- Monitor the district's implementation of all planned improvement strategies and activities.

What happens if districts do not meet one or more AMAOs for three consecutive years?

Federal law is silent about any differences in district requirements between districts not meeting for two consecutive and three consecutive years. Thus, districts not meeting for three consecutive years are subject to the same requirements as districts who do not meet for two consecutive years. ODE requires districts in 3-year improvement status to update their Title III Improvement Plan.

What happens if districts do not meet one or more AMAOs for five or more consecutive years?

Districts not meeting for five or more years are required to annually revise and submit an updated Improvement Plan. Technical assistance will be provided to districts as they work toward meeting the AMAOs.

The state may provide additional technical assistance and guidance while working with the district to address barriers to not meeting the AMAO targets. ODE requires districts to update their Title III 4-year Improvement Plan.

FORMS AND CORRESPONDENCE

Home Language Survey (HLS)

- Registration cards/documents must include at least the question:
 - What is the primary language spoken in the home?
- If a response is **any** language other than English, a HLS survey must be given.
- The survey must be comprehensive.
- If a district has Native American students, more questions should be included, such as:
 - Is the student's language influenced by the Tribal language through a parent, grandparent, relative, or guardian?
 - Does the student have at least one grandparent that is part of a federally-recognized tribe?
- If the survey responses indicate a student may be an EL, the student must be tested with an ELP test within 30 days of registration, or within two weeks of entry into the school (if during the school year).
- If the student tests less than proficient on the ELP assessment, then a letter must go home to the parents indicating their child was identified as needing specific English language services. The parent must be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited ELD services for their child, then the student must be placed in a program of "high quality language instruction, based on scientifically based research" (Section 3115(c)(1)), as determined by the individual district.
- Students placed in a program can be counted for state and Federal funding purposes.
- Once a student tests proficient on the annual ELP assessment, they will be exited from the EL program and monitored for two years.
- Those students, whose parents waive the services, may not be considered as "LEP" for State and Federal funding purposes; however, they are still ELs and must still be served according to their needs, according to the Office of Civil Rights. Waiver students are included in the district's accountability reports as part of the EL sub-group.

Required K-12 Parent Notices

TransACT Communications, Inc., has created many compliance related forms, including those required for Title III. These forms, translated into many languages, are available through TransACT, at <http://www.transact.com/>. These forms are provided for the convenience of those responsible for EL services at the district/consortia level. Actual samples of these forms (or district forms created with the same information) are **REQUIRED** to be maintained at the school and district level for compliance monitoring purposes. Failure to save copies of the official parent notification communication as evidence of program

implementation, including the signature of a district personnel and the specific date (mm/dd/yyyy) the communication was disseminated, will result in Title III program monitoring findings for the district and the State of Oregon.

Forms used by school districts and accessible from this site include:

- AMAO Parent Notification (completed samples to ODE required for monitoring)
- Description of ELD program
- EL Parent Meeting (agendas from meetings need to be retained for monitoring)
- Home Language Surveys (English and translation samples to ODE required)
- Parent Meeting Participation
- Private School Consultation (completed forms must be submitted to ODE annually)
- Program Placement Notification (completed forms must be submitted to ODE annually)
- Waiver of Services (signed, dated copies must be retained for program monitoring)
- Verification of Private School Consultation (completed forms must be retained and submitted with monitoring documentation)
- Recent Arriver's (Immigrant) Student Count required for private schools

While districts are not required to use these specific forms, the completion and submission of forms containing this specific information is required for Federal compliance. Compliance will be confirmed with district monitoring.

Home language surveys, as well as other personally identifiable information, are subject to FERPA requirements. Care should be taken to ensure student confidentiality and privacy.

ENGLISH LEARNER STUDENTS WITH DISABILITIES

09/15 ODE is currently reviewing this section of the EL Program Guide – this section is subject to revisions in the 2015-16 school year. Please see the ELSWD web page for additional guidance and support. <http://www.ode.state.or.us/search/page/?id=4255>

If you suspect that an EL has a disability, referral and evaluation should happen in a timely manner, as it does for all students.

Designated staff in each school/district should lead this process (whether IDEA or 504) as there are very specific guidelines to be followed. Educators who are knowledgeable about and familiar with the student's language acquisition must be involved at every step throughout the process.

All notices and consents are required to be provided in the parents' native language, unless the language is not written or it is clearly not feasible to do so. Qualified interpreters should be utilized to translate all other information.

Evaluations must be conducted by professionals who are able to select and administer procedures so that results are not biased by the child's culture or language. Both IDEA <http://idea.ed.gov/> and Section 504 <http://www2.ed.gov/about/offices/list/ocr/504faq.html> provide

specific information, and answer common questions in order to assist school and district personnel to best serve students with special academic needs.

IDEA requires that when an EL has a disability, planning for the child's language needs and the effect of language development on the overall educational program be considered by the IEP team, which must include someone who is knowledgeable about the child's second language acquisition and level of functioning.

Once an EL has been identified with as eligible for special education, the IEP team, with appropriate representation from those knowledgeable about the child's background, culture, and language acquisition should make the decisions about the relationship between the child's disability, language needs, participation in required assessments, and educational program.

For a 504 plan implementation, the team should include a professional who is knowledgeable about the child, and someone who understands the child's language development.

It is important to maintain the perspective that if the child's disability affects his or her functioning in any academic area, it is likely it will affect their progress in learning English. As such, it is not appropriate to withdraw language instruction from a child based on limited performance consistent with their disability.

Special Education

The disproportionate representation of ethnically and linguistically diverse students in high incidence special education programs (mental retardation, learning disabilities, and emotional disturbance) has been a concern for over three decades ([Artiles, Trent, & Palmer, 2004](#); [Donovan & Cross, 2002](#); [Dunn, 1968](#)).

The importance of this issue is evident in the fact it has been studied twice by a National Research Council (NRC; Donovan & Cross, 2002; Heller, Holtzman, & Messick, 1982). Yet two NRC reports, resolutions, statements, and actions from major professional organizations, such as the Council for Exceptional Children (CEC) (CEC, 1997, 2002), litigation (e.g., court cases such as Larry P. vs. Riles and Diana vs. the California State Board of Education), policy and advocacy efforts (e.g., new IDEA amendments, CEC Institutes on Disproportionality), pressure from parent groups, and efforts from a relatively small group of researchers have not been sufficient to significantly reduce this problem. The recent NRC report concluded, "twenty years later, disproportion in special education persists" (Donovan & Cross, 2002, p. 1). The phenomenon of disproportionate representation becomes particularly problematic when one considers our nation's school-aged population is becoming culturally and linguistically diverse at an unprecedented rate (Smith, 2003; U.S. Department of Commerce, 2000).

Blatchley and Lau [report](#) in the National Association of School Psychologists (NASP) Communique May 2010, students who are learning English as a second or third language often lag behind native English speakers in academic skills, and may display differences in behavior or social skills compared to their native English speaking peers. These ELs are, therefore, at risk for referral for special services including special education.

Educators are encouraged to use appropriate, nonbiased approaches to screen ELs to determine their need for support within the general education program, and to implement culturally competent instructional strategies prior to considering referral to special education (e.g., see Lau & Blatchley, 2009). But, when ELs make little or no progress despite additional supports and special education services are considered, school personnel are urged to take a broad, ecological perspective, collecting data through a multi-dimensional, multi-task approach, and interpreting results within the context of the students' unique cultural, linguistic, and experiential backgrounds (Lau & Blatchley, 2010).

Using nationally standardized, norm-referenced test (NRT) scores to determine eligibility for special education requires considerable caution with ELs. As ELs present a continuum of English proficiency and acculturation, the appropriateness of NRTs for a given student depends on the similarity of that student's experience to that of the test's standardization population.

Tasks from standardized tests may be administered to find out what skills the learner does and does not have; however, if the learner's background experience is significantly different from the group on which the test was normed, it is inappropriate to use the normative scores to draw conclusions regarding student needs and special education eligibility. The use of native language interpreters does not negate this principle, and in fact introduces other complicating factors. For instance, current standardized tests do not involve the use of interpreters as part of their standardization procedure. Moreover, some test items just cannot be translated from English to another language without seriously distorting their original meaning or without suggesting the correct or expected response. These extraneous factors could seriously compromise the validity and utility of the assessment.

Impact of second language acquisition

A major complication of academic assessment of ELs is their varying stages of second language acquisition and academic experience. Understanding the specifics of their current and previous instructional programs is essential to accurate interpretation of ELs' academic performance. If a student has previously and recently received instruction in his or her native language, it will be important to assess those skills using appropriately trained bilingual staff to ensure these competencies are not overlooked when all current instruction is in English; however, if a student has only received instruction in English, it is not useful to evaluate academic skills in the native language, unless he or she has been exposed to these skills at home or in community settings.

Using norm referenced achievement tests

The focus in academic assessment is generally on the skill areas of reading, writing, and mathematics, and to a lesser extent, the content areas (such as science and social studies). The more unique an individual's educational experience and background, the more educators must individually tailor the assessment. Norm-referenced achievement tests are often not very useful in assessing ELs because the norms do not adequately represent EL populations. Further, test content does not adequately reflect ELs' instructional experience and test formats are often unfamiliar and confusing to the student.

To ensure ELs are appropriately identified with disabilities requiring special education services, student study teams, pre-referral teams, and RTI teams must be knowledgeable about:

- Second language acquisition;
- Culturally responsive instructional practices;
- Appropriate multicultural assessment practices;
- Linguistic and cultural challenges in using standardized test measures;
- Challenges faced by children whose L1 is not English;
- Effective instructional strategies for ELs; and
- Working with interpreters (oral communication) and translators (written communication).

ELs can be misidentified with disabilities for a huge variety of reasons. Some students with limited English exposure and knowledge have not received appropriate instruction, while others have experienced academic difficulties not related to disabilities such as:

- Interrupted schooling
- Limited formal education
- Medical problems
- Attendance problems due to family mobility
- Acculturation challenges

A resource guide is available on the ODE website to assist school district staff in managing the challenges of appropriately evaluating ELs who may have disabilities that require specialized instruction via an IEP (Special Education). The goal of the [Special Education Assessment Process for Culturally and Linguistically Diverse Students 2007 Revision](#) is to provide content, relevant to the challenge of deciding when academic learning difficulties are influenced by second language acquisition, the acculturation process, inappropriate instruction, or a disabling condition, as well as providing culturally responsive instructional and assessment considerations. Included in this 2007 Revision is a discussion on emerging practices on Response to Intervention (RTI) which has promising utility for CLD learners.

The following are a series of issues and requirements that student study teams should consider as they work with ELs:

- Informed parental consent for the evaluation.
- Legal timelines to develop assessment plan.
- Timeline for holding IEP team meeting.
- How much exposure to English has this child experienced?
Where is this child and his/her family in the acculturation process?
- Immigrant or refugee status.
- The type of instruction has the student had: model of ELD or bilingual, if any.
- History of access to core curriculum.
- The student's language proficiency in the four skill areas in: L1, L2.
- How the student compares with his/her peers.
- How the student interacts with others in the home environment.

[Alfredo J. Artiles and Alba A. Ortiz \(2002\)](#)

The National Joint Committee on Learning Disabilities ([NJCLD](#)) strongly supports comprehensive assessment and evaluation of students with possible learning disabilities by a multidisciplinary team for the identification and diagnosis of students with learning disabilities. Comprehensive assessment of individual students requires the use of multiple data sources. These sources may include standardized tests, informal measures, observations, student self-reports, parent reports, and progress monitoring data from RTI approaches (NJCLD, 2005). Reliance on any single criterion for assessment or evaluation is not administered the student's native language, nor is a group assessment, such as universal screening or state-wide academic assessment tests, sufficient for comprehensive assessment or evaluation.

Assessment is used to refer to the collection of data through the use of multiple measures, including standardized and informal instruments and procedures. These measures yield comprehensive quantitative and qualitative data about an individual student. The results of continuous progress monitoring also may be used as part of individual and classroom assessments. Information from many of these sources of assessment data can and should be used to help ensure that the comprehensive assessment and evaluation accurately reflects how an individual student is performing.

Evaluation follows assessment and incorporates information from all data sources. *Evaluation* refers to the process of integrating, interpreting, and summarizing the comprehensive assessment data, including indirect and preexisting sources. The major goal of assessment and evaluation is to enable team members to use data to create a profile of a student's strengths and needs. The student profile informs decisions about identification, eligibility, services, and instruction. Comprehensive assessment and evaluation procedures are both critical for making an accurate diagnosis of students with learning disabilities. Procedures that are not comprehensive can result in identification of some individuals as having learning disabilities when they do not, and conversely, exclude some individuals who do have specific learning disabilities.

Additional Resources

Language and Reading Interventions for English Learners, and English Learners with Disabilities:

http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/lang-and-rdng-interventions-for-ells-and-ells-with-disabilities.pdf

IEP Team

- Group described in [Sec. 34 CFR 300.306](#).
- The IEP team considers whether the student's lack of progress is consistent with the second language acquisition process or a possible manifestation of a disability.
- The team must include a representative with knowledge of second language acquisition and ELD programs/services.
- The team also includes parents/guardians, and student when appropriate.
- The team considers the results of the assessment and whether instruments used are valid and reliable for ELs.
- IEP teams must review ELPA results to determine the student's level of English proficiency.

IEP Development for ELs - Must include:

- Current levels of performance (based on assessment results; include strengths and weaknesses).
- Assessment and classroom accommodations, program supports and modifications (including the ELPA21).
- Goals should be linguistically appropriate and standards based.
- The need for special education services and ELD services; instruction could be provided by both programs.
- ELD standards when appropriate.
- Language of instruction (can be different for different subjects).
- Materials and instructional programs appropriate for ELs.
- The ELPA21 should be the primary criterion to determine the student's level of English proficiency, unless the IEP Team decides that the student needs an alternate English proficiency test.
- Should ELPA21 be given with or without accommodations.
- The need to use alternate assessment in one or more required domain.

In the IEP

- Instruction needs to address both their linguistic and cultural characteristics and their disabilities.
 - May include:
 - Sheltered academic instruction
 - Mediating scaffolds – peer support
- Task scaffolds – reduce the information students must generate independently.
- Material scaffolds – learning prompts.
- Comprehensible input – language appropriate to the student's ELP.

504 Accommodation Plans

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights statute which provides:

“No otherwise qualified individual with disabilities in the United States...shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance.”

Although Section 504 protects all individuals with disabilities – students, staff, parents, and the public – this publication addresses Section 504 as it affects students in public schools. Since all public school districts receive federal funds, all public school districts (and public charter schools) must comply with Section 504. Additionally, public school districts are government entities covered by Title II of the Americans with Disabilities Act of 1990 (ADA), a federal law. This publication is designed to assist Oregon school districts to comply with these nondiscrimination laws. Section 504 is an evolving area of law, and readers should always supplement their understanding of Section 504 with current information.

To be in compliance with Section 504 and state nondiscrimination requirements for schools, school districts with more than 15 employees must do the following:

1. Designate an employee to coordinate compliance with Section 504.
2. Adopt and implement procedures to ensure interested persons can obtain information regarding the existence and location of services, activities, and facilities accessible to and usable by persons with disabilities.
3. Provide grievance procedures that have appropriate due process standards, and provide for the prompt and equitable resolution of complaints of discrimination.
4. Provide notices that the district does not discriminate in violation of Section 504. The notification must state, where appropriate, the recipient does not discriminate in admission or access to, or treatment or employment in, its program or activity.
5. Provide notice of the designated employee, how to obtain information about access, the grievance procedures, and the district's statement of nondiscrimination to students, parents, employees, unions, and professional organizations. These notices should be included in student/parent handbooks and on the district's website.

Taken from: <http://www.ode.state.or.us/policy/federal/civilrights/sec504info.doc>

Additional resource, PowerPoint presentation:

http://www.ode.state.or.us/teachlearn/conferencematerials/sped/504_presentation.ppt

Talented and Gifted (TAG) Identification

In considering the pool of candidates for identification as TAG learners, it is important to note gifted students exist in all cultures, all races, all ethnicities, and all socio-economic groups. According to the [Belin-Blank International Center for Gifted and Talented Education \(2008\)](#), there is minimal research about the characteristics of gifted ELs. Characteristics appear in varying degrees in ELs who are identified as gifted. The following list was compiled by the Iowa Department of Education as possible giftedness indicators:

- Acquires a second language rapidly,
- Shows a high ability in mathematics;
- Displays a mature sense of diverse cultures and languages;
- Code switches easily (think in both languages);
- Demonstrates an advanced awareness of American expressions;
- Translates at an advanced level;
- Navigates appropriate behaviors successfully within both cultures (Belin-Blank, pg 12).

Identifying ELs for gifted programming begins with collaboration among classroom teachers, gifted/talented educators, and EL educators, and is supported by ORS and OAR:

<http://www.ode.state.or.us/search/page/?id=2309> In identifying ELs for TAG identification, educators need to be especially sensitive to cultural bias in testing instruments and in the

TAG nomination processes for students who are essentially caught between two languages. (Belin-Blank, pg 16 – 17)

[Oregon Revised Statutes \(ORS\) 343.395 \(4\)](#) define Talented and Gifted Children as:

- Those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas:
 - General intellectual ability as commonly measured by measures of intelligence and aptitude.
 - Unusual academic ability in one or more academic areas
- Districts may also identify students in the follow areas:
 - Creative ability in using original or nontraditional methods in thinking and producing.
 - Leadership ability in motivating the performance of others either in educational or non-educational settings.
 - Ability in the visual or performing arts, such as dance, music, or art.

Oregon Administrative Rule ([OAR 581-022-1310 \(2\)\(a\)](#)) requires districts to “make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.”

Further, this rule indicates “despite a student’s failure to qualify” under the traditional methods of identification that “districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile”. Once identified, OARs described under [OAR 581-022-1330 \(4\)](#) requires “the instruction provided to identify students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning”.

Further considerations: The Oregon process for any student to be identified as TAG requires the nomination process include a “body of evidence” which should include the results of at least one nationally normed test and should also include convergent testing data, evidence of classroom performance, parent and teacher recommendations, work portfolios, and classroom observations. It is important to note the parent survey should be in the parents’ native language, if possible. No single measurement, nor the results of one test, can be used as the sole criterion for TAG education identification in Oregon.

Once the student is identified, she or he should receive services in the area of identification. The testing instrument used for identification defines the student’s area of identified giftedness. It is important for parents and teachers to know the student’s area(s) of gifted identification so the services are accurately provided.

There are complicating factors in identifying a student who are also receiving EL services. Here are some considerations:

- For example, if the student scored at the 97th percentile on a non-verbal instrument, he or she may still be struggling with the nuances of second language acquisition. In an attempt to improve this situation, many educators assume that testing the student in his/her native language for gifted education might be the answer. An example of this

would be testing a native Spanish speaker for TAG on a test that is written in Spanish. At this point, it would be extremely important to know if the student speaks and reads Spanish. This may not be the case; the student may not read or write Spanish, and may have verbal skills which only encompass “speaking Spanish”.

- For some cultures, parents do not seek recognition for their child. Cultural values should be considered for TAG identification. Although TAG is a needs-based program, it may not align to the family’s cultural values to extol the abilities of one child and not all of the children in the family.
- Another consideration is the “element of expectation” once a student is identified to receive TAG education services. It is most likely important for the student to continue to receive EL services. In addition, gifted education identification can set an extraordinary learning path for a student. However, when a student is identified as gifted, both the teacher’s and the family’s expectations rise. In a outcome manner, the student’s self-expectation also rises. While a student is still acquiring English language skills, he or she should be afforded opportunities to check-in with teachers on appropriate levels of expectation both from the student’s and parent’s points of view and from the teacher’s point of view. This collaboration of expectations serves the newly identified EL/TAG student in the best possible way.

Below are some resources to assist parents and teachers to further understand the needs of high ability TAG students who may be culturally and linguistically diverse.

The TAG brochure has been translated into the five most frequently occurring languages in Oregon.

<http://www.ode.state.or.us/teachlearn/specialty/tag/giftedbrochure.pdf>

Link to the National Association for Gifted Children (NAGC) position paper on Identifying Culturally and Linguistically Diverse Learners:

http://www.nagc.org/uploadedFiles/PDF/Position_Statement_PDFs/Identifying%20and%20Serving%20Culturally%20and%20Linguistically%20Diverse%20Gifted%20Students.pdf

Recommended Reading: *Cultural Competence, A Primer for Educators* by Jerry V. Diller and Jean Moule, 2005, Wadsworth, Thomson Learning, Inc.

Recommended Resource: *Identifying Gifted and Talented English Language Learners, Grades K-12*, the Iowa Department of Education, published by the Belin-Blank International Center for Gifted Education and Talent Development (2008) Click on the following link:

<https://www.educateiowa.gov/sites/files/ed/documents/IdentifyGiftedTalentedELL.pdf> , then on the embedded link, under “Gifted & Talented Connections”.

CHARTER SCHOOLS

Charter schools are required to have an EL Plan, this plan could be included in the sponsoring district’s EL Plan or a separate plan. This plan addresses the federal requirements on services for ELs (Title VI) as well as Oregon’s ELL weighted funding requirements. Charter schools not meeting AMAOs for 2 or more years will be required to write a Title III Improvement Plan.

Although public charter schools are exempt from [ORS 336.079](#), applicable state and federal anti-discrimination laws require public charter schools to identify ELs and provide them with appropriate programs to overcome their language barriers. Whether a particular program is appropriate under federal law depends on whether it: (1) is based on a **sound educational theory or legitimate experimental strategy**; (2) implemented effectively; and (3) produces results that demonstrate that language barriers are being overcome. Oregon requirements are, most likely, substantially the same as federal requirements.

1. **Sound educational theory or legitimate experimental strategy** – Castañeda (see legal resources) requires districts to use educational theories that are recognized as sound by some experts in the field, or at least theories recognized as legitimate educational strategies. Some approaches falling under this category include transitional bilingual education, bilingual/bicultural education, structured immersion, developmental bilingual education, and ESL. A public charter school using any of these approaches has complied with the first requirement of Castaneda. If a district is using a different approach, it is in compliance with Castañeda if it can show that the approach is considered sound by some experts in the field or that it is considered a legitimate experimental strategy.
2. **Implemented effectively** - If a public charter school uses a program model such as ELD or bilingual education, the public charter school should have ascertained teachers who use those methods are effective in their implementation. This training can take the form of in-service training, formal college coursework, or a combination of the two. In addition, a public charter school should be able to show it has determined its teachers have mastered the skills necessary to teach effectively in a program for LEP students. In making this determination, the public charter school should use validated evaluative instruments -- that is, tests that have been shown to accurately measure the skills in question. The public charter school should also have the teacher's classroom performance evaluated by someone familiar with the method being used.

If a public charter school has shown it has unsuccessfully tried to hire qualified teachers, it must provide adequate training to teachers already on staff to comply with the Title VI regulation. Such training must take place as soon as possible. For example, public charter schools sometimes require teachers to work toward obtaining a credential as a condition of employment in a program for EL students. This requirement is not, in itself, sufficient to meet the public charter school's obligations under the Title VI regulation. To ensure that EL students have access to the public charter school's programs while teachers are completing their formal training, the public charter school must ensure those teachers receive sufficient interim training to enable them to function adequately in the classroom, as well as any assistance that may be necessary to carry out the public charter school's interim program.

3. **Produces results that demonstrate language barriers are being overcome.** Programs of service for ELs are required to meet three state goals measured annually by the state assessment system: 1) demonstrate ELs have progressed one proficiency level higher at the end of each school year; 2) demonstrate that a set number and percent of ELs who have been enrolled in an ELD program for five years or more have achieved proficiency; and 3) the EL sub-group have met the AYP as required by the ESEA and as measured by OAKS reading and mathematics.

OAR 581-0210-0046(8) requires public charter schools to (1) develop and implement a plan for identifying students whose primary language is other than English, and (2) provide those students with "appropriate programs" until they are able to effectively participate in regular classroom instruction. OAR 581-021-0046(8) does not set out the requirements for "appropriate programs" nor have Oregon courts addressed that issue. Oregon courts would likely construe the requirements of "appropriate programs" similarly to how federal courts construe requirements for taking "appropriate action" under federal anti-discrimination laws.

If a district is using a different approach, it is in compliance with Castaneda if it can show the approach is considered sound by some experts in the field or it is at least, deemed a legitimate experimental strategy.

Also, the USDOE OCR in [The Provision of an Equal Education Opportunity to Limited-English Proficient Students \(2000\)](#) has provided non-formal general guidelines for districts to ensure that they meet the needs of EL's:

<http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html>

ALTERNATIVE SCHOOLS AND PROGRAMS

Alternative Schools

How are ELs served in alternative education settings?

- Public Alternative Schools (OAR 581-022-1350)
Alternative programs may occur within a traditional school or public alternative school.
- Private Alternative Schools (OAR 581-021-0072, 0074)

Same lawful requirements as traditional public schools:

- Education plan and profile
- Career-related learning experiences
- Transportation
- SPED
- Background checks for staff
- Comprehensive Guidance and Counseling

Additional requirements for Alternative Schools:

- Transition plan
- Transportation plan
- Special Education Transition Plan

What resources are available?

- Alternative Education web site <http://www.ode.state.or.us/search/results/?id=78>
- Oregon State School Directory <http://www.ode.state.or.us/search/results/?id=227>
- Alternative School Evaluation Toolkits <http://www.ode.state.or.us/search/page/?id=731>

- Comprehensive Guidance and Counseling
<http://www.ode.state.or.us/search/results/?id=132>

How might ELD instruction in an alternative education setting be different than a traditional school?

- ELD instructional period may look different, less time, etc.
- Small group or individual instruction
- Homeroom and advisory periods to support non-academic skills
- District counts by hours of instruction “part-time”
- Drug/alcohol intervention/counseling may be included in the program
- Instructors may or may not have the same academic background and licensure as ELD instructors in traditional school:
 - public alternative schools = same licensure requirements as traditional schools
 - private alternative schools (contractors) = not required to employ only licensed teachers or administrators (see ORS 336.635 (3))

JDEP, YCEP, LCTC

JDEP - Juvenile Detention Education Program

YCEP - Youth Correctional Education Program

LCTC - Long-Term Care and Treatment Education Programs

All the Youth Correctional Education Programs (YCEP) and Juvenile Detention Education Program (JDEP) sites adhere to the current EL service and reporting requirements. The client services contracts that ODE has with each school district or educational service districts to provide the educational services have the following paragraph as a requirement.

“Contractor’s Education Program shall comply with all requirements of OAR Chapter 581, Division 22 (Standards for Public Elementary and Secondary Schools), to the extent appropriate given the student’s anticipated length of stay, and OAR Chapter 581, Division 15 (Special Education) and all state and federal statutes and regulations referenced therein. Contractor shall comply with all other state and federal laws, regulations, and administrative rules applicable to the services provided under this Contract.”

The YCEP has two points of entry referred to as “Intake” into the YCEP system: Farrell HS for the boys and Three Lakes HS for the girls. At each intake program, the students are assessed to determine whether they are eligible for EL services. The student’s status is designated in the statewide student information system that all the YCEP and JDEP schools utilize. Each year, the different sites administer the ELPA as appropriate for each student.

Additional information is available at:

JDEP and YCEP: <http://www.ode.state.or.us/search/results/?id=158>

LTCT: <http://www.ode.state.or.us/search/results/?id=79>

OREGON DIPLOMA REQUIREMENTS

<http://www.ode.state.or.us/search/results/?id=368>

ESSENTIAL SKILLS

In January 2007, the State Board adopted Essential Skills as a requirement for graduation. After public review and input, the Essential Skill definitions were adopted by the State Board of Education in March 2008. Beginning in 2012, students must demonstrate proficiency in identified essential skills to receive a high school diploma. The essential skills are process skills occurring across academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

Specific Essential Skills graduation requirements are based on the year the student first enrolled in Grade 9:

- Enrolled in Grade 9 in 2010-11 and beyond: Read and comprehend a variety of text; write clearly and accurately; and apply mathematics in a variety of settings.
- The remaining Essential Skills will be phased-in over subsequent years - timeline to be determined.

Essential Skills:

1. Read and comprehend a variety of text.
2. Write clearly and accurately.
3. Apply mathematics in a variety of settings.

The following Essential Skills were phased-in after 2014; timeline to be determined:

4. Listen actively and speak clearly and coherently.
5. Think critically and analytically.
6. Use technology to learn, live, and work.
7. Demonstrate civic and community engagement.
8. Demonstrate global literacy.
9. Demonstrate personal management and teamwork skills.

In support of the Essential Skills graduation requirement, many districts will offer work samples as an assessment option for their students. As districts build their local assessment systems, they will need to develop or acquire work sample resources such as prompts and scoring. ODE has developed a list of districts that have work sample resources in a variety of languages that are available to share with other districts in the areas of Reading, Writing, and Math. The list is located at:

<http://www.ode.state.or.us/wma/teachlearn/testing/resources/work-sample-sharing.xls>

Please visit the Essential Skills website for additional information:

<http://www.ode.state.or.us/search/page/?id=2042>

ADDITIONAL RESOURCES

Office of Civil Rights

<http://www2.ed.gov/about/offices/list/ocr/qa-EL.html>

Title III web page:

<http://www.ode.state.or.us/search/results/?id=106>

Title III Contact List:

<http://www.ode.state.or.us/search/page/?id=2593>

STATUTES, RULES, AND MEMORANDUMS: SERVICES FOR ENGLISH LEARNERS

Federal Law

Each LEA receiving Title III funds is required by federal law to meet minimum program requirements. Federal laws relating to the distribution and use of Title III funds are found in the current ESEA document: <http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

Title III – Language Instruction for Limited English Proficient and Immigrant Students

SEC. 3102. PURPOSES.

The purposes of this part are —

- (2) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
- (3) to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1);
- (4) to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;
- (5) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;
- (6) to assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;

- (7) to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;
- (8) to streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;
- (8) to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring —
 - (A) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
 - (B) adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2)(B); and
- (9) to provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

Funds are directed to states and eligible local districts or consortia through a formula grant allocation to:

- develop high-quality language instruction educational programs;
- assist SEAs, LEAs, and schools to build their capacity to establish, implement, and sustain language instruction and development programs;
- promote parental and community involvement; and to
- hold SEAs, LEAs, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by:
 - demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
 - adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2); and (B).

The link to U.S. Department of Education Private School Participation, Sec. 9501 is:

<http://www2.ed.gov/policy/elsec/leg/esea02/pg111.html>

The Non-Regulatory Guidance for ESEA 9501 can be found at:

<http://www2.ed.gov/programs/titleiparta/psguidance.doc>

SEC. 3116. LOCAL PLANS (AKA Plan of Service/Lau Plan).

(b) PLAN REQUIRED - Each eligible entity desiring a sub-grant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

(c) CONTENTS - Each plan submitted under subsection (a) shall—

- (1) describe the programs and activities proposed to be developed, implemented, and administered under the sub-grant;“
 - (2) describe how the eligible entity will use the sub-grant funds to meet all annual measurable achievement objectives described in section 3122;
 - (3) describe how the eligible entity will hold elementary schools and secondary schools receiving funds under this subpart accountable for—
 - (A) meeting the annual measurable achievement objectives described in section 3122;
 - (B) making adequate yearly progress for limited English proficient children, as described in section 1111(b)(2)(B); and
 - (C) annually measuring the English proficiency of limited English proficient children, so that such children served by the programs carried out under this part develop proficiency in English while meeting State academic content and student academic achievement standards as required by section 1111(b)(1);
 - (4) describe how the eligible entity will promote parental and community participation in programs for limited English proficient children;
 - (5) contain an assurance that the eligible entity consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing such plan; and
 - (6) describe how language instruction educational programs carried out under the subgrant will ensure that limited English proficient children being served by the programs develop English proficiency.
- (d) TEACHER ENGLISH FLUENCY - Each eligible entity receiving a sub-grant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
- (e) OTHER REQUIREMENTS FOR APPROVAL - Each local plan shall also contain assurances that—
- (1) each local educational agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year;
 - (2) the eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part;
 - (3) the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children;
 - (4) the eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards; and
 - (5) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127.

Subpart 2—Accountability and Administration

SEC. 3121. EVALUATIONS.

- (a) **IN GENERAL** - Each eligible entity that receives a sub-grant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the sub-grant is received, with an evaluation, in a form prescribed by the agency, that includes—
- (1) a description of the programs and activities conducted by the entity with funds received under subpart 1 during the two immediately preceding fiscal years;
 - (2) a description of the progress made by children in learning the English language and meeting challenging State academic content and student academic achievement standards;
 - (3) the number and percentage of children in the programs and activities attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and
 - (4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.
- (b) **USE OF EVALUATION** - An evaluation provided by an eligible entity under subsection (a) shall be used by the entity and the State educational agency—
- (1) for improvement of programs and activities;
 - (2) to determine the effectiveness of programs and activities in assisting children who are limited English to attain English proficiency (as measured consistent with subsection (d)) and meet challenging State academic content and student academic achievement standards; and
 - (3) in determining whether or not to continue funding for specific programs or activities.
- (c) **EVALUATION COMPONENTS** - An evaluation provided by an eligible entity under subsection (a) shall—
- (1) provide an evaluation of children enrolled in a program or activity conducted by the entity using funds under subpart 1 (including the percentage of children) who—
 - (A) are making progress in attaining English proficiency, including the percentage of children who have achieved English proficiency;
 - (B) have transitioned into classrooms not tailored to limited English proficient children, and have a sufficient level of English proficiency to permit them to achieve in English and transition into classrooms not tailored to limited English proficient children;
 - (C) are meeting the same challenging State academic content and student academic achievement standards as all children are expected to meet; and
 - (D) are not receiving waivers for the reading or language arts assessments under section 1111(b)(3)(C); and
 - (2) include such other information as the State educational agency may require.
- (d) **EVALUATION MEASURES** - A State shall approve evaluation measures for use under subsection (c) that are designed to assess—
- (1) the progress of children in attaining English proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English;

- (2) student attainment of challenging State student academic achievement standards on assessments described in section 1111(b)(3); and
- (3) progress in meeting the annual measurable achievement objectives described in section 3122.

(e) SPECIAL RULE FOR SPECIALLY QUALIFIED AGENCIES - Each specially qualified agency receiving a grant under this part shall provide the evaluations described in subsection (a) to the Secretary subject to the same requirements as apply to eligible entities providing such evaluations to State educational agencies under such subsection.

SEC. 3122 – ACHIEVEMENT OBJECTIVES AND ACCOUNTABILITY. ESEA 20 USC 6842

(b) ACCOUNTABILITY -

- (1) FOR STATES - Each State educational agency receiving a grant under subpart 1 shall hold eligible entities receiving a sub-grant under such subpart accountable for meeting the annual measurable achievement objectives under subsection (a), including making adequate yearly progress for limited English proficient children.
- (2) IMPROVEMENT PLAN - If a State education agency determines, based on the annual measurable achievement objectives described in subsection (a), that an eligible entity has failed to make progress toward meeting such objectives for 2 consecutive years, the agency shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives.
- (3) TECHNICAL ASSISTANCE - During the development of the improvement plan described in paragraph (2), and throughout its implementation, the State educational agency shall —
 - (A) provide technical assistance to the eligible entity;
 - (B) provide technical assistance, if applicable, to schools served by such entity under subpart 1 that need assistance to enable the schools to meet the annual measurable achievement objectives described in subsection (a);
 - (C) develop, in consultation with the entity, professional development strategies and activities, based on scientifically based research, that the agency will use to meet such objectives;
 - (D) require such entity to utilize such strategies and activities; and
 - (E) develop, in consultation with the entity, a plan to incorporate strategies and methodologies, based on scientifically based research, to improve the specific program or method of instruction provided to limited English proficient children.
- (4) ACCOUNTABILITY- If a State education agency determines that an eligible entity has failed to meet the annual measurable achievement objectives described in subsection (a) for four consecutive years, the agency shall —
 - (A) require such entity to modify the entity's curriculum, program, and method of instruction; or
 - (B) (i) make a determination whether the entity shall continue to receive funds related to the entity's failure to meet such objectives; and

(ii) require such entity to replace educational personnel relevant to the entity's failure to meet such objectives.

LEGAL REFERENCES

There are both Federal and State Laws governing the implementation of EL programs. In addition, there is a requirement for all public schools to follow the guidelines 1) 1868 - Fourteenth Amendment - "No state shall deny to any person within its jurisdiction the equal protection of the laws."

3) [Bilingual Education Act \(Amended in 1974 and 1978\)](#) - "The Congress declared it to be the policy of the United States, in order to establish equal educational opportunity for all children, (a) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and to State education agencies for certain purposes, in order to enable such local educational agencies to develop and carry out such programs in elementary and secondary schools, including activities at the pre-school level, which are designed to meet the educational needs of such children; and to demonstrate effective ways of providing, for children of limited English speaking ability, instruction designed to enable them, while using their native language, to achieve competence in the English language."

The United States Office of Civil Rights (OCR)
<http://www2.ed.gov/about/offices/list/ocr/index.html>

Overview of the Agency

The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

We serve student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems. An important responsibility is resolving complaints of discrimination. Agency-initiated cases, typically called compliance reviews, permit OCR to target resources on compliance problems that appear particularly acute. OCR also provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces. An important part of OCR's technical assistance is partnerships designed to develop creative approaches to preventing and addressing discrimination.

Step 1: Determine the planned Educational Approach.

Step 2: Have a system for identification.

Step 3: Have a planned assessment to determine students who have identified a primary language other than English on the HLS for English proficiency.

Step 4: Develop a system for placement and services.

Step 5: Provide adequate staffing and resources.

- Ensure instructional staff are appropriate to implement services, have the educational expertise, and are qualified to implement services.
- Recruit and hire qualified staff, and establish a timetable to have them in place.
- Identify and meet training needs.
- Identify and obtain resources needed to implement the EL program.

Step 6: Develop and communicate a consistent system for transition/exiting students.**Step 7: Monitoring.**

- Monitor the success of former ELs for two years after exiting bilingual/ESL program.
- Determine how often students will be monitored and what information will be reviewed to measure success.
- If a student is not successful, determine whether the causes are language, academics, or other reasons.
- Have procedures in place to assist students.
- Inform parents of service options.

Step 8: Program Evaluation.

In order to meet state regulatory requirements, LEAs should have a system of evaluating their programs in place. It will likely include:

- Description of programs and activities;
- ELs' progress in English and academic achievement;
- Determine effectiveness of programs and activities;
- Determine whether to continue funding for specific programs or activities.

State Educational Agency (SEA) Responsibilities:

- Allocate sub-grants and provide technical assistance to LEAs, creating systems to complying with federal and state program requirements.
- Participate in monitoring of LEAs.
- Establish and calculate AMAOs.
- Provide technical assistance.
- Collect and synthesize data on effectiveness of services and activities.
- Report to the USDOE on the effectiveness of services in improving the education of ELs.

Oregon State Laws

Oregon Administrative Rules (OAR) and Oregon Revised Statutes (ORS) for Education related to ELs are listed on page 67 in the Appendix section of this guide. The Appendix lists the sections in OAR and ORS that pertain to ELs, with hyperlinks to specific sections for viewing of complete text. Web page addresses for OAR and ORS sites are:

OAR: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_tofc.html

ORS: <http://www.leg.state.or.us/ors/home.htm>

The following OAR and ORS are a few, but not all, of those relating to ELs.

ORS 336.079 Special English courses for certain children. Specific courses to teach speaking, reading, and writing of the English language shall be provided at kindergarten and each grade level to those children who are unable to benefit from classes taught in English. Such courses shall be taught to such a level in school as may be required until children are able to profit from classes conducted in English. [1971 c.326 §3; 1993 c.45 §77]

ORS 659.850 Discrimination in education prohibited; rules.

- (1) As used in this section, “discrimination” means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race, color, religion, sex, sexual orientation, national origin, marital status, age or disability. “Discrimination” does not include enforcement of an otherwise valid dress code or policy, as long as the code or policy provides, on a case-by-case basis, for reasonable accommodation of an individual based on the health and safety needs of the individual.
- (2) A person may not be subjected to discrimination in any public elementary, secondary or community college education program or service, school or interschool activity or in any higher education program or service, school or interschool activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly.
- (3) The State Board of Education and the State Board of Higher Education shall establish rules necessary to ensure compliance with subsection (2) of this section in the manner required by ORS chapter 183. [Formerly 659.150; 2007 c.100 §29]

OAR 581-021-0046(8) Bilingual or Linguistically Different Students. Districts shall develop and implement a plan for identifying students whose primary language is other than English and shall provide such students with appropriate programs until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities.

The following OAR is under review for updated language, this OAR is subject to change during the 2015-16 school year.

OAR 581-023-0100 (4)

- (4) Pursuant to ORS 327.013(7)(a)(B), the resident school districts shall receive an additional .5 times the ADM of all eligible students enrolled in an English as a Second Language program. To be eligible, a student must be in the ADM of the school district in grades K through 12 and be a language minority student attending English as a Second Language (ESL) classes in a program which meets basic U.S. Department of Education, Office of Civil Rights guidelines. These guidelines provide for:
 - (a) A systematic procedure for identifying students who may need ESL classes, and for assessing their language acquisition and academic needs;
 - (b) A planned program for ESL and academic development, using instructional methodologies recognized as effective with language minority students;
 - (c) Instruction by credentialed staff and trained in instructional strategies that are effective with second language learners and language minority students, or by tutors supervised by credentialed staff trained in instructional strategies that are effective with second language learners and language minority students;

- (d) Adequate equipment and instructional materials;
- (e) Evaluation of program effectiveness in preparing ESL students for academic success in the mainstream curriculum.
- (f) Evaluation of program effectiveness in preparing ESL students for academic success in the mainstream curriculum.
- (g) Process for transition from ELL Services that include procedures and criteria for determining when students no longer need those services. The criteria shall include:
 - (A) Achieving at the advanced level on the State's English Language Proficiency Assessment (ELPA).
 - (B) The advanced level is a culmination of progress demonstrated on the same state proficiency measure over a legitimate period of time.

Case Law and Related Statutes

Title VI of the Civil Rights Act of 1964 and its regulations at [34 CFR Part 100.2](#) - "No person in the U.S. shall, on the ground of race, color, national origin be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

[May 25, 1970, Memorandum, Department of Health, Education, and Welfare](#) - This memorandum interpreted the Civil Rights Act. It delineates the responsibility of school districts in providing equal education opportunity to national origin minority group students whose English language proficiency is limited. The following quotes discuss some major areas of concern with respect to compliance with Title VI and have the force of Law:

"Where inability to speak and understand the English language exclude national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

"School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English."

"School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills."

- 5) 1974 - Equal Educational Opportunities Act (EEOA) - *"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or nation origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."*

Title II of the Americans with Disabilities Act of 1990, 42 USC 12131-12161
Individuals with Disabilities Educational Improvement Act (IDEIA) of 2004

Lau v. Nichols - The decision stated that providing students the same desks, books, teachers and curriculum did not ensure that they had equal educational opportunity, particularly if the students did not speak English. If English is the mainstream language of instruction, then measures have to be taken to ensure that instruction is adapted to address those children's linguistic characteristics (*Lau v. Nichols*, 414 U.S. 563, 94 S. Ct. 786, 1974).

Castaneda v Pickard, 648 F2d 989(5th Cir 1981), the 5th Circuit set out a widely adopted three-part test to determine whether districts have taken “appropriate action” to remedy the language deficiencies of their ELs: (1) is the school “pursuing a program informed by an educational theory recognized as sound by some experts in the field, or at least, deemed a legitimate experimental strategy”; (2) are the programs and practices actually used by the school “reasonably calculated to implement effectively the educational theory adopted by the school”; and (3) does the program “produce results indicating that the language barriers confronting students are actually being overcome”. Congress intended that schools make a “genuine and good faith effort, consistent with local circumstances and resources, to remedy the language deficiencies of their students”.

State Archiving (Retention) Requirements

Educational Service Districts, School Districts, and Individual School Records, Division 400
http://arcweb.sos.state.or.us/pages/rules/oars_100/oar_166/166_400.html

OREGON ADMINISTRATIVE RULES (OAR) AND OREGON REVISED STATUTES (ORS)

Web page addresses for OAR and ORS sites are:

OAR: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_tofc.html

ORS: <http://www.leg.state.or.us/ors/home.htm>

The following is a list of OAR and ORS that relate to ELs, with hyperlinks to the specific section.

Oregon 2015 passes new legislation this June, this bill has not been given it ORS number at the time of this posting. This is [HB 3499](#). Two workgroups are in process as outlined in this bill. Additional requirements will be forthcoming in the coming months, including additional OARs.

| Oregon Department of Education | | | |
|--------------------------------|--------------|---|--|
| Type | Number | Title | Click on Link, then scroll down to specific number |
| OAR | 581-021-0030 | Limitation on Administration and Utilization of Tests in Public Schools | OAR 581-021-0030 |
| OAR | 581-021-0045 | Discrimination Prohibited | OAR 581-021-0045 |
| OAR | 581-021-0046 | Program Compliance Standards | OAR 581-021-0046 |
| OAR | 581-021-0260 | An Educational Agency or Institution's Annual Notification | OAR 581-021-0260 |
| OAR | 581-022-0610 | Administration of State Assessments | OAR 581-22-0610 |
| OAR | 581-022-0615 | Assessment of Essential Skills | OAR 581-22-0615 |
| OAR | 581-022-0617 | Essential Skill Assessments for English Language Learners | OAR 581-22-0617 |
| OAR | 581-022-1140 | Equal Educational Opportunities | OAR 581-22-1140 |
| OAR | 581-022-1363 | Expanded Options -- Definitions | OAR 581-22-1363 |
| OAR | 581-023-0100 | Eligibility Criteria for Student Weighting for Purposes of State School Fund Distribution | OAR 581-023-0100 |
| ORS | 327.013 | State School Fund distribution computations for school districts | ORS 327.013 |
| ORS | 327.345 | Grants for training English as second language teachers; qualifications; use; rules | ORS 327.345 |

| Oregon Department of Education | | | |
|--------------------------------|---------|--|--|
| Type | Number | Title | Click on Link, then scroll down to specific number |
| ORS | 336.074 | Teaching in English required; exceptions | ORS 336.074 |
| ORS | 336.079 | Special English courses for certain children | ORS 336.079 |
| ORS | 336.081 | Opportunity to qualify to assist non-English-speaking students | ORS 336.081 |
| ORS | 339.351 | Definitions for ORS 339.351 to 339.364. | ORS 339.351 |
| ORS | 659.850 | Discrimination in education prohibited; rules | ORS 659.850 |
| ORS | 659.855 | Sanctions for noncompliance with discrimination prohibitions | ORS 659.855 |

Numbered Memoranda Pertaining to English Learners

| Numbered Memorandum | Pertaining to: | Link |
|---|---|---|
| 001-2014-15 | English Learner Students with Disabilities | Executive Numbered Memorandum 001-2014-15 English Learner Students with Disabilities |
| 009-2013-14 | Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment | Executive Numbered Memorandum 009-2013-14 – Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment |
| 007-2013-14 | Reclassification and Retention Procedures for English Learners (ELs) (Revision to Memo #002-2008-09) (Note: this memorandum is under review for updating to reflect ELPA21) | Executive Numbered Memo 007-2013-14 – Reclassification and Retention Procedures for English Learners |
| 011-2012-13 | Postponement of Materials for English Language Proficiency and Development (ELP/D) | Executive Numbered Memo: 011-2012-13 – Postponement of Materials for English Language Proficiency and Development (ELP/D) |
| 007-2011-12 | ELL participation in annual English Language Proficiency Assessment (Revision) (Note: this memorandum is under review for updating to reflect ELPA21) | MEMORANDUM NO. 007-2011-12 - ELL Participation in annual English Language Proficiency Assessment (Revision to MEMORANDUM NO. 006-2009-10) |
| 007-2009-10 | Assessment of Essential Skills Options for LEP Students (Note: this memorandum is under review for updating to reflect ELPA21) | MEMORANDUM NO. 007-2009-10 – Assessment of Essential Skills Options for LEP Students |
| 006-2009-10 | ELL participation in annual English Language Proficiency Assessment (original) | MEMORANDUM NO. 006-2009-10 – ELL Participation in annual English Language Proficiency Assessment (ELPA) |
| 002-2008-09 (Revised/Out of date) | Promoting, Retaining, and Exiting English Language Learners from English Language Development Program | Memo # 002-2008-09 Promoting, Retaining and Exiting English Language Learners from English Language Development Program |
| 010-2006-07 | New federal regulations and assessment options for LEP | Memo # 010-2006-07 New federal regulations and assessment options for LEP |
| 024-2005-06 | Meeting State Annual Measurable Achievement Objectives (AMAOs) | Memo # 024-2005-06 Meeting State Annual Measurable Achievement Objectives (AMAOs) |
| 005-2005-06 | Oregon’s New English Language Proficiency Assessment (ELPA) (Note: This memorandum is under | Memo # 005-2005-06 Oregon's New English Language Proficiency Assessment (ELPA) |

| | | |
|-------------|---|--|
| | review for archiving). | |
| 029-2003-04 | Assessing New LEP students – state assessments (Note: this memorandum is under review for updating to reflect ELPA21) | Memo # 029-2003-04 Assessing New Limited English Proficient Students |
| 001-2003-04 | English Language Proficiency Testing – identification | Memo # 001-2003-04 English Language Proficiency Testing |

Appendix 1.4A.2



► **The Oregon Administrative Rules contain OARs filed through April 15, 2016** ◄

QUESTIONS ABOUT THE CONTENT OR MEANING OF THIS AGENCY'S RULES?
CLICK HERE TO ACCESS RULES COORDINATOR CONTACT INFORMATION

OREGON DEPARTMENT OF EDUCATION

DIVISION 22

STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

581-022-0102

Definitions

The following definitions apply to Oregon Administrative Rules 581-022-0102 through 581-022-1940, unless otherwise indicated by context:

(1) "Assessment": Systematic gathering of data with the purpose of appraising and evaluating children's social, physical, emotional, and intellectual development. Activities may include testing to obtain and organize information on student performance in specific subject areas.

(2) Career and Technical Education: A sequence of organized educational activities that:

(a) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers;

(b) Provides technical skill proficiency and may provide an industry-recognized credential, a certificate or an advanced degree; and

(c) Includes applied learning that contributes to an individual's academic and technical knowledge, higher-order reasoning and problem-solving skills, work attitudes and general employability skills.

(3) "Career Development": The exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals.

(4) "Career Education": A process for improving educational programs to enhance student understanding of and preparation for work and continuing career development.

(5) "Career-Related Learning Experiences": Structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to:

(a) Workplace mentoring;

(b) Workplace simulations;

(c) School-based enterprises;

(d) Structured work experiences;

(e) Cooperative work and study programs;

(f) On-the-job training;

(g) Apprenticeship programs;

(h) Service learning; and

(i) Field-based investigations.

- (6) "Charter school": A public charter school as defined in ORS 338.005.
- (7) "Child development specialist program": An optional elementary (grades K-8 or any configuration thereof) component of a district's comprehensive guidance and counseling program for grades K-12.
- (8) "Collection of Evidence": The work of a student collected and evaluated together to measure the student's ability to apply what the student knows and can do in relation to a set of standards or criteria.
- (9) "Common Curriculum Goals": The knowledge and skills expected of all students as a result of their educational experience; defined by the state as:
- (a) The Essential Learning Skills which means essential skills as defined by this rule; and
 - (b) The Common Knowledge and Skills in instructional programs as adopted by the State Board of Education.
- (10) "Common Knowledge and Skills in Instructional Programs": Facts, concepts, principles, rules, procedures and methods of inquiry associated with specific subject matter areas as adopted by the State Board of Education.
- (11) "Common School District": A school district other than a union high school district formed primarily to provide education in all or part of grades K through 12 to pupils residing within the district (ORS 330.005(2)(b)). See section (20) of this rule.
- (12) "Community Partnerships": Collaborations to network resources to assist students to meet state and local standards and prepare students for post high school transitions. These partnerships include parents, students, business, education, government and community-based organizations.
- (13) "Compliance Indicator": Statement of the action taken by a local district which can be accepted as evidence that the district is in compliance with the intent of a particular state standard.
- (14) "Comprehensive guidance and counseling program: A program that is integral to a district's total PreK through 12 educational program that is planned, proactive and preventative in design to address each student's academic, career, personal and social development and community involvement.
- (15) "Conditionally Standard School": A school that fails to meet the standards but has submitted a plan of correction, approved by the district school board, to the State Superintendent.
- (16) "Course Goals": Statements describing the knowledge and skills students are expected to acquire as a result of having completed a course, elementary unit, or grade level.
- (17) "Diploma": The document issued by school districts and charter schools in accordance with OAR 581-022-1130 or 581-022-1134.
- (18) "District": A common or union high school district (ORS 332.002(2)).
- (19) "District Goals": Statements related to State Board of Education goals (OAR 581-022-1030) which describe the local district and community's expectations for student learning.
- (20) "District School Board": The board of directors of a common school district or a union high school district (ORS 332.002(1)).
- (21) "Education Plan": A formalized plan and process in which a student identifies their academic, personal and career interests which helps the student to connect school activities with their post-high school goals.
- (22) "Education Profile": Documentation of a student's academic achievement and progress toward their graduation requirements, post-high school goals and other personal accomplishments identified in their education plan.
- (23) "Education Record": has the same meaning as in OAR 581-021-0220.
- (24) "Elementary School": Any combination of grades K through 8.
- (25) "Essential Skills": Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The essential skills include: Read and comprehend a variety of text; Write clearly and accurately; Listen actively and speak clearly and coherently; Apply

mathematics in a variety of settings; Think critically and analytically; Use technology to learn, live, and work; Demonstrate civic and community engagement; Demonstrate global literacy; and Demonstrate personal management and teamwork skills.

(26) "Extended Application Standard": The application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

(27) "Global Studies": An area of study for learning about the people and cultures of the world through history, geography and other social studies disciplines.

(28) "High School": Any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized as a separate unit; grades 9 through 12 housed with grades K through 12; grades 7 or 8 through 12, if approved by the Oregon Department of Education.

(29) "Identification Team" referred to as the "Team": A team of at least two district staff who carry out district identification procedures and determine the identification of students under OAR 581-022-1310.

(30)(a) "Instructional time" means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-1210, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

(b) Instructional time shall include:

(A) Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;

(B) Time that a student spends in statewide performance assessments; and

(C) Up to fifteen minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

(c) Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic fieldtrips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

(31) "Junior High School": A secondary school composed of one or more of grades 7, 8, and 9 organized separately from other grades and approved by the Oregon Department of Education.

(32) "Kindergarten": A planned program that provides activities designed to foster the physical, social, emotional, and cognitive development of young children (ORS 336.092 and 336.095).

(33) "Middle School": An organizational unit composed of any combination of grades 5, 6, 7, and 8 organized separately from other elementary grades and identified as a middle school with the Oregon Department of Education.

(34) "Next steps": The education and/or career choices students make after leaving high school, which may include the workforce, community colleges, four-year colleges and universities, private career schools, apprenticeships, and the military.

(35) "Nonstandard School": A school which fails to meet the standards, and which within ninety days of the State Superintendent's notification of deficiencies, fails to submit a plan of correction or adhere to a plan of correction approved by the State Superintendent (ORS 327.103).

(36) "Parent": Has the same definition as in Oregon Revised Statute 343.035.

(37) "Planned Course Statement": Course title, course overview, course goals (including essential learning skills, career-related goals and common curriculum goals as set forth in OARs 581-022-1210) and, where appropriate, graduation competence assigned to the course for verification.

(38) "Potential": As used in OAR 581-022-1310, the demonstrated capacity to perform at or above the 97th percentile as determined by the team.

(39) "Program": A planned series of interrelated activities or services contributing to the attainment of a goal or set of goals.

(40) "Program Evaluation": A process for making judgments about the philosophy, goals, methods, materials and outcomes of a program to guide program improvement.

(41) "Program Goals" (instructional): Statements describing what students are expected to learn in each district instructional program in any combination of grades K through 12.

(42) "Program Goals" (support): Statements describing program outcomes which support the entire learning system, or one or more of its components, usually stated in terms of services to be performed.

(43) "Program Needs Identification": Procedures, which specify and rank the differences between actual and desired outcomes leading to the consideration of program revision.

(44) "School District": A common or union high school district (ORS 332.002). For the purposes of OARs 581-022-0403, 581-022-1310, 581-022-1320 and 581-022 1330, school district has the same meaning as in Oregon Revised Statute 343.395.

(45) "Standard School": A school, which is in compliance with all of the standards.

(46) "State Standards": State Board division 22 Administrative Rules for public elementary and secondary schools.

(47) "Student Activity Funds": All money raised or collected by and/or for school-approved student groups, excluding money budgeted in the general fund.

(48) "Talented and Gifted Students": Those children defined in Oregon Revised Statute 343.395.

(49) "Union High School District": A school district, other than a common school district, formed in accordance with ORS 335.210 to 335.485 (330.005).

[Publications: Publications referenced are available from the agency.]

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.011

Hist.: 1EB 19-1980, f. 6-17-80, ef. 7-1-80; 1EB 4-1986, f. 1-23-86, ef. 2-1-86; EB 8-1989, f. & cert. ef. 1-27-89; EB 6-1995, f. & cert. ef. 1-24-95; ODE 7-1999, f. & cert. ef. 1-15-99; ODE 12-2002, f. & cert. ef. 4-15-02; ODE 4-2003, f. & cert. ef. 3-14-03; ODE 25-2008, f. & cert. ef. 9-26-08; ODE 4-2015, f. 1-30-15, cert. ef. 7-1-15; ODE 21-2015, f. & cert. ef. 12-18-15

Curriculum Requirements

581-022-0405

Career Education

Each school district shall implement plans for career education for Grades K through 12, as part of its comprehensive guidance and counseling program, based on the Oregon Department of Education's "Framework for Comprehensive Guidance and Counseling Programs for Pre-Kindergarten through Twelfth Grade." Career education curriculum is part of the overall comprehensive guidance and counseling curriculum, written to address Essential Skills, Education Plan and Education Profile and the four interrelated student developmental domains: academic, career, personal/social, and community involvement.

Stat. Auth.: ORS 326.051 & 329.275

Stats. Implemented: ORS 326.051

Hist.: 1EB 19-1980, f. 6-17-80, ef. 9-1-81; EB 4-1989, f. & cert. ef. 1-23-89; ODE 19-2008, f. & cert. ef. 6-27-08

Plan of Instruction

581-022-0413

Prevention Education Programs in Drugs and Alcohol

(1) Each school district shall develop a comprehensive plan for alcohol and drug abuse prevention program which shall include, but not limited to:

(a) Instruction in the effects of tobacco, alcohol, drugs, including anabolic steroids, performance-enhancing and controlled substances as an integral part of the district's K–12 comprehensive health education program. In addition, at least annually, all high school

students, grades 9–12 shall receive age-appropriate instruction about drug and alcohol prevention

(A) The age-appropriate curriculum for this instruction shall:

- (i) Emphasize prevention strategies;
- (ii) Be reviewed and updated annually to reflect current research; and
- (iii) Be consistent with State Board adopted Health Education Academic Content Standards.

(B) Basic information shall include:

- (i) The effects of alcohol, tobacco and other drug use, including anabolic steroids, performance-enhancing and controlled substances
- (ii) All laws relating to the use, especially by minors, of alcohol and other illegal drugs; and
- (iii) The availability of school and community resources.

(C) The instructional program shall include activities which will assist students in developing and reinforcing skills to:

- (i) Understand and manage peer pressure;
- (ii) Understand the consequences of consuming alcohol and other drugs;
- (iii) Make informed and responsible decisions; and
- (iv) Motivate students to adopt positive attitudes towards health and wellness.

(b) A public information program for students, parents, and district staff; and

(c) Policies, rules, and procedures which:

(A) Include a philosophy statement relating to drug-free schools and the established tobacco-free policies and procedures for students, staff and visitors.

(B) Define the nature and extent of the district's program, including a plan to access and use federal funds;

(C) State that alcohol, tobacco, and other drug use by student is illegal and harmful;

(D) In accordance with OAR 581-021-0050 and 581-021-0055, indicate the consequences for using and/or selling alcohol and other drugs, including the specific rule of the school as it relates to law enforcement agencies;

(E) Describe the district's intervention and referral procedures, including those for drug-related medical emergencies;

(F) Indicate clearly that the school district's jurisdiction includes all school sponsored events including student activities; and

(G) Are reviewed and updated annually.

(2) The district's drug and alcohol prevention and intervention program shall be approved by the school district board after consultation from parents, teachers, school administrators, local community agencies, and persons from the health or alcohol and drug service community who are knowledgeable of the latest research information.

(3) Staff development in the district shall:

- (a) Inform all staff of the district plan and their responsibilities within that plan; and
- (b) Provide alcohol and drug abuse prevention education to all staff.

Stat. Auth.: ORS 326.051, 336.235

Stats. Implemented: ORS 336.067, 336.222

Hist.: EB 30-1989, f. & cert. ef. 10-24-89; ODE 14-2008, f. & cert .ef. 5-23-08

581-022-0416

Anabolic Steroids and Performance Enhancing Substances

(1) As used in this rule:

(a) “Anabolic steroid” includes any drug or hormonal substance chemically or pharmacologically related to testosterone, all prohormones, including dehydroepiandrosterone and all substances listed in the Anabolic Steroid Control Act of 2004. “Anabolic steroid” does not include estrogens, progestins, corticosteroids and mineralocorticoids.

(b) “Performance-enhancing substance” means a manufactured product for oral ingestion, intranasal application or inhalation containing compounds that:

(A) Contain a stimulant, amino acid, hormone precursor, herb or other botanical or any other substance other than an essential vitamin or mineral; and

(B) Are intended to increase athletic performance, promote muscle growth, induce weight loss or increase an individual’s endurance or capacity for exercise.

(c) “School district employee” means:

(A) An administrator, teacher or other person employed by a school district;

(B) A person who volunteers for a school district; and

(C) A person who is performing services on behalf of a school district pursuant to a contract.

(2) Each school district shall:

(a) Utilize evidence-based programs such as the Oregon Health and Science University’s Athletes Training and Learning to Avoid Steroids (ATLAS) and Athletes Targeting Healthy Exercise and Nutrition Alternatives (ATHENA) for the reduction in anabolic steroid and performance-enhancing substance abuse by high school athletes.

(b) Ensure school district employees who are coaches or athletic directors receive training once every four years on identifying the components of anabolic steroids abuse and prevention strategies for the use of performance-enhancing substances.

Stat. Auth.: ORS 326.051

Stat. Implemented: ORS 342.721 & 342.726

Hist.: ODE 22-2008, f. 8-28-08, cert. ef. 8-29-08

581-022-0421

Safety of School Sports — Concussions

(1) As used in this rule:

(a) “Annual training” means once in a twelve month period.

(b) “Coach” means a person who instructs or trains members on a school athletic team and may be:

(A) A school district employee;

(B) A person who volunteers for a school district

(C) A person who is performing services on behalf of a school district pursuant to a contract.

(c) “Concussion” means exhibiting signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body.

(d) “Health care professional” means a medical doctor, osteopathic physician, psychologist, physician assistant or nurse practitioner licensed or certified under the laws of this state.

(e) “Proper medical treatment” means treatment provided by a licensed health care professional which is within their scope of practice.

(f) “Return to participation” means a student can rejoin the athletic event or training.

(g) “Training timeline” means every coach receives the training prior to the beginning of the season for the school athletic team they are specifically coaching.

(h) “Same day” means the same calendar day on which the injury occurs.

(2) Each school district shall:

(a) Develop a list of coaches.

(b) Identify which community (may include state or national) resources the district will use to provide the training as required in section (3) of this rule.

(c) Develop training timelines for coaches of all school athletic teams.

(d) Ensure coaches receive training once every twelve months.

(e) Develop a tracking system to document that all coaches meet the training requirements of this rule.

(f) Ensure no coach allows a member of a school athletic team to participate in any athletic event or training on the same calendar day that the member:

(A) Exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body; or

(B) Has been diagnosed with a concussion.

(g) Except as provided by subsection (3) in this section ensure no coach will allow a student who is prohibited from participating in an athletic event or training, as described in section (2) (f), to return to participate in an athletic event or training no sooner than the day after the student experienced a blow to the head or body. The student may not return to participate in an athletic event or training until the following two conditions have been met:

(A) The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and

(B) The student receives a medical release form from a health care professional.

(3) A coach may allow a member of a school athletic team to participate in any athletic event or training at any time after an athletic trainer registered by the Board of Athletic Trainers determines that the member has not suffered a concussion. The athletic trainer may, but is not required to, consult with a health care professional in making the determination that the member has not suffered a concussion.

(4) The training required of coaches under this rules shall include the following:

(a) Training in how to recognize the signs and symptoms of a concussion;

(b) Training in strategies to reduce the risk of concussions;

(c) Training in how to seek proper medical treatment for a person suspected of having a concussion; and

(d) Training in determination of when the athlete may safely return to the event or training.

Stat. Auth: ORS 336.485

Stats. Implemented: ORS 336.485

Hist.: ODE 13-2010, f. & cert. ef. 6-30-10; ODE 2-2011, f. 1-31-11, cert. ef. 2-1-11; ODE 29-2015, f. & cert. ef. 12-22-15

Assessment and Evaluation

581-022-0606

District Continuous Improvement Plan

(1) For the purposes of OAR 581-022-0606 the following definitions apply:

(a) “Aligned with standards” means that the taught curriculum (what teachers teach), the learned curriculum (what students learn), and the assessed curriculum (what students are tested on) as identified through state and national academic standards do not deviate significantly one from another. This alignment includes four components:

(A) Content match — topical coverage, or comprehensiveness and level of detail

(B) Depth match — level of difficulty, or cognitive complexity

(C) Emphasis match — the relative duration of the instruction about each topic/standard within a subject

(D) Performance match — the type of performance required to demonstrate proficiency of the standard

(b) “Data-driven” means the use of information available from a high quality data system to focus decisions regarding curriculum, instruction, staff assignment, and staff development to promote student achievement through a planned, systemic program improvement effort.

(c) “Family and community engagement” means a system of shared responsibility in which schools and other community agencies and organizations are committed to engaging families in meaningful and culturally respectful ways while families are committed to actively supporting their children’s learning and development.

(d) “High quality data system” means a method by which teachers and administrators have access to data needed for instructional and administrative decision-making, one that makes available to the public appropriate data content and displays and provides for regular updates to the data, maintenance and upgrading of the system, and training for key personnel on use and maintenance. The collection and use of data in such a system would include district-, school-, and student-level data describing but not limited to:

- (A) Instruction;
- (B) Accountability;
- (C) Demographics;
- (D) Achievement; and
- (E) Assessment.

(e) “High quality instructional programs” means that teachers teach knowledge and skills through the use of an appropriate variety of instructional strategies reflecting best practice and based on state/national standards and assessments that effectively measure what the standards require. Such instruction is not universal but is situational based on instructional context.

(f) “Long-term professional development plans” means teacher training reflecting best practice as defined by national standards related to content, process, and context. Such training supports:

- (A) Continuing advancement of professional collaboration;
- (B) Ongoing, job-embedded experiences,
- (C) Standards-based instruction, and
- (D) Continual, guided reflection on school/student data a part of professional learning.

(g) “Rigorous curriculum” means multiple courses of study any one of which will prepare students to successfully meet the Oregon diploma requirements. These courses are cognitively demanding and challenging to students as those students apply the fundamental concepts and skills from various disciplines to real world problems in complex and open ended situations.

(h) “Safe educational environment” means a healthy, positive school climate free of drug use, gangs, violence, intimidation, fear, and shaming, ensuring the physical and emotional well-being and academic and social growth of every student.

(i) “Service plans for students” means a system of planned services outlining student educational activities, supporting students in meeting expectations for one or more content areas and continuing to academically challenge students who have exceeded expectations in one or more content areas.

(j) “Short-term professional development plans” means a component of a long term professional development plan with a direct connection with one or more of the following—individual continuing professional development plans; board, district or school goals; state certification criteria; or other regulatory mandates. Such plans may be responsive to emerging needs not yet addressed in long-term professional development plans.

(k) “Staff leadership development” means practices, policies, and procedures that create shared leadership opportunities and empower teacher participation in setting and achieving school goals and policies.

(l) “Strong school library program” means a planned effort to ensure the instruction of students, school staff, and the broader learning community in library skills, information literacy, and educational technology; such a program promotes a rich array of literacy experiences supporting life-long reading; facilitates collaboration in lesson planning and

instruction; ensures equitable access to library resources and licensed school librarians; and develops and manages current, plentiful, and diverse library collections of print and electronic resources that support classroom curricula and student interests.

(2) Each school district shall conduct self-evaluations in order to develop and update their local district continuous improvement plans once every three years. Except as provided in subsection (3) of this rule, the department may not require school districts or schools to conduct self-evaluations or to update their local district continuous improvement plans more frequently than biennially.

(3) Each school district shall:

(a) Submit its local district continuous improvement plan to the Department of Education once every three years unless there are substantial changes.

(b) Notify the Department and update its local district continuous improvement plan when there has been a substantial changes.

(c) Substantial change is defined as changes to:

(A) School or district improvement status under state or federal law;

(B) Student academic achievement;

(C) Student demographics (including changes in excess of 10% in identified subgroups);

(D) Instructional staffing (either counts of personnel or changes in individual staff);

(E) Financial resources available to the district; or

(F) The district's goals for student achievement.

(4) The self-evaluation process shall involve the public in the setting of local goals. The school district shall ensure that representatives from the demographic groups of their school population are invited to participate in the development of local district continuous improvement plans to achieve the goals.

(5) As part of setting local goals, school districts shall undertake a communications process that involves parents, students, teachers, school employees and community representatives to explain and discuss the local goals and their relationship to programs in the continuous improvement plan.

(6) At the request of the school district, department staff shall provide ongoing technical assistance in the development and implementation of the local district continuous improvement plan.

(7) The local district continuous improvement plan shall include:

(a) A rigorous curriculum aligned with state standards;

(b) High-quality instructional programs;

(c) Short-term and long-term professional development plans;

(d) Programs and policies to achieve a safe educational environment;

(e) A plan for family and community engagement;

(f) Staff leadership development;

(g) High-quality data systems;

(h) Improvement planning that is data-driven;

(i) Education service plans for students who have or have not exceeded all of the academic content standards;

(j) A strong school library program;

(k) A review of demographics, student performance, staff characteristics and student access to, and use of, educational opportunities; and

(l) District efforts to achieve local efficiencies and efforts to make better use of resources.

(8) Each school district shall annually review and report test results and progress on the

district improvement plan to the community.

(9) Each school district shall maintain copies of the school and district improvement plans as a public record.

(10) Each school district shall submit the district improvement plan to the Department of Education when requested.

Stat. Auth.: ORS 326.051 & 329.095

Stats. Implemented: ORS 326.051 & 329.095

Hist.: 1EB 19-1980, f. 6-17-80, ef. as follows: Section (1) 9-1-80; Sections (2), (4), (5) 9-1-81; Section (3) 7-1-80; 1EB 26-1980, f. 11-7-80, ef. as follows: Sections (1) and (3) 9-1-81; Sections (2), (4) and (5) 9-1-82; 1EB 21-1986, f. & ef. 7-2-86; EB 38-1990, f. & cert. ef. 7-10-90; EB 15-1996, f. & cert. ef. 9-26-96; ODE 25-2008, f. & cert. ef. 9-26-08; ODE 38-2013, f. & cert. ef. 12-18-13

581-022-0610

Administration of State Assessments

(1) Definitions. As used in this rule:

(a) “Accommodations” means changes in procedures or materials that increase equitable access during assessment and generate valid assessment results for students for whom there is documentation of need on an Individualized Education Program (IEP) or 504 (Plan); they allow these students to show what they know and can do.

(b) “Designated supports” means access features of the assessment available for use by any student for whom the need has been indicated by an educator or team of educators.

(c) “District test coordinator” (DTC) means district personnel who ensure secure administration of Oregon Statewide Assessments as defined by Oregon Revised Statute, Administrative Rules, and the Test Administration Manual, including but not limited to supervising the work of the school test coordinators and test administrators.

(d) “Force majeure” means an extraordinary circumstance (e.g., power outage or network disturbance lasting at least one full school day) or act of nature (e.g., flooding, earthquake, volcano eruption) which directly prevents a school district from making reasonable attempts to adhere to the Test Schedule.

(e) “Impropriety” means the administration of an Oregon Statewide Assessment in a manner not in compliance with the Test Administration Manual, Oregon Revised Statute, or this rule.

(f) “Invalidation” means the act of omitting test results and student responses from the testing, reporting, and accountability systems for a given testing event for which the student may not retest.

(g) “Irregularity” means an unusual circumstance that impacts a group of students who are testing and may potentially affect student performance on the assessment or interpretation of the students’ scores. A force majeure is an example of a severe irregularity.

(h) “Modification” means practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment.

(i) “Universal Tools” means access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.

(j) “Oregon Statewide Assessments” means:

(A) The Oregon Assessment of Knowledge and Skills (OAKS) in:

(i) Science;

(i) Social Sciences;

(B) The Smarter Balanced Assessments (Smarter) in:

(i) Mathematics

(ii) English Language Arts (ELA)

(C) The English Language Proficiency Assessment (ELPA21);

(D) The Extended Assessment in:

(i) English Language Arts (ELA);

(ii) Mathematics;

(iii) Science; and

(E) The Kindergarten Assessment

(k) “Reset” means the removal of student responses from the web-based testing application for a given testing event for which the student may retest.

(l) “School building” means facilities owned, leased, or rented by a school district, educational service district, public charter school, private school, or private alternative program.

(m) "School district" means:

(A) A school district as defined in ORS 332.002;

(B) The Oregon School for the Deaf;

(C) The Juvenile Detention Education Program as defined in ORS 326.695;

(D) The Youth Corrections Education Program as defined in ORS 326.695;

(E) The Long Term Care Program as defined in ORS 343.961; and

(F) The Hospital Education Programs as defined in ORS 343.261.

(n) “School test coordinator” (STC) means school personnel who provide comprehensive training to test administrators and monitor the testing process.

(o) “Test Administration Manual” means a manual published annually by ODE that includes descriptions of the specific policies and procedures that school districts are required to follow when administering any component of the Oregon Statewide Assessments. References to the Test Administration Manual refer to the edition in effect at the time of test administration and include appendices and any addenda published in accordance with ODE’s revision policy.

(p) “Test administrator” (TA) means an individual trained to administer the Oregon Statewide Assessments in accordance with the Test Administration Manual.

(q) “Test Schedule” means the Test Schedule and Required Ship Dates published annually by ODE that includes the windows in which school districts must offer their students the Oregon Statewide Assessments and the deadline by which DTCs must ship or postmark test materials.

(2)(a) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all students enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district.

(b) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all resident students enrolled in a private alternative education program, regardless of whether the private alternative education program is located within the boundaries of the school district.

(c) The Oregon School for the Deaf must enforce the assessment policies described in this rule for all students enrolled in that school.

(d) The Juvenile Detention Education Program and the Youth Corrections Education Program must enforce the assessment policies described in this rule for all students enrolled in that program.

(e) The Long Term Care Program and the Hospital Education Programs must enforce the assessment policies described in this rule for all students enrolled in that program.

(f) School districts may delegate responsibility for enforcing the assessment policies described in this rule to another school district or education service district under the conditions specified in the Test Administration Manual.

(3) School districts must administer Oregon Statewide Assessments in accordance with the Test Administration Manual and Test Schedule published by ODE. The results of these assessments are used to satisfy the requirements specified in OAR 581-022-1670 and 581-022-0606 and as a method to evaluate compliance with 581-022-1210.

(4) School districts must ensure that students are administered the proper Oregon Statewide Assessment and that the testing environment satisfies the following testing conditions:

(a) School districts must ensure that Oregon Statewide Assessments are administered by a trained TA who has signed an Assurance of Test Security form for the current school year on file in the district office;

(b) School districts must administer Oregon Statewide Assessments in a school building or in an environment that otherwise complies with the Test Administration Manual;

(c) School districts must apply the following criteria in deciding whether to provide a student with an accommodation during administration of an Oregon Statewide Assessment:

(A) School districts must decide whether to provide accommodations during an assessment on an individual student basis and separately for each content area to be assessed; and

(B) For students with an Individualized Education Plan (IEP) or 504 Plan, school districts must implement the assessment decision made by a student's IEP or 504 team and documented in the IEP or 504 Plan;

(d) School districts may only administer modifications to students with an IEP or 504 Plan and only in accordance with the assessment decision made by the student's IEP or 504 team and documented in the IEP or 504 Plan. Before administering an assessment using a modification, a student's IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

(e) School districts must provide only those subject-specific accommodations, designated supports, and universal tools listed in the Oregon Accessibility Manual and must provide these supports in a manner consistent with the policies contained in the Test Administration Manual and Oregon Accessibility Manual;

(f) School districts must ensure that students do not access electronic communication devices such as cellular phones or personal digital assistants (PDAs) during an assessment; and

(g) School districts must follow all additional testing conditions specified in the Test Administration Manual.

(5) Failure by a school district to comply with section (4) of this rule constitutes an impropriety as defined in section (1)(e) of this rule. DTCs must report all potential improprieties or irregularities to ODE within one business day of learning of the potential impropriety or irregularity in accordance with the reporting procedures contained in the Test Administration Manual.

(6) The ODE may invalidate assessment results and student responses for assessments administered under conditions not meeting the assessment administration requirements specified in Sections 3 and 4 of this rule. In rare instances, ODE may reset a student assessment at the request of the school district if ODE determines that a reset would not compromise the security or validity of the assessment.

(7) ODE counts assessments that meet the following conditions as non-participants in ODE calculations of participation and does not include such assessments in ODE calculations of performance:

(a) Assessments administered using modifications as defined in section (1)(h) of this rule;

(b) Invalidated assessments;

(c) Assessments administered outside the testing window specified in the Test Schedule; or

(d) Assessments shipped or postmarked after the dates identified in the Test Schedule.

(8) ODE only allows extensions to the testing window or shipping deadlines identified in the Test Schedule in cases where a force majeure occurs within three days of the close of the testing window or shipping deadline and prevents a school district from meeting the deadline. Upon receiving a force majeure extension request from the school district, ODE may permit a one-day extension of the testing window or shipping deadline for each day of the force majeure, for up to five days. The force majeure extension begins on the first school day after normal operations resume and ends no later than the last school day in the month in which the testing window closes.

(9) School districts may only assess students using the Extended Assessment instead of OAKS or Smarter if the student has an IEP Plan and the student's Plan indicates that the student requires the Extended Assessment.

(10) School districts must administer ELPA annually to all students determined by the school district to be eligible for English language development (ELD) services under Title III of the Elementary and Secondary Education Act (ESEA), regardless of whether an eligible student actually receives ELD services.

(11) Administration of the Kindergarten Assessment is governed by OAR 581-022-2130.

Stat. Auth.: ORS 326.051 & 329.075

Stats. Implemented: ORS 329.075 & 329.485

Hist.: 1EB 2-1985, f. 1-4-85, ef. 1-7-85; EB 14-1990(Temp), f. & cert. ef. 3-5-90; ODE 6-2002(Temp), f. & cert. ef. 2-15-02 thru 6-30-02; ODE 16-2002, f. & cert. ef. 6-10-02; ODE 30-2008, f. 12-16-08, cert. ef. 12-19-08; ODE 12-2009, f. & cert. ef. 12-10-09; ODE 7-2010, f. & cert. ef. 5-27-10; ODE 7-2011, f. & cert. ef. 7-1-11; ODE 34-2014, f. & cert. ef. 6-24-14; ODE 26-2015, f. & cert. ef. 12-21-15

581-022-0612

Exception of Students with Disabilities from State Assessment Testing

(1) For the purposes of this rule a "student with a disability" is a student identified under the Individuals with Disabilities Education Act, consistent with OAR chapter 581, division 015, or a student with a disability under Section 504 of the Rehabilitation Act of 1973.

(2) A public agency shall not exempt a student with a disability from participation in the Oregon State Assessment System or any district wide assessments to accommodate the student's disability unless the parent has requested such an exemption.

Stat. Auth.: ORS 326.051 & 343.045

Stats. Implemented: ORS 329.485 & 659.850

Hist.: ODE 3-2002(Temp), f. & cert. ef. 1-25-02 thru 6-30-02; ODE 14-2002, f. & cert. ef. 5-15-02; ODE 25-2008, f. & cert. ef. 9-26-08

581-022-0615

Assessment of Essential Skills

(1) Definitions. As used in this rule:

(a) "Assessment option" means an assessment approved to assess proficiency in the Essential Skills for the purpose of earning a high school diploma or a modified diploma.

(b) "Essential Skills" means process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

(c) "Local performance assessment" means a standardized measure (e.g., activity, exercise, problem, or work sample scored using an official state scoring guide), embedded in the school districts' and public charter schools' curriculum that evaluates the application of students' knowledge and skills.

(d) "Official state scoring guide" means an evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a 1-6 point scale to help rate student work. It is used by Oregon teachers to evaluate student work samples.

(e) "Student-initiated test impropriety" means student conduct that:

(A) Is inconsistent with:

(i) The Test Administration Manual; or

(ii) Accompanying guidelines; or

(B) Results in a score that is invalid.

(f) "Work sample" means a representative sample of individual student work (e.g., research papers, statistical experiments, speaking presentations, theatrical performances, work experience) that may cover one or more content areas and therefore may be scored using one or more official state scoring guide(s). At the high school level, a work sample can be used to fulfill both the local performance assessment requirement described in Section 2 of this rule and the Essential Skills requirement described in Section 3 of this rule.

(2) School districts and public charter schools that offer grades 3 through 8 or high school shall administer local performance assessments for students in grades 3 through 8 and at

least once in high school. For each skill area listed in section (17) of this rule, the assessments shall consist of:

(a) One work sample per grade scored using official state scoring guides; or

(b) Comparable measures adopted by the district.

(3) School districts and public charter schools shall require high school students to demonstrate proficiency in the Essential Skills using assessment options that are approved by the State Board of Education for the purpose of student eligibility for:

(a) The high school diploma as established in OAR 581-022-1130; or

(b) The modified diploma as established in OAR 581-022-1134.

(4) Pursuant to ORS 339.115 and 339.505, school districts and public charter schools shall provide any eligible student with instruction in and multiple assessment opportunities to demonstrate proficiency in the Essential Skills for the purpose of achieving the high school diploma or the modified diploma.

(5) To be eligible to receive a high school diploma or a modified diploma:

(a) For students first enrolled in grade 9 during the 2008-2009 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skill listed in section (16)(a) of this rule: Read and comprehend a variety of text.

(b) For students first enrolled in grade 9 during the 2009-2010 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in sections (16)(a)-(b) of this rule:

(A) Read and comprehend a variety of text; and

(B) Write clearly and accurately.

(c) For students first enrolled in grade 9 during the 2010-2011 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in section (16)(a)-(c) of this rule:

(A) Read and comprehend a variety of text;

(B) Write clearly and accurately; and

(C) Apply mathematics in a variety of settings.

(d) For students first enrolled in grade 9 during the 2011-2012 school year or first enrolled in grade 9 in any subsequent school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in Section 16(a)–(c) of this rule and any additional Essential Skills for which:

(A) The State Board of Education has adopted the determination to phase in for inclusion in the high school diploma and modified diploma requirements; and

(B) The State Board of Education has adopted assessment options by March 1 of the student's 8th grade year.

(e) School districts and public charter schools may require students to demonstrate proficiency in additional Essential Skills beyond the minimum requirements described in section (5)(a)-(d) of this rule.

(6) The Superintendent of Public Instruction shall establish an Assessment of Essential Skills Review Panel (AESRP) to make recommendations on:

(a) The phasing in of Essential Skills for inclusion in the high school diploma and the modified diploma requirements;

(b) The adoption of assessment options to measure students' proficiency in the approved Essential Skills for the purpose of the high school diploma or the modified diploma; and

(c) The achievement standards used to determine student eligibility for the high school diploma or the modified diploma.

(7) The AESRP shall work toward the goal of a system with a high degree of technical adequacy and equivalent rigor between assessment options as practicable.

(8) The AESRP shall base its recommendations on evidence provided by:

- (a) School districts;
- (b) Research organizations; and
- (c) Other experts.

(9) The AESRP shall consist of assessment experts from:

- (a) School districts, including but not limited to:
 - (A) Superintendents;
 - (B) Principals;
 - (C) Curriculum Directors;
 - (D) Educators;
 - (E) Special education educators; and
 - (F) English Language Learners (ELL) educators;
- (b) Post-secondary education institutions; and
- (c) Business partners who have expertise in:
 - (A) Assessment design;
 - (B) Assessment administration; or
 - (C) Use of assessments

(10) The State Board of Education shall make the determination to adopt the AESRP's recommended assessment options, and achievement standards for the purpose of conferring high school diplomas and modified diplomas. The determination of the State Board of Education will be final and not subject to appeal.

(11) The ODE shall issue the State Board of Education's intentions regarding the AESRP's recommendations by December 15 of each year and formal notice of the State Board of Education's final determination regarding the AESRP's recommendations by March 1 of each year as an addendum to the Test Administration Manual, which the ODE shall issue by August 1 of each year.

(12) School districts and public charter schools shall adhere to the requirements set forth in the Test Administration Manual to:

- (a) Administer;
- (b) Score;
- (c) Manage; and
- (d) Document the district and school assessments of students' proficiency in the Essential Skills required to receive a high school diploma or a modified diploma.

(13) School districts and public charter schools shall establish conduct and discipline policies addressing student-initiated test impropriety.

(14) School districts and public charter schools shall allow students to use assessment options and achievement standards adopted by the State Board of Education in a student's ninth through twelfth grade years as follows:

- (a) Students may demonstrate proficiency in the Essential Skills using assessment options adopted in their ninth through twelfth grade years.
- (b) Students may use achievement standards adopted in their 9th through 12th grade years that are equal to or lower than the achievement standards approved as of March 1 of the students' 8th grade year.

(15) Districts may develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills, using established professional and technical standards in place of the assessment options adopted by the State Board of Education as described in section 14 of this rule. Districts that choose this option are required to publish:

(a) A communication strategy to ensure stakeholders are notified of the district's approach to the local assessment option; and

(b) Materials written in plain language that contain descriptions of the

(A) Purpose of the assessment;

(B) Scoring methodology;

(C) Method by which students and parents will receive results from the assessment;

(D) Criteria for determining student proficiency using the assessment; and

(E) Criteria for determining which students will have access to the assessment

(16) The ODE shall publish the subset of Essential Skills assessment options and the associated performance levels which may be used by each of Oregon's post-secondary institutions as defined by those institutions' policies provided to the ODE by October 15 of each year.

(17) The Essential Skills identified by the State Board of Education as of July 1, 2008 are as follows:

(a) Read and comprehend a variety of text;

(b) Write clearly and accurately;

(c) Apply mathematics in a variety of settings;

(d) Listen actively and speak clearly and coherently;

(e) Think critically and analytically;

(f) Use technology to learn, live, and work;

(g) Demonstrate civic and community engagement;

(h) Demonstrate global literacy; and

(i) Demonstrate personal management and teamwork skills.

(18) School districts and public charter schools shall include one or more local performance assessments for grades 3 through 8 and for high school for each of the following skill areas:

(a) Writing;

(b) Speaking;

(c) Mathematical problem-solving; and

(d) Scientific inquiry.

(19) School districts and public charter schools may include one social science analysis work sample that is administered in accordance with school district or public charter school policies as a local performance assessment for grades 3 through 8 and for high school.

(20) For students on an Individualized Education Plan (IEP) or 504 Plan, if a student's IEP or 504 Team determines that the nature of a student's disability prevents the student from demonstrating proficiency in an Essential Skill using any of the approved assessment options listed in the Test Administration Manual, the student's IEP Team may exempt the student from the requirement as listed in the Test Administration Manual and determine an appropriate replacement assessment option for the student to use that addresses the Essential Skill in a manner that is consistent with:

(a) The student's instructional plan; and

(b) The state assessment criteria adopted by the State Board of Education.

(21) For students seeking a modified diploma, school districts and public charter schools may modify the assessment options adopted by the State Board of Education when the following conditions are met:

(a) For students on IEP or 504 Plans:

(A) School districts and public charter schools must comply with all requirements established

by the student's IEP or 504 Plan when implementing modifications for work samples;

(B) School districts and public charter schools must comply with OAR 581-022-0610 section (4)(d) when implementing modifications for a statewide assessment.

(b) For students not on IEP or 504 Plans:

(A) School districts and public charter schools may only implement modifications for work samples that are consistent with the modifications the student has received during instruction in the content area to be assessed in the year in which the work sample is administered.

(B) School districts and public charter schools must obtain approval from the school team responsible for monitoring the student's progress toward the modified diploma before implementing modifications for work samples.

(C) Consistent with OAR 581-022-0610, school districts and public charter schools may not implement modifications for statewide assessments for students who are not on an IEP or 504 Plan.

Stat. Auth.: ORS 329.451, 338.025, 339.115 & 339.505

Stats. Implemented: 329.045, 329.075, 329.451, 329.485 & 338.115

Hist.: ODE 17-2008, f. & cert. ef. 6-27-08; ODE 10-2009(Temp), f. & cert. ef. 9-1-09 thru 2-28-10; ODE 19-2009, f. & cert. ef. 12-10-09; ODE 8-2011, f. & cert. ef. 7-1-11

581-022-0617

Essential Skills for English Language Learners

(1) Definitions. As used in this rule:

(a) "Assessment option" means an assessment approved to assess proficiency in the Essential Skills for the purpose of earning a high school diploma or a modified diploma.

(b) "English Language Learner" (ELL) means a student who meets the definition of "Limited English Proficient" found in Title IX, Part A, Section 9101.25 of the No Child Left Behind Act of 2001 (NCLB).

(c) "Essential Skills" means process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

(d) "Qualified Rater" means any individual who is:

(A) Trained to a high degree of proficiency in scoring the assessment administered to the student; and

(B) Endorsed by the school district or public charter school, consistent with local school board policy, as proficient in the student's language of origin for the purposes of accurately scoring the student's work in the student's language of origin.

(2) Consistent with OAR 581-022-0615, school districts and public charter schools must adopt a policy whether to allow ELL students to demonstrate proficiency in the Essential Skill of "Apply mathematics in a variety of settings" in the students' language of origin for those ELL students who by the end of high school:

(a) Are on track to meet all other graduation requirements; and

(b) Are unable to demonstrate proficiency in the Essential Skills in English.

(3) Consistent with OAR 581-022-0615, school districts and public charter schools must adopt a policy whether to allow ELL students to demonstrate proficiency in Essential Skills other than "Apply mathematics in a variety of settings" in the students' language of origin for those ELL students who by the end of high school:

(a) Meet the criteria in Section 2(a)–(b) of this rule;

(b) Have been enrolled in a U.S. school for five (5) years or less; and

(c) Have demonstrated sufficient English language skills using an English language proficiency assessment option that is approved by the State Board of Education. ODE will issue final notice of the State Board of Education's adoption of English language proficiency assessment in the Essential Skills and Local Performance Assessment Manual.

(4) If a school district or public charter school adopts a policy allowing ELL students to

demonstrate proficiency in the Essential skills in the students' language of origin under Sections 2 and 3 of this rule, that policy must include the following:

(a) Development of a procedure to provide assessment options as described in the Essential Skills and Local Performance Assessment Manual in the ELL students' language of origin for those ELL students who meet the criteria in Section 2(a)–(b) of this rule.

(b) Development of a procedure to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Stat. Auth.: ORS 326.051 & 329.075

Stats. Implemented: ORS 329.045, 329.075 & 329.485

Hist.: ODE 18-2010, f. & cert. ef. 12-17-10; ODE 22-2016, f. & cert. ef. 3-22-16

581-022-0620

Test Development

(1) Definitions. As used in this rule:

(a) "Assessment item" means test items, stimuli, graphics, reading passages, writing prompts, answer keys, and scoring rubrics developed for use on an Oregon Statewide Assessment.

(b) "Oregon statewide assessment" means:

(A) The English Language Proficiency Assessment (ELPA);

(B) The Oregon Assessment of Knowledge and Skills (OAKS) in:

(i) Reading/Literature;

(ii) Mathematics;

(iii) Science;

(iv) Social Sciences which may include history, geography, economics and civics;

(v) Writing Performance; and

(C) The OAKS Extended Assessment in:

(i) Reading/Literature;

(ii) Mathematics;

(iii) Science;

(iv) Writing Performance.

(2) ODE shall provide translated OAKS assessments as practicable for languages which are the language of origin for at least 9 percent of Oregon's student population for grades K-12 within 3 years after the school year in which the language first exceeds the 9 percent threshold.

(3) ODE shall maintain advisory groups to advise ODE on the development of assessment items and policies relating to the Oregon statewide assessment system. These advisory groups shall include Oregon educators and other persons. At a minimum, ODE shall maintain the following advisory groups:

(a) A National Technical Assessment Committee consisting of state and national experts to provide recommendations regarding:

(A) Test design for the Oregon statewide assessments;

(B) Best practices in assessment and accountability;

(C) National trends in assessment and accountability; and

(D) Federal compliance with assessment and accountability laws, rules, and regulations.

(b) A separate Content and Assessment Panel for each Oregon statewide assessment. Each Content and Assessment Panel consists of educators and other persons from throughout the state and provides recommendations regarding:

(A) The quality, appropriateness, and accuracy of assessment items; and

(B) The alignment of assessment items to the academic content standards adopted by the State Board of Education.

(c) A Sensitivity Panel consisting of educators and other persons representing diverse perspectives from throughout the state to:

(A) Develop sensitivity criteria to ensure that assessment items are free of bias and stereotyping and are accessible to all Oregon students; and

(B) Review OAKS and ELPA assessment items for compliance with the sensitivity criteria developed under Section 3(e)(A) of this rule.

Stat. Auth.: ORS 326.051 & 329.075

Stats. Implemented: ORS 329.045, 329.075 & 329.485

Hist.: ODE 5-2010, f. & cert. ef. 3-18-10

Support Programs

581-022-0705

Health Services

(1) The school district shall maintain a prevention oriented health services program for all students which provides:

(a) Health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child from the student body;

(b) Communicable disease control, as provided in Oregon Revised Statutes;

(c) Health screening information, including required immunizations and TB certificates, when required by ORS 433.260 and 431.110 and OAR 333-019-0405;

(d) Services for students who are medically fragile or have special health care needs;

(e) Integration of school health services with school health education programs and coordination with health and social service agencies, public and private;

(f) Vision and hearing screening;

(g) Compliance with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids (ORS 1910-1030); and

(h) Policy and procedures for medications, as per ORS 339.870.

(2) School districts shall adopt policies and procedures which consider admission, placement and supervision of students with communicable diseases, including but not limited to Hepatitis B (HBV), Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) (OAR 333-019-0015).

(3) School districts which employ nurses to provide health services shall employ persons currently licensed to practice as Registered Nurses or Nurse Practitioners in Oregon:

(a) School districts may employ Licensed Practical Nurses, providing that their practice is supervised by a Registered Nurse or Nurse Practitioner with the above stated qualifications;

(b) Job descriptions shall reflect assignments complying with the Oregon State Board of Nursing (OSBN) Scope of Practice Administrative Rules for all levels of licensed providers, OAR 851-450-0000 to 0010 and 851-050-0000 and 0005; and

(c) If school districts employ Registered Nurses or Nurse Practitioners who are not licensed by Teacher Standards and Practices Commission as school nurses, the district shall not designate such personnel as "school nurse" by job title as per ORS 342.475 and 342.495.

(4) Each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled, or an emergency response team per building consisting of no less than six persons who hold current first aid/CPR cards and who are trained annually in the district and building emergency plans.

(5) The school district shall have policies and/or administrative procedures concerning employees with communicable diseases, including but not limited to Hepatitis B (HBV), Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS).

(6) Each school building must have a written plan for response to medical emergencies; such plan should be articulated with general emergency plans for buildings and districts as required by OAR 581-022-1420.

Stat. Auth.: ORS 326 & ORS 342

Stats. Implemented: ORS 326.051

Hist.: 1EB 19-1980, f. 6-17-80, ef. 9-1-80; 1EB 16-1981 (Temp), f. & ef. 11-3-81; 1EB 12-1982, f. & ef. 3-24-82; EB 21-1988, f. & cert. ef. 4-26-88; EB 17-1996, f. & cert. ef. 11-1-96

581-022-0711

Policies on Reporting of Child Abuse

(1) Each school board shall adopt policies applicable to all school district employees, specifying that child abuse by school employees is not tolerated and that all school employees report suspected child abuse to a law enforcement agency, the Department of Human Services or a designee of the department as required by ORS 419B.010 and 419B.015 and report suspected child abuse to the employees' supervisors or other persons designated by the school board.

(2) The policy must:

(a) Designate a person to receive reports of suspected child abuse by school employees and specify the procedures to be followed by that person upon receipt of a report;

(b) Require the posting in each school building of the name and contact information for the person designated for the school building to receive reports of suspected child abuse by school employees and the procedures the person will follow upon receipt of a report;

(c) Specify that the initiation of a report in good faith about suspected child abuse may not adversely affect any terms or conditions of employment or the work environment of the complainant;

(d) Specify that the school board or any school employee will not discipline a student for the initiation of a report in good faith about suspected child abuse by a school employee;

(e) Require notification by the school district to the person who initiated the report about actions taken by the school district based on the report;

(f) Require a written procedure for the reporting of child abuse by school employees in accordance with ORS 339.375; and

(g) Require a written procedure for providing annual training for:

(A) School employees each school year on the prevention and identification of child abuse and on the obligations of school employees under ORS 419B.005 to 419B.050 and under policies adopted by the school board to report child abuse;

(B) Parents and legal guardians of children who attend a school operated by the school board. The training shall be on the prevention and identification of child abuse and on the obligations of school employees under ORS 419B.005 to 419B.050. The training shall be provided separately from the training provided to school employees under paragraph (A) of this subsection.

(C) Children who attend a school operated by the education provider. The training shall be designed to prevent child abuse.

(3)(a) The school district shall maintain records of each reported incident of child abuse, action taken by the school district and any findings as a result of the report.

(b) A supervisor or other person designated by the school board in its policy who receives a report, shall follow the procedures required by the policy adopted by the school board under ORS 339.372 and this rule.

(c) Except as provided in paragraph (d) of this section, when a school district receives a report of suspected child abuse by one of its employees, and the school district determines that there is reasonable cause to support the report, the school district shall place the school employee on paid administrative leave until either:

(A) The Department of Human Services or a law enforcement agency determines that the report is unfounded or that the report will not be pursued; or

(B) The Department of Human Services or a law enforcement agency determines that the

report is founded and the school district takes the appropriate disciplinary action against the school employee.

(d) If the Department of Human Services or a law enforcement agency is unable to determine, based on a report of suspected child abuse, whether child abuse occurred, an education provider may reinstate a school employee placed on paid administrative leave under paragraph (c) of this subsection or may take the appropriate disciplinary action against the employee.

(e)(A) Upon request from a law enforcement agency, the Department of Human Services or the Teacher Standards and Practices Commission, a school district shall provide the records of investigations of suspected child abuse by a school employee or former school employee.

(B) The disciplinary records of a school employee or former school employee convicted of a crime listed in ORS 342.143 are not exempt from disclosure under 192.501 or 192.502. If a school employee is convicted of a crime listed in 342.143, the school district that is the employer of the employee shall disclose the disciplinary records of the employee to any person upon request. If a former school employee is convicted of a crime listed in 342.143, the education provider that was the employer of the former employee when the crime was committed shall disclose the disciplinary records of the former employee to any person upon request.

(C) Prior to disclosure of a disciplinary record under this paragraph, the school district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a school employee or former school employee who is not the subject of the disciplinary record.

Stat. Auth. ORS 326.051

Stat. Implemented: ORS 339.370, 339.372, 339.375, 339.377

Hist.: ODE 31-2008, f. 12-16-08, cert. ef. 12-19-08

Administration

581-022-0807

Standardization

(1) A school district, to be standard, must provide acceptable educational opportunities for all Oregon students who reside in the district regardless of where they live in the district.

(2) Local school districts shall cooperate with procedures to verify compliance with state standards, to collect information about schools, to identify exemplary performance, and to promote school improvement.

(3) Methods of verifying compliance and identifying practices or conditions needing improvement shall include:

(a) Assurances of the district school board designated chief administrative officer;

(b) Review of district materials through Department of Education desk audit;

(c) On-site review of practices or conditions; and

(d) Other methods selected by the Superintendent of Public Instruction.

(3) The Superintendent or a designee of the superintendent shall declare a school district as “Nonstandard” as defined in OAR 581-022-0102, after verification through the methods described in section (2) of this rule.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051 & 327.103

Hist.: 1EB 3-1985, f. 1-4-85, ef. 1-7-85; ODE 25-2008, f. & cert. ef. 9-26-08

581-022-1020

State Goals for Elementary and Secondary Education

State Goals for Elementary and Secondary Education Oregon's system of K-12 education plays a key role in preparing students to function effectively in a rapidly changing world. To successfully prepare students for the futures they choose to pursue, the State Board of Education identifies the following goals for Oregon's K-12 educational system:

(1) To insure that all Oregon students, regardless of linguistic background, culture, race, gender, capability, or geographic location, have access to a quality education in a safe,

motivating environment;

(2) To provide an environment that motivates students to pursue serious scholarship and to have experience in applying knowledge and skills and demonstrating achievement;

(3) To encourage parental and community involvement in their student's education;

(4) To provide Oregon students the skills necessary to pursue learning throughout their lives in an ever changing world;

(5) To develop in Oregon students the core ethical values that our diverse society shares and holds important, including but not limited to, respect, responsibility, caring, trustworthiness, justice and fairness, and civic virtue and citizenship; and

(6) To equip Oregon students with the academic and career skills and information necessary to pursue the future of their choice through a program of rigorous academic preparation and career readiness; and

(7) To prepare students for successful transitions to the next phase of their educational development.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.011, 329.015, 329.025 & 336.067

Hist.: EB 9-1997, f. & cert. ef. 6-26-97; ODE 25-2008, f. & cert. ef. 9-26-08

581-022-1030

Local District Goals

Each school district shall maintain a coordinated K–12 program designed to improve student achievement, based on district goals adopted by the district school board and consistent with the goals adopted by the State Board in OAR 581-022-1020. To acknowledge their mutual responsibilities for the education of all students, local district goals should be developed and revised cooperatively by the school district and the community.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 329.045

Hist.: EB 7-1997, f. & cert. ef. 6-9-97

581-022-1060

School and District Performance Report Criteria

(1) The Superintendent of Public Instruction will annually collect data and produce annual school district and school performance reports to provide information to parents and to improve schools.

(2) The Superintendent will notify the public and the media by December 15 of each year that school and district performance reports are available at each school and school district and at the Department of Education website and office.

(3) Each school and school district report shall contain the information required by this rule. By January 15 of each year, school districts shall make a copy of the state provided school and school district performance report available to the parent(s) or guardian(s) of each child enrolled in a public school in the school district by doing one or more of the following:

(a) Mailing a copy;

(b) Electronically sending a copy; or

(c) Providing a link to a state or district web site containing the reports and also making copies available in local schools, libraries, parents centers, community centers, or other public locations easily accessible to parents and others.

(4) School performance reports will include ratings assigned by the Superintendent School ratings shall be reported in terms of five levels.

(5) The school rating system will be based upon the following indicators:

(a) Achievement in reading and mathematics.

(b) Growth in reading and mathematics.

(c) Growth for underserved subgroups of students.

(d) Student participation rates in reading and mathematics.

(6) In addition to the indicators listed in subsection (5) of this section, for schools that are high schools or that offer grades 9, 10, 11 or 12 as part of the schools the rating system will also include the following indicators:

(a) Graduation rates for all students.

(b) Graduation rate for underserved subgroups.

(7) School performance reports may include information other than that listed in ORS 329.105 or sections (4), (5) and (6) of this rule. Such information will not be part of the calculation of the school rating.

(8) School district performance reports will be developed and must include the overall rating of each school in the district. The district performance report may include information other than that listed in ORS 329.105 or section (4) or this rule.

(9) School and school districts may include information in addition to that listed in ORS 329.105 or sections (4) and (5) of this rule in their locally prepared and distributed school and school district performance reports.

(10) School and school district performance reports, in conjunction with electronic supplements of the performance reports, will serve as the means by which the state meets the report card requirements of section 1111 of the Elementary and Secondary Education Act of 1965 (ESEA).

(11) The Superintendent shall produce a Policy and Technical Manual to provide school districts and schools with details of the data elements and calculations used the district and school performance reports. The Superintendent shall make the manual available to districts and schools.

Stat. Auth.: ORS 326.051 & 329.075

Stats. Implemented: ORS 329.105

Hist.: ODE 36-1999, f. 12-13-99, cert. ef. 12-14-99; ODE 5-2007, f. & cert. ef. 2-21-07; ODE 25-2008, f. & cert. ef. 9-26-08; ODE 4-2009, f. & cert. ef. 6-29-09; ODE 17-2011, f. 12-15-11, cert. ef. 1-1-12; ODE 13-2013, f. & cert. ef. 7-11-13

581-022-1130

Diploma Requirements

(1) Each district school board and public charter school with jurisdiction over high school programs shall award diplomas to all students who fulfill all state requirements as described in sections (2) to (11) of this rule and all local school district requirements as described in district school board policies or all public charter school requirements as described in the policies or charter of the public charter school.

(2) Unit of Credit Requirements for students graduating before July 1, 2009:

(a) Each student shall earn a minimum of 22 units of credit to include at least:

(A) English Language Arts — 3 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics — 2;

(C) Science — 2;

(D) Social Sciences 3 — (including history, civics, geography and economics (including personal finance));

(E) Health Education — 1;

(F) Physical Education — 1;

(G) Career and Technical Education, The Arts or World Languages — 1 (one unit shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the

total units of credit required for graduation shall not be less than 22;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(3) Except as provided in section (4) of this rule, Unit of Credit Requirements for students graduating on or after July 1, 2009 and who were first enrolled in grade 9 prior to the 2008–2009 school year:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(A) English Language Arts — 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics — 3;

(C) Science — 2;

(D) Social Sciences 3 — (including history, civics, geography and economics (including personal finance));

(E) Health Education — 1;

(F) Physical Education — 1;

(G) Career and Technical Education, The Arts or World Languages — 1 (one unit shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(4) Notwithstanding sections (2) and (3) of this rule, for students who began grade 9 during the 2005–2006 school year and who attended school during the 2006–2007, 2007–2008 and 2008–2009 school years, the unit of credits required for graduating is as described in section (2) of this rule if the student graduates prior to July 1, 2010.

(5) Unit of Credit Requirements for students who were first enrolled in grade 9 during the 2008–2009 or 2009–2010 school year:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(A) English Language Arts — 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics — 3;

(C) Science — 3;

(D) Social Sciences 3 — (including history, civics, geography and economics (including personal finance));

(E) Health Education — 1;

(F) Physical Education — 1;

(G) Career and Technical Education, The Arts or World Languages — 3 (units shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(6) Unit of Credit Requirements for students who were first enrolled in grade 9 during the 2010–2011 school year or first enrolled in grade 9 in any subsequent school year:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(A) English Language Arts — 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics —3 (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

(C) Science — 3;

(D) Social Sciences 3 — (including history, civics, geography and economics (including personal finance));

(E) Health Education — 1;

(F) Physical Education — 1;

(G) Career and Technical Education, The Arts or World Languages — 3 (units shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(7) Each student shall demonstrate proficiency in essential skills adopted by the State Board of Education as provided in OAR 581-022-0615;

(8) School districts shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive Guidance Program as defined in OAR 581-022-1510.

(9) Each student shall develop an education plan and build an education profile.

(a) Each student shall develop an education plan that:

(A) Identifies personal and career interests;

(B) Identifies tentative educational and career goals and post high school next steps (i.e. college, workforce, military, apprenticeship, other);

(C) Sets goals to prepare for transitions to next steps identified in section (7)(b);

(D) Designs, monitors and adjusts a course of study that meets the interest and goals of the student as described in subsection (a) (A), (B) and (C) of this rule that includes but is not

limited to:

- (i) Appropriate coursework and learning experiences;
- (ii) Identified career-related learning experiences; and
- (iii) Identified extended application opportunities.

(b) Through the education profile each student shall:

(A) Monitor progress and achievement toward standards including:

- (i) Content standards;
- (ii) Essential skills;
- (iii) Extended application standard; and
- (iv) Other standards where appropriate (e.g. industry standards).

(B) Document other personal accomplishments determined by the student or school district.

(C) Review progress and achievement in subsection (b)(A) and (B) of this subsection at least annually.

(10) Each student shall build a collection of evidence, or include evidence in existing collections(s), to demonstrate extended application (as defined in OAR 581-022-0102);

(11) Each student shall participate in career-related learning experiences outlined in the education plan (as defined in OAR 581-022-0102);

(12) Notwithstanding sections (1) to (11) of this rule, each district school board or public charter school governing board with jurisdiction over high school programs shall award a modified diploma to those students who have demonstrated the inability to meet the full set of academic content standards even with reasonable modifications and accommodations and who fulfill all requirements as described in OAR 581-022-1134.

(13) Notwithstanding sections (1) to (11) of this rule, each district school board or public charter school governing board with jurisdiction over high school programs shall award an extended diploma to those students who have demonstrated the inability to meet the full set of academic content standards even with reasonable modifications and accommodations and who fulfill all requirements as described in OAR 581-022-1133.

(14) Notwithstanding sections (1) to (11) of this rule and as provided in OAR 581-022-1135, schools districts and public charter schools shall make an alternative certificate available to students as an alternative for students who do not obtain the regular diploma, modified diploma or extended diploma.

(15) Attendance Requirements:

(a) Twelve school years shall be required beginning with grade 1, except when the school district adopts policies providing for early or delayed completion of all state and school district credit and performance requirements;

(b) Notwithstanding subsection (a) of this section, a student may satisfy the requirements of sections (2)(6) of this rule in less than four years. If the school district or public charter school has the consent of the student's parent or guardian, a school district or public charter school shall award a diploma to a student upon request from the student, if the student satisfies the requirements for the diploma that apply to the student based on the date of graduation of the student or the school year when the student first enrolled in grade 9, as applicable.

(c) If a school district or public charter school has the consent of a student's parent or guardian, the school district or public charter school may advance the student to the next grade level if the student has satisfied the requirements for the student's current grade level.

(d) The requirement for obtaining the consent of a student's parent or guardian under subsections (b) and (c) of this section does not apply to a student who is:

(A) Emancipated pursuant to ORS 419B.550 to 419B.558; or

(B) 18 years of age or older.

(e) The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences;

(f) With any modification of the attendance requirements for graduation, school district and public charter school staff shall consider age and maturity of students, access to alternative learning experiences, performance levels, school district or public charter school guidelines and the wishes of parents and guardians.

(16) A school district or public charter school shall ensure that students have access to the appropriate resources to achieve a diploma at each high school in the school district or at the public charter school.

Stat. Auth.: ORS 326.051 & 329.451

Stats. Implemented: ORS 326.051, 329.451 & 339.280

Hist.: EB 2-1997, f. 3-27-97, cert. ef. 9-1-97; ODE 12-2002, f. & cert. ef. 4-15-02; ODE 18-2006, f. 12-11-06, cert. ef. 12-12-06; ODE 18-2007, f. & cert. ef. 9-10-07; ODE 18-2008, f. & cert. ef. 6-27-08; ODE 5-2009(Temp), f. 6-29-09, cert. ef. 6-30-09 thru 12-22-09; ODE 20-2009, f. & cert. ef. 12-10-09; ODE 45-2014, f. & cert. ef. 12-17-14

581-022-1131

Credit Options

(1) A school district or public charter school shall grant required and elective credit towards the diploma or a modified diploma, provided the method for accruing such credit is described in the student's personal education plan and the student earns the credit by meeting the requirements of one or more of the options described in this rule.

(2) A school district or charter school may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of recognized standards (e.g., state academic content standards and essential skills, industry-based or other national or international standards) by any one or more of the following options:

(a) Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning), which meets Common Curriculum Goals and academic content standards required by OAR 581-022-1210;

(b) Successfully completing classroom or equivalent work designed to measure proficiency or mastery of identified standards (knowledge and skills) in class or out of class, where hours of instruction may vary;

(c) Successfully passing an appropriate exam designed to measure proficiency or mastery of identified standards (knowledge and skills);

(d) Providing a collection of work or other assessment evidence which demonstrates proficiency or mastery of identified standards (knowledge and skills); or

(e) Providing documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards (knowledge and skills) (e.g., certification of training, letters, diplomas, awards, etc.).

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: ODE 4-2003, f. & cert. ef. 3-14-03; ODE 2-2009, f. & cert. ef. 4-23-09; ODE 3-2015, f. 1-30-15, cert. ef. 7-1-15

581-022-1133

Extended Diploma

(1) Definitions.

(a) “Other services” for the purposes of this rule means:

(A) Those services paid for or provided by another agency, such as Vocational Rehabilitation or Brokerages, which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These “other services” are not to be considered educational services and are not provided by or through the school district or public charter school.

(B) Those services identified in OAR 581-022-1620(4), such as school assemblies, student orientations, testing, etc., which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These services are provided by the school district or public charter school.

(2) A school district or public charter school shall award an extended diploma to a student who satisfies the requirements of this rule.

(3) A school district or public charter school shall award an extended diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations.

(4) A school district or public charter school may award an extended diploma to a student only upon the consent of the parent or guardian of the student, or upon the consent of the adult student or emancipated minor student. A district or school must receive the consent in writing and during the school year in which the extended diploma is awarded.

(a) If student is under 18, consent must be received from the parent or guardian.

(b) If the student is under age 18 and emancipated, consent must be received from the student.

(c) If the adult student is 18 or older, consent must be received from the student.

(d) If the student is under guardianship from the courts, consent must come from the court-appointed authority.

(5) To be eligible for an extended diploma, a student must:

(a) Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement; and

(b)(A) Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

(B) Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.

(c) While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

(A) Two credits of mathematics;

(B) Two credits of English;

(C) Two credits of science;

(D) Three credits of history, geography, economics or civics;

(E) One credit of health;

(F) One credit of physical education; and

(G) One credit of the arts or a world language;

(6)(a) A student shall have the opportunity to meet the requirements of an extended diploma by the later of:

(A) Four years after starting grade nine; or

(B) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(b) A student may complete the requirements for an extended diploma in less than four years if the parent/guardian or adult student gives consent.

(A) The consent must be written and must clearly state that the parent/guardian or adult student is waiving the 4 years to complete the requirements for an extended diploma.

(B) A copy of all consents must be sent to the district superintendent.

(C) Each school district must annually provide the number of consents obtained to the State Superintendent of Public Instruction

(D) The consent may not be used to allow a student to satisfy the requirements for an extended diploma in less than three years.

(7) A school district or public charter school shall:

(a) Ensure that students have on-site access to the appropriate resources to achieve an extended diploma at each high school in the school district or at the public charter school.

(b) Beginning in grade five, annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of an extended diploma and the requirements for the extended diploma.

(c) A school district or public charter school may not deny a student who has the documented history described in subsection (1)(a) of this section the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has the documented history.

(8)(a) A student who receives an extended diploma shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

(b) When added together, the school district or public charter school will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

(c) The total number of hours that are appropriate for a student shall be determined by the individualized education program (IEP) team if the student is eligible for special education.

(d) Based on the student's needs and performance level, the student's IEP team may decide that the student will not access the total number of hours of instruction and services required to be provided to students who are attending a public high school.

(e) The school district or public charter school may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

(f) If a student's IEP team decides that the student will not access the total number of hours of instruction and services to which the student has access the school district or public charter school shall annually:

(A) Provide the following information in writing to the adult student, parent or guardian of the student:

(i) The school district's or public charter school's duty to comply with the requirements to provide the total number of hours of instruction and services to the student; and

(ii) The prohibition against a school district's or public charter school's unilaterally decreasing the total number of hours of instruction and services to which the student has access.

(B) Obtain a signed acknowledgment from the adult student, parent or guardian of the student that the adult student, parent or guardian received the information.

(C) Include in the IEP for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access.

(g) Transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

(h) An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement with the school district.

(9) School districts and public charter schools shall make extended diplomas as required by ORS 329.451 and this rule first available to students during the 2009-2010 school year.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 329.451

Hist.: ODE 21-2009, f. & cert. ef. 12-10-09; ODE 3-2012, f. 2-1-12, cert. ef. 2-3-12; ODE 44-2014, f. & cert. ef. 12-17-14; ODE 45-2014, f. & cert. ef. 12-17-14

Modified Diploma

(1) Definitions. As used in this rule:

(a) “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

(b) “Instructional barrier” means a significant physical, cognitive or emotional barrier that impairs a student’s ability to maintain grade level achievement.

(c) “Modified course” means a course that has been systematically changed or altered for a student only after reasonable alternative instructional strategies (e.g. accommodations, remediation) are exhausted.

(d) “Other services” for the purposes of this rule means:

(A) Those services paid for or provided by another agency, such as Vocational Rehabilitation or Brokerages, which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These “other services” are not to be considered educational services and are not provided by or through the school district or public charter school.

(B) Those services identified in OAR 581-022-1620(4), such as school assemblies, student orientations, testing, etc, which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These services are provided by the school district or public charter school.

(2) On or after July 1, 2009, each district school board or public charter school governing board with jurisdiction over high school programs shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma even with reasonable modifications and accommodations but who fulfill all state requirements as described in this rule and all applicable local school district requirements as described in district school board policies or public charter school requirements as described in school policies. In addition, on or after July 1, 2009, a district school board or public charter school governing board may only award a modified diploma to a student who meets the eligibility criteria specified in section 3 of this rule.

(3)(a) Except as provided in paragraph (c) or (d) of this section, a school district or public charter school shall grant eligibility for a modified diploma to a student who has:

(A) A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

(B) A documented history of a medical condition that creates a barrier to achievement.

(b) A student shall have the opportunity to meet the requirements of a modified diploma by the later of:

(A) Four years after starting grade nine; or

(B) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(c) A student may complete the requirements for a modified diploma in less than four years if the parent/guardian or adult student gives consent.

(A) The consent must be written and must clearly state that the parent/guardian or adult student is waiving the 4 years to complete the requirements for a modified diploma.

(B) A copy of all consents must be sent to the district superintendent.

(C) Each school district must annually provide the number of consents obtained to the State Superintendent of Public Instruction.

(D) The consent may not be used to allow a student to satisfy the requirements for a modified diploma in less than three years.

(d) A school district or public charter school may not deny a student who has the documented history described in paragraph (a) of this subsection the opportunity to pursue a diploma with more stringent requirements than a modified diploma for the sole reason that the student has

the documented history.

(e) Students currently engaged in the use of illegal drugs are not eligible for a modified diploma if the significant learning and instructional barriers are due to the use of illegal drugs.

(f) Students currently engaged in the illegal use of alcohol are not eligible for a modified diploma if the significant learning and instructional barriers are due to the alcohol abuse, regardless of whether that student is disabled under Section 504 on the basis of alcoholism.

(g) Notwithstanding paragraph (c) and (d) of this section, a school district or public charter school may grant eligibility for a modified diploma to a student who is no longer engaging in illegal use of drugs or alcohol if the student:

(A) Has successfully completed a supervised drug or alcohol rehabilitation program and are no longer engaged in the illegal use of drugs or alcohol; or

(B) Has been rehabilitated successfully and is no longer engaged in the illegal use of drugs or alcohol; or

(C) Is participating in a supervised rehabilitation program and is no longer engaging in the illegal use of drugs or alcohol.

(4)(a) A school district or public charter school shall determine which school teams shall decide if a student will work toward obtaining a modified diploma. A student's school team must include an adult student, parent/ guardian of the student.

(b) A school district or public charter school may award a modified diploma to a student only upon the consent of the parent or guardian of the student or upon the consent of the adult student or emancipated minor student. A district or school must receive the consent in writing and during the school year in which the modified diploma is awarded.

(A) If student is under 18, consent must be received from the parent or guardian.

(B) If the student is under age 18 and emancipated, consent must be received from the student.

(C) If the adult student is 18 or older, consent must be received from the student or guardian.

(D) If the student is under guardianship from the courts, consent must come from the court-appointed authority.

(c) Except as provided in subsection (e) of this section, a student's school team shall decide that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school.

(d) Beginning in grade five, school district and public charter schools shall annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of a modified diploma and the requirements for the modified diploma.

(e) A student's school team may formally decide to revise a modified diploma decision.

(f) A student's school team may decide that a student who was not previously working towards a modified diploma should work toward a modified diploma when a student is less than 2 years from anticipated exit from high school if the documented history of the student described in section (3) of this rule has changed.

(5) Unit of credit requirements for students graduating with a modified diploma:

(a) To receive a modified diploma a student must earn 24 units of credit, between grade 9 and the end of their high school career with at least 12 of those credits to include:

(A) English Language Arts — 3;

(B) Mathematics — 2;

(C) Science — 2;

(D) Social Sciences (which may include history, civics, geography and economics (including personal finance)) — 2;

(E) Health Education — 1;

(F) Physical Education — 1; and

(G) Career Technical Education, The Arts or World Languages (units may be earned in any one or a combination) — 1.

(b) School districts and public charter schools shall be flexible in awarding the remaining 12 units of credit. These credits must be awarded to meet the needs of the individual student as specified in the education plan of the student with the expectations and standards aligned to the appropriate grade level academic content standards. These credits may include:

(A) Additional core credits described in paragraph (a) of this section;

(B) Professional technical education;

(C) Electives; and

(D) Career development.

(c) Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

(d) Students shall have the option to earn credit for demonstrating proficiency. A student may be given credit for successful demonstration of knowledge and skills that meets or exceeds defined levels of performance. Students may demonstrate proficiency through classroom work or documentation of learning experiences outside of school, or through a combination of these means.

(e) School districts and public charter schools shall ensure that students have access to needed courses, modifications and supports to pursue a modified diploma and to progress in the general education curriculum.

(f) A school district or public charter school may not require a student to earn more than 24 units of credit to receive a modified diploma.

(6) A school district or public charter school shall grant credit toward a modified diploma only for courses that contain substantial academic content. A school district or public charter school shall grant credit for a modified diploma through a continuum of instruction beginning at basic skills and progressing through high level skills.

(7) A school district or public charter school shall award a regular diploma under OAR 581-022-1130 if all requirements for a regular diploma are met. Completion of one or more modified courses shall not prohibit a student from earning a regular diploma; however, required core courses taken under modified conditions must be retaken under standard conditions to be counted toward a regular diploma.

(8) A school district or public charter school shall grant credit toward a modified diploma according to individual student needs across academic content areas including applied, consumer, academic, or knowledge and skill development.

(9) Each student shall develop an education plan and build an education profile as provided under OAR 581-022-1130.

(10) A school district or public charter school shall inform the student and parent or guardian of the student if the courses in grades 9-12 have been modified for an individual student.

(11) A school district or public charter school shall provide transcripts which clearly identify modified courses that do not count toward the regular diploma but that do count toward a modified diploma.

(12) Each student shall build a collection of evidence, or include evidence in existing collections, to demonstrate extended application of the standards as defined in OAR 581-022-0102;

(13) Each student receiving a modified diploma shall have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

(14)(a) A student who receives a modified diploma shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

(b) When added together, the school district or public charter school will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

(c) The total number of hours that are appropriate for a student shall be determined by the individualized education program (IEP) team if the student is eligible for special education.

(d) Based on the student's needs and performance level, the student's IEP team may decide that the student will not access the total number of hours of instruction and services required to be provided to students who are attending a public high school.

(e) The school district or public charter school may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

(f) If a student's IEP team or school team, decides that the student will not access the total number of hours of instruction and services to which the student has access the school district or public charter school shall annually:

(A) Provide the following information in writing to the adult student, parent or guardian of the student:

(i) The school district's or public charter school's duty to comply with the requirements to provide the total number of hours of instruction and services to the student; and

(ii) The prohibition against a school district's or public charter school's unilaterally decreasing the total number of hours of instruction and services to which the student has access.

(B) Obtain a signed acknowledgment from the adult student, parent or guardian of the student that the adult student, parent or guardian received the information.

(C) Include in the IEP for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access.

(g) Transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

(h) An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement with the school district.

(i) School districts and public charter schools shall ensure that students have on-site access to the appropriate resources to achieve a modified diploma at each high school in the school district or at the public charter school.

(15)(a) The unit of credit requirements in section (5) of this rule for a modified diploma apply to all students who enter 9th grade on or after July 1, 2007.

(b) If a student entered 9th grade prior to July 1, 2007, the student's team shall decide whether the student must meet the unit of credit requirements in section (5) of this rule to receive a modified diploma or the unit of credit requirements specified by the school district or public charter school for a modified diploma when the student entered 9th grade. If a student's team decides that a student may receive a modified diploma by meeting the unit of credit requirements required by the district or school when the student entered 9th grade, a school district or public charter school may award a student who entered 9th grade prior to July 1, 2007 a modified diploma if the student meets the unit of credit requirements for a modified diploma specified by the district or school when the student entered 9th grade.

Stat. Auth.: ORS 329.451

Stats. Implemented: ORS 329.451

Hist.: ODE 15-2008, f. & cert. ef. 5-23-08; ODE 22-2009, f. & cert. ef. 12-10-09; ODE 4-2012, f. 2-1-12, cert. ef. 2-3-12; ODE 45-2014, f. & cert. ef. 12-17-14

581-022-1135

Alternative Certificate

(1) Definitions.

(a) "Other services" for the purposes of this rule means:

(A) Those services paid for or provided by another agency, such as Vocational Rehabilitation or Brokerages, which may be considered in the calculation of the total number of hours that

equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These “other services” are not to be considered educational services and are not provided by or through the school district or public charter school.

(B) Those services identified in OAR 581-022-1620(4), such as school assemblies, student orientations, testing, etc, which may be considered in the calculation of the total number of hours that equals at least the total number of instructional hours that is required to be provided to students who are attending public high school. These services are provided by the school district or public charter school.

(2) A School district or public charter school shall award an alternative certificate to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma.

(3)(a) Each district school board or public charter school governing board with jurisdiction over high school programs shall define criteria for an alternative certificate and shall award an alternative certificate to those students who have met the criteria requirements as described in district school board policies.

(4) A student shall have the opportunity to meet the requirements of an alternative certificate by the later of:

(a) Four years after starting grade nine; or

(b) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(c) A student may complete the requirements for an alternative certificate in less than four years if the parent/guardian or adult student gives consent.

(A) The consent must be written and must clearly state that the parent/guardian or adult student is waiving the 4 years to complete the requirements for an alternative certificate.

(B) A copy of all consents must be sent to the district superintendent.

(C) Each school district must annually provide the number of consents obtained to the State Superintendent of Public Instruction

(D) The consent may not be used to allow a student to satisfy the requirements for an alternative certificate in less than three years.

(5) A school district or public charter school shall:

(a) Ensure that students have on-site access to the appropriate resources to achieve an alternative certificate at each high school in the school district or at the public charter school.

(b) Beginning grade five, annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of an alternative certificate and the requirements for the certificate.

(6) Each student receiving an alternative certificate shall have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

(7)(a) A student who receives an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

(b) When added together, the school district or public charter school will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

(c) The total number of hours that are appropriate for a student shall be determined by the individualized education program (IEP) team if the student is eligible for special education.

(d) Based on the student’s needs and performance level, the student’s IEP team may decide that the student will not access the total number of hours of instruction and services required to be provided to students who are attending a public high school.

(e) The school district or public charter school may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of

the student.

(f) If a student's IEP team, decides that the student will not access the total number of hours of instruction and services to which the student has access the school district or public charter school shall annually:

(A) Provide the following information in writing to the adult student parent or guardian of the student:

(i) The school district's or public charter school's duty to comply with the requirements to provide the total number of hours of instruction and services to the student; and

(ii) The prohibition against a school district's or public charter school's unilaterally decreasing the total number of hours of instruction and services to which the student has access.

(B) Obtain a signed acknowledgment from the adult student, parent or guardian of the student that the adult student, parent or guardian received the information.

(C) Include in the IEP for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access.

(g) Transition services or other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

(h) An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement with the school district.

Stat. Auth.: ORS 329.451

Stats. Implemented: ORS 329.451

Hist.: ODE 15-2008, f. & cert. ef. 5-23-08; ODE 23-2009, f. & cert. ef. 12-10-09; ODE 5-2012, f. 2-1-12, cert. ef. 2-3-12

581-022-1140

Equal Educational Opportunities

(1) Each district school board shall adopt written policies, and the school district shall implement in each school, programs which assure equity, opportunity and access for all students as provided in OAR 581-021-0045 and 581-021-0046.

(2) Each district school board shall adopt a policy in accordance with ORS 339.356 prohibiting harassment, intimidation or bullying and prohibiting cyberbullying. School districts are encouraged to develop the policy after consultation with parents and guardians, school employees, volunteers, students, administrators and community representatives.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 659.150 & 339.356

Hist.: EB 1-1997, f. & cert. ef. 3-12-97; ODE 25-2008, f. & cert. ef. 9-26-08

581-022-1210

District Curriculum

(1) Each school district shall provide a planned K–12 instructional program.

(2) The planned K–12 instructional program shall include the following:

(a) Common Curriculum Goals and academic content standards to include:

(A) English;

(B) Mathematics;

(C) Science;

(D) Social Science (including history, geography, economics and civics);

(E) The Arts;

(F) World Languages;

(G) Health Education; and

(H) Physical Education.

(b) Additional Common Curriculum Goals for technology.

(c) Essential Learning Skills, as contained in the Common Curriculum Goals and academic content standards;

(d) Career-related learning standards, as contained in the Common Curriculum Goals and academic content standards; and

(e) Career education which may include career and technical education.

(3) The school district shall also provide instruction in other areas identified in chapter 581, division 22 of the Oregon Administrative Rules, including:

(a) Infectious diseases, including AIDS/HIV and Hepatitis B;

(b) Prevention education in drugs and alcohol; and

(c) Emergency plans and safety programs.

(4) The school district is also accountable to provide instruction in compliance with requirements set forth in ORS Chapter 336, Conduct of Schools Generally.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 329.045

Hist.: EB 6-1997, f. & cert. ef. 6-9-97; ODE 7-2005(Temp), f. & cert. ef. 3-15-05 thru 9-1-05; Administrative correction 9-21-05; ODE 5-2006, f. & cert. ef. 2-14-06; ODE 19-2007, f. & cert. ef. 9-10-07; ODE 25-2008, f. & cert. ef. 9-26-08; ODE 45-2014, f. & cert. ef. 12-17-14

581-022-1215

Literacy Instruction

School districts and public charter schools shall provide age appropriate and developmentally appropriate literacy instruction to all students until graduation. For purposes of this rule, a student is considered to be graduated when the student receives a diploma, modified diploma, extended diploma or alternative certificate. A district or school may choose to provide literacy instruction after graduation to students who continue to attend school. The determination to provide literacy instruction after graduation to a student may be made by the student's IEP team or other school team.

Stat. Auth: ORS 326.051

Stats. Implemented: ORS 329.451

Hist.: ODE 24-2009, f. & cert. ef. 12-10-09

581-022-1310

Identification of Academically Talented and Intellectually Gifted Students

(1) Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395 who demonstrate outstanding ability or potential in one or more of the following areas:

(a) General intellectual ability as commonly measured by measures of intelligence and aptitude.

(b) Unusual academic ability in one or more academic areas.

(2) The policies and procedures must meet the following requirements:

(a) Districts shall use research based best practices to identify students from under-represented populations including: ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged.

(b) A team shall make the final decisions on the identification of students using the information collected under paragraphs (c) and (d) of this section. No single test, measure or score shall be the sole criterion. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered.

(c) Districts shall collect behavioral, learning and performance information and include the information in all procedures for the identification of students.

(d) The following measures and criteria for identifying the intellectually gifted and the academically talented shall be used by the team:

(A) Intellectually gifted students shall score at or above the 97th percentile on a nationally standardized test of mental ability; and

(B) Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test battery, a nationally standardized test of reading or mathematics, or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment.

(e) Despite a student's failure to qualify under paragraphs (d) (A) and (B) of this subsection, districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile.

(3) School districts may identify additional students who are talented and gifted as defined in ORS 343.395, as determined by local district policies and procedures, if the students demonstrate outstanding ability or potential in one or more of the following areas:

(a) Creative ability in using original or nontraditional methods in thinking and producing.

(b) Leadership ability in motivating the performance of others either in educational or non-educational settings.

(c) Ability in the visual or performing arts, such as dance, music or art.

Stat. Auth.: ORS 343.391 - 343.413

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 6-2009, f. & cert. ef. 6-29-09; ODE 23-2016, f. & cert. ef. 4-7-16

581-022-1320

Rights of Parents of Talented and Gifted Students

In carrying out the requirements of OAR 581-022-1310 and OAR 581-022-1330, the school district shall:

(1) Inform parents at the time of the identification of the child and the programs and services available.

(2) Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.

(3) The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-1320. The school district shall notify parents of identified students of this right.

(4) Parents shall be informed of their right to file a complaint under OAR 581-022-1940.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 343.391 - ORS 343.413

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-022-1330

Programs and Services for Talented and Gifted Students

(1) Each school district shall have a written plan for programs and services beyond those normally provided by the regular school program in order to realize the contribution of talented and gifted children to self and society.

(2) The written plan for programs and services for talented and gifted children shall be submitted to the Oregon Department of Education on a date and in a format provided in guidance documents provided by the Oregon Department of Education.

(3) The written plan shall include, but is not limited to:

(a) A statement of school district policy on the education of talented and gifted children;

(b) An assessment of current special programs and services provided by the district for

talented and gifted children;

(c) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;

(d) A description of the nature of the special programs and services which will be provided to accomplish the goals; and

(e) A plan for evaluating progress on the district plan including each component program and service.

(4) The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.

(5) Assessments for the development of an appropriate academic instructional program shall include the information used by the team for identification purposes and also may include one or more of the following:

(a) An academic history which may include grades, portfolio assessment records or other progress records and achievement information that demonstrates the student's level of learning and rate of learning;

(b) Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning related to specific academic programs;

(c) Student interest, style, and learning preferences information from inventories or interviews; and

(d) Other measures determined by the school district to be relevant to the appropriate academic instructional program for the student.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 343.391 - 343.413

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 6-2009, f. & cert. ef. 6-29-09; ODE 20-2011, f. & cert. ef. 12-15-11

581-022-1340

Special Education for Children with Disabilities

Each school district shall provide an educational program for all resident children with a disability who are eligible under ORS Chapter 343. The program shall be carried out in accordance with all applicable Oregon Administrative Rules.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 343.041

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 25-2008, f. & cert. ef. 9-26-08

581-022-1350

Alternative Education Programs

(1) Sections (2)-(9) of this rule apply to each public or private alternative education program approved by a school district board on or after July 1, 2007. For the purposes of this rule, the term "program" includes "school."

(2) In order to provide innovative and more flexible ways of educating children, school districts may establish alternative education options within the public school system.

(3) School districts must adopt policies and procedures for the approval and at least annual evaluation of public and private alternative education programs under ORS 336.615-336.665 (Alternative Education Programs) that receive public funds. Those policies and procedures must provide that:

(a) The district's approval and at least annual evaluation must require that a public alternative program complies with all state statutes, rules and federal law applicable to public schools;

(b) Before contracting with or distributing any public school funds to a private alternative education program, the district must document that:

(A) The program is registered with the Oregon Department of Education (ODE) under the provisions of OAR 581-021-0072 by receiving a copy of the Department's written notice that the program's registration is approved for the current school year;

(B) The ODE has assigned the private alternative program an institution identification number;

(C) Before contracting with or distributing any public school funds to any private alternative education program for special education services identified in a child's IEP, the program is approved by the Department in compliance with OAR 581-015-2270;

(D) The program complies with the individual education plan for each student who is eligible to receive special education services;

(E) An education plan and education profile that meet the requirements of OAR 581-022-1130 are designed and implemented with each student in the program;

(F) The education plan includes criteria for determining if, when, where, and how the student may transition from the alternative program;

(G) A transportation plan is in place ensuring that the program is accessible to each student approved for placement in the program;

(H) The program assists the district in meeting its comprehensive K-12 instructional program in compliance with OAR 581-022-1210;

(I) The program assures that it provides an instruction based on academic content standards adopted by the State Board of Education and that students participate in district and state assessments of achievement for the grade level(s) the program serves;

(J) The program assists students in earning diploma credits consistent with OAR 581-022-1130, 581-022-1134 and 581-022-1135;

(K) The program collects and reports to the district each student's local and state assessment, attendance, behavior, graduation, dropout, and other data required by the district and the state;

(L) Student data is included in the district's at least annual evaluation of the program;

(M) The program complies with federal law; and

(N) If applicable, the private alternative education program is in compliance with its existing district contract.

(4) The contract between a school district and a private alternative education program must state that non-compliance with a rule or statute under this rule (OAR 581-022-1350) will result in the termination of the contract, and suspension or revocation of registration by the Department will terminate the district's contract with the private alternative program and that the private alternative education program's annual statement of expenditures is reviewed in the districts' evaluation in accordance with ORS 336.635(2).

(5) School districts shall adopt policies and procedures to approve placing students in district approved public alternative education programs and district approved private alternative education programs. Such policies and procedures must ensure that:

(a) Students placed in alternative education programs are those whose educational needs and interests are best served by participation in such programs and will include:

(A) Students identified pursuant to ORS 339.250:

(i) Who are being considered for suspension or expulsion pursuant to ORS 339.250;

(ii) Who have been suspended or expelled pursuant to ORS 339.250;

(iii) Whose attendance patterns have been found to be so erratic that the students are not benefiting from the regular educational program; or

(iv) Who have had a second or subsequent occurrence within any three-year period of a severe disciplinary problem;

(B) Students identified pursuant to ORS 329.485 and OAR 581-022-1110(5) who do not meet the standards or who exceed all of the standards at any benchmark level;

(C) Students admitted to the district pursuant to ORS 339.115 who have not yet turned 21 prior to the start of the school year and who need additional instruction to earn a diploma in compliance with OAR 581-022-1130;

(D) Students whose parents or legal guardians apply for the student's exemption from

compulsory attendance on a semiannual basis as provided in ORS 339.030 and OAR 581-021-0076; and

(E) Others who are individually approved for placement consistent with the district's board policies regarding the placement;

(b) Placement of a student in a public or private alternative education program may be made only if:

(A) The student is a resident of the district and the district has legal responsibility for the student's education consistent with ORS 327.006(7);

(B) After assessing the student's needs and interests and consulting with the parent or guardian, the district determines that the student is not benefiting, has not benefited, or will not benefit from attendance in other district schools or programs;

(C) The alternative program is determined by the district to best serve the student within local and state academic standards; and

(D) Placement in the program is made consistent with the student's education plan pursuant to OAR 581-022-1120(3)(a) and (b) and 581-022-1130(3) and with district policies and procedures;

(c) Placement in a public or private alternative education program must be made with the approval of the student's resident school district and attending school district; and

(d) Payment to private alternative education providers must be the actual cost of the program or an amount at least equivalent to 80 percent of the district's estimated current year's average per student net operating expenditure, whichever is less.

(6) A school district must adopt policies and procedures for notification of students, parents or guardians of students of:

(a) The law regarding alternative education programs;

(b) The availability of existing alternative education programs; and

(c) The procedures for students, parents, or guardians of students residing in the district to request the establishment of new alternative education programs.

(7) School districts must include opportunities for participation by educators, community members, and parents or guardians in the development of policies and procedures under this rule.

(8) School districts must have policies and procedures in place to ensure that, for the purposes of making claims for state school funds;

(a) Students enrolled in a public school district and receiving instruction in the district's comprehensive planned K–12 curriculum consistent with OAR 581-022-1210 and who are individually placed by the school district in an alternative education programs are accounted consistent with 581-023-0006(7);

(b) Students supplementing home or private schooling by attending part-time and receiving less than comprehensive education from the district are accounted consistent with OAR 581-023-0006(6)(a);

(c) Students receiving online instruction are accounted consistent with reporting guidelines published in the Oregon Student Personnel Accounting Manual, and

(d) Activities claimed for state school funds and credits awarded in the alternative education program consistent with OAR 581-023-0008 are approved by the district and by the contract between a private alternative program and the district.

(9) School districts must have policies and procedures in place to ensure that data for each student in public and private alternative education programs are included in district reporting as required by ODE.

Stat. Auth.: ORS 326.051, 327.125, 336.625 & 336.645

Stats. Implemented: ORS 327.006, 329.485, 336.615 - 336.665, 329.485, 339.115, 339.030 & 339.250

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 2-1998, f. & cert. ef. 2-27-98; ODE 4-2003, f. & cert. ef. 3-14-03; ODE 12-2007, f. & cert. ef. 4-25-07; ODE 20-2007, f. & cert. ef. 9-10-07; ODE 25-2008, f. & cert. ef. 9-26-08

Expanded Options Annual Notice

(1) Prior to February 1 of each year, beginning with the 2005-06 school year, each school district must notify all high school students and the students' parents or guardians of the Expanded Options Program. The notification process must:

(a) Ensure that all at-risk students and their parents are notified about the Expanded Options Program; and

(b) Identify high school students who have dropped out of school and provide those students with information about the Expanded Options Program by sending information about the program to the last known address of the family of the student.

(2) The notice must include, but is not limited to the following:

(a) Definitions of "eligible student," "eligible post-secondary institution," and "eligible post-secondary course;"

(b) Purposes of the Expanded Options Program;

(c) Financial arrangements for tuition, textbooks, equipment and materials;

(d) Available transportation services;

(e) Effects of enrolling in the Expanded Options Program on the eligible student's ability to complete the required high school graduation requirements;

(f) Consequences of not maintaining satisfactory academic progress as defined by the eligible post-secondary institution, such as by failing or not completing an eligible post-secondary course;

(g) Participation in the Expanded Options Program is contingent on acceptance by an eligible post-secondary institution;

(h) Eligible students may not enroll in eligible post-secondary courses for more than the equivalent of two academic years, and eligible students who first enroll in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year;

(i) A student who has graduated from high school may not participate in Expanded Options Program;

(j) An eligible student who has completed course requirements for graduation but has not received a diploma may participate;

(k) Notice(s) of any other program(s), agreements(s) or plan(s) in effect that provides access for public high school students to post-secondary courses;

(l) The district's responsibility for providing any required special education and related services to the student;

(m) The number of quarter credit hours that may be awarded each school year to eligible students by the resident high school;

(n) The district board's process for selecting eligible students to participate in the Expanded Options Program if the school district has not chosen to exceed the credit hour cap and has more eligible students who wish to participate than are allowed by the cap;

(o) Information about program participation priority for at-risk students;

(p) Exclusion of duplicate courses as determined by the resident school district;

(q) The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee;

(r) Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident secondary school; and

(s) Exclusion of foreign exchange students enrolled in a school under a cultural exchange program.

581-022-1362

Expanded Options — Purpose

The purpose of the program created by ORS Chapter 340 otherwise known as Expanded Options is to:

- (1) Create a seamless education system for students enrolled in grades 11 and 12 to:
 - (a) Have additional options to continue or complete their education;
 - (b) Earn concurrent high school and college credits; and
 - (c) Gain early entry into post-secondary education.
- (2) Promote and support existing accelerated college credit programs, and support the development of new programs that are unique to a community's secondary and postsecondary relationships and resources.
- (3) Allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution.
- (4) Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program.

Stat. Auth.: ORS 340.574

Stats. Implemented: ORS 340.574

Hist.: ODE 12-2006, f. & cert. ef. 5-24-06; ODE 25-2007, f. & cert. ef. 10-26-07

581-022-1363

Expanded Options — Definitions

Definitions to be used in carrying out the components of OAR 581-022-1362 through 581-022-1372:

- (1) "Expanded Options Program" means The program created in ORS Chapter 340.
- (2) "Accelerated college credit program" means a program, agreement or plan that is intended to provide access for public high school students to a post-secondary course, including, but not limited to:
 - (a) Dual credit technical preparation programs, such as two-plus-two;
 - (b) Advanced placement; and
 - (c) International Baccalaureate.
- (3) "Adverse Financial Impact" means a decline in financial resources that would substantially impact the educational program the district offers to all students.
- (4) "At-risk student" means:
 - (a) A student who qualifies for a free or reduced lunch program; or
 - (b) A student who meets state or federal thresholds for poverty as indicated by eligibility for services under any or all of the following title sections of the No Child Left Behind Act of 2001; PL 107-110:
 - (A) Title IA Improving Academic Achievement of the Disadvantaged;
 - (B) Title IC Education of Migratory Children;
 - (C) Title ID Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk;
 - (D) Title III Language Instruction of Limited English Proficient and Immigrant Students;
 - (E) Title X Education of Homeless Children and Youth Program.
- (5) "Duplicate course" means a course with a scope that is identical to the scope of another course.

(6) “Eligible post-secondary course” means

(a) Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree.

(b) “Eligible post-secondary course” does not include a duplicate course offered at the student’s resident school.

(c) “Eligible post-secondary course” includes:

(A) Academic and professional technical courses; and

(B) Distance education courses.

(d) The provisions of Section 5 “Eligible post secondary course”, subsections (a) through (c), do not apply to any post-secondary courses in which a student is enrolled in addition to being enrolled full-time in the student’s resident school district. For purposes of the Expanded Options Program, a student is considered full-time if the student attends classes for credit in the secondary school for all available hours of instruction.

(7) “Eligible post-secondary institution” means:

(a) A community college;

(b) Institutions in the Oregon University System (University of Oregon, Oregon State University, Portland State University, Oregon Institute of Technology, Western Oregon University, Southern Oregon University, Eastern Oregon University); and

(c) The Oregon Health and Sciences University.

(8) “Eligible student” means

(a) A student who is enrolled in an Oregon public school and who:

(A) Is 16 years of age or older at the time of enrollment in a course under the Expanded Options Program, and;

(B) Is in grade 11 or 12, or

(i) Is not in grade 11 or 12, because the student has not completed the required number of credits, but who has been allowed by the school district to participate in the program; and

(C) Has developed an educational learning plan consistent with OAR 581-022-1130(3), Diploma Requirements; and

(D) Has not successfully completed the requirements for a high school diploma as established by ORS 329.451, the State Board of Education, and the local school district board.

(b) “Eligible student” does not include a foreign exchange student enrolled in a school under a cultural exchange program.

(9) “Good Faith Negotiations” refers to the manner in which the parties meet and carry on business at reasonable times with willingness to reach agreement through conference, discussion, and compromise.

(10) “Individualized education program” means a written statement of an educational program for a child with a disability as described in OAR 581-015-0068, Special Education — Content of IEP.

(11) “Related Services” includes transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education and is consistent with OAR 581-015-0005, Special Education — Definitions.

(12) “Scope” means depth and breadth of course content as evidenced through a planned course statement including content outline, applicable state content standards where appropriate, course goals and student outcomes.

(13) “Special Education” means specially designed instruction consistent with OAR 581-015-0005, Special Education -- Definitions, to meet the unique needs of a student with a disability by adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability and to ensure access of the student to the general curriculum.

581-022-1364

Expanded Options — Requirements for Oregon Public School Districts

Each school district shall:

(1) Prior to February 15 of each year, notify all high school students and the students' parents or guardians of the Expanded Options Program as described in OAR 581-022-1365, Expanded Options — Annual Notice, for the following school year.

(2) Establish a process to identify dropouts as described in OAR 581-022-1365, Expanded Options - Annual Notice.

(3) Include in the enrollment materials for all students transferring into the district from another district, and for all students returning to high school after dropping out, notification to the student and student's parent or guardian of the Expanded Options Program as described in OAR 581-022-1365, Expanded Options — Annual Notice, if said students enroll in a district school after the district has issued its annual program notice.

(4) Notify a high school student who has officially expressed an intent to participate in the Expanded Options Program, and the student's parent or guardian, of the student's eligibility status within 20 business days after the student as officially expressed intent.

(5) Negotiate in good faith a financial agreement with any eligible post-secondary institution consistent with OAR 581-022-1368 State School Fund, Expenditures, Good Faith Negotiations.

(6) Enter into an agreement with an eligible post-secondary institution that accepts a student for enrollment in an eligible post-secondary course that is a non-tuition course or noncredit course pursuant to ORS 640.030 for the payment of the actual associated instructional costs.

(7) Review with the student and the student's parent or guardian the student's current status toward meeting all state and school district graduation requirements and the applicability of the proposed eligible post-secondary course with respect to fulfilling the student's remaining graduation requirements.

(8) Establish a process adopted by the local school district board to determine duplicate course status consistent with 581-022-1363, Definitions.

(a) A school district shall notify an eligible student and the student's parent or guardian of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

(b) A student may appeal a duplicate course determination to the school district board based on evidence of the scope of the course.

(c) The school district board or the board's designee shall issue a decision on the appeal within 30 business days of receipt of the appeal.

(9) Prior to an eligible student's beginning an eligible post-secondary course, notify the student of the number and type of credits the student will be granted upon successful completion of the course.

(a) School district boards shall have policies and procedures to award diploma credits to eligible students for eligible post-secondary courses completed under the Expanded Options Program. Those policies and procedures shall be consistent with OAR 581-022-1131, Credit Options.

(10) Establish an appeals process adopted by the local school district board to resolve disputes by the eligible students regarding number or type of credits the school district will grant or has granted for a particular eligible post-secondary course. The appeals process adopted by the school district board shall be consistent with OAR 581-022-1940, Appeals and Complaints.

(11) Be responsible for providing any special education and related services to participating students following state and federal law, and consistent with OAR 581-015-0005, Special Education.

(a) The resident school district of an eligible student participating in the Expanded Options

Program shall be responsible for providing any required special education and related services to the student.

(b) A student who requires special education and related services shall be considered, for school purposes, a resident in the school district pursuant to ORS 339.133 and 339.134.

(12) Each school year, award no more than 330 quarter credit hours to eligible students per enrollment of 1,000 students or proportional credit hours as established in OAR 581-022-1366, Annual Credit Hour Cap; or elect to exceed this quarter hour cap following the stipulations indicated in 581-022-1366, Annual Credit Hour Cap.

(13) Apply credits granted to an eligible student to be counted toward high school graduation requirements and subject area requirements of the state and local school district consistent with OAR 581-022-1130, Diploma Requirements.

(14) Include in the student's education record evidence of successful completion of each eligible post-secondary course and credits granted.

(15) Include in the student's education record that the credits were earned at an eligible post-secondary institution.

(16) Provide the following data to the Department of Education on an annual basis in the format and timeline as determined by the Department of Education:

(a) Types of accelerated college credit programs offered;

(b) Number of high school credits earned under the Expanded Options Program;

(c) Number of college credits earned under the Expanded Options Program;

(d) Estimated college tuition cost savings for participating students;

(e) Number of students who had dropped out of high school but returned to high school to participate in the Expanded Options Program and earned a diploma;

(f) Number of participating students categorized by ethnicity and financial status;

(g) Number of participating talented and gifted students;

(h) Rural school district designation;

(i) If the individual district is classified as a small school district, the number of eligible students who wish to participate than are allowed under the respective credit hour caps established in OAR 581-022-1366, Annual Credit Hour Cap. Each school district may.

(17) Provide transportation services to eligible students who attend eligible post-secondary institutions within the boundaries of which the school district is a component school district.

(a) Any transportation costs incurred by a school district under this section shall be considered approved transportation costs for purposes of ORS 327.013(9).

(18) Appeal to the Department of Education for determination of good faith negotiations as described in 581-022-1368 State School Fund, Expenditures, Good Faith Negotiations.

(19) Request a waiver from the Department of Education of the requirements of participation in the Expanded Options Program created in ORS Chapter 340 if the school district meets the conditions as described in 581-022-1372, Request for Program Waiver.

Stat. Auth.: ORS 340.574

Stats. Implemented: ORS 340.574

Hist.: ODE 12-2006, f. & cert. ef. 5-24-06; ODE 25-2007, f. & cert. ef. 10-26-07

581-022-1365

Expanded Options -- Annual Notice

(1) Prior to February 15 of each year, beginning with the 2005-06 school year, each school district must notify all high school students and the students' parents or guardians of the Expanded Options Program for the following school year. The notification process must:

(a) Ensure that all at-risk students and their parents are notified about the Expanded Options Program; and

(b) Identify high school students who have dropped out of school and provide those students

with information about the Expanded Options Program by sending information about the program to the last known address of the family of the student. It shall be a priority for school districts to provide information about the Expanded Options Program to high school students who have dropped out of school.

(2) The notice must include, but is not be limited to, the following:

(a) Definitions of "eligible student," "eligible post-secondary institution," and "eligible post-secondary course;"

(b) Purposes of the Expanded Options Program;

(c) Financial arrangements for tuition, textbooks, equipment and materials;

(d) Available transportation services;

(e) Effects of enrolling in the Expanded Options Program on the eligible student's ability to complete the required high school graduation requirements;

(f) Consequences of not maintaining satisfactory academic progress as defined by the eligible post-secondary institution, such as by failing or not completing an eligible post-secondary course;

(g) Participation in the Expanded Options Program is contingent on acceptance by an eligible post-secondary institution;

(h) School district timelines affecting student eligibility and duplicate course determinations consistent with ORS 340.015, 340.025, and 340.030.

(i) Eligible students may not enroll in eligible post-secondary courses for more than the equivalent of two academic years, and eligible students who first enroll in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year;

(j) A student who has graduated from high school may not participate in the Expanded Options Program;

(k) Notice(s) of any other program(s), agreement(s) or plan(s) in effect that provide access for public high school students to post-secondary courses;

(l) The district's responsibility for providing any required special education and related services to the student;

(m) The number of quarter credit hours that may be awarded each school year to eligible students by the resident high school;

(n) The district board's process for selecting eligible students to participate in the Expanded Options Program if the school district has not chosen to exceed the credit hour cap and has more eligible students who wish to participate than are allowed by the cap;

(o) Information about program participation priority for at-risk students;

(p) Exclusion of duplicate courses as determined by the resident school district;

(q) The process for a student to appeal the district's duplicate course determination to the local school district board, and if the local appeal is denied, to the Superintendent of Public Instruction or the Superintendent's designee;

(r) Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident secondary school; and

(s) Exclusion of foreign exchange students enrolled in a school under a cultural exchange program.

Stat. Auth.: ORS 340.574

Stats. Implemented: ORS 340.574

Hist.: ODE 12-2006, f. & cert. ef. 5-24-06; ODE 25-2007, f. & cert. ef. 10-26-07

581-022-1366

Expanded Options -- Annual Credit Hour Cap

(1) The number of quarter credit hours that may be awarded by a high school under the Expanded Options Program is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap

for a high school with 450 students in grades 9 through 12 would be 148.5 (450 x 0.33 = 148.5).

(2) For districts with more than one high school, the caps must be established separately for each high school.

(3) School districts may choose to exceed both the individual high school level cap(s) and the aggregate district level cap established under this rule.

(4) School districts choosing not to exceed the cap(s) established under this rule are required to establish a process for selecting eligible students for participation in the program. The process must give priority for participation to students who are "at risk" as defined in OAR 581-022-1363 Expanded Options -- Definitions.

Stat. Auth.: ORS 340.574

Stats. Implemented: ORS 340.574

Hist.: ODE 12-2006, f. & cert. ef. 5-24-06; ODE 25-2007, f. & cert. ef. 10-26-07

581-022-1367

Expanded Options -- Responsibilities of Eligible Students

Each eligible student shall:

(1) Maintain satisfactory academic progress as defined by the eligible post-secondary institution.

(2) By May 15 of each year, notify the resident school district of intent to enroll in eligible post-secondary courses during the following school year.

(a) If a student is an incoming transfer student or returning dropout, notify the school district of interest in Expanded Options Program participation within 20 business days of enrollment.

(3) In cooperation with an advisory support team (may include the student, student's parent or guardian and a teacher or a counselor), develop an educational learning plan consistent with OAR 581-022-1130, Section (3) Diploma Requirements, which may include:

(a) Short-term and long-term learning goals and proposed activities,

(b) Relationship of the eligible post-secondary courses proposed under the Expanded Options Program and the student's learning goals.

(4) Acknowledge that participation in the Expanded Options Program is contingent on acceptance by an eligible post-secondary institution.

(5) Provide the school district with authorization to obtain a copy of grades in from each post-secondary institution for each eligible post-secondary course taken for credit or non credit that may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree under the Expanded Options Program.

(6) Acknowledge that all textbooks, fees, equipment and materials provided and paid for under Expanded Options Program are the property of the resident school district.

(7) Be ineligible for any state student financial aid under ORS 348.040 to 348.280 and 348.505 to 348.695.

(8) Not enroll for more than the equivalent of two academic years.

(a) If first enrolled in grade 12, may not enroll in post-secondary courses for more than the equivalent of one academic year.

(b) If first enrolled in the middle of the school year, the time of participation shall be reduced proportionately.

(c) If enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation. Each eligible student may:

(9) Apply to an eligible post-secondary institution to enroll in eligible post-secondary courses offered by the eligible post-secondary institution.

(10) Apply to the resident school district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course.

(11) Appeal to the local school board a duplicate course designation and, if said appeal is denied, appeal to the Superintendent of Public Instruction or the superintendent's designee a duplicate course designation by the resident school district.

(a) The school district board or the board's designee shall issue a decision on the appeal within 30 business days of receipt of the appeal.

(b) The superintendent or the superintendent's designee shall issue a decision on the appeal within 30 business days of receipt of the appeal.

(c) If the superintendent or the superintendent's designee fails to issue a decision within 30 days of receipt of the appeal, the course shall be deemed to not be a duplicate course.

(A) The student may then enroll in the course under the Expanded Options Program, if the course and the student meet all other eligibility requirements.

Stat. Auth.: ORS 340.574

Stats. Implemented: ORS 340.574

Hist.: ODE 12-2006, f. & cert. ef. 5-24-06; ODE 25-2007, f. & cert. ef. 10-26-07

581-022-1368

Expanded Options -- State School Fund, Expenditures, Request for Waiver

(1) An eligible student enrolled in an eligible post-secondary course at an eligible post-secondary institution shall continue to be considered a resident pupil of the student's school district for purposes of calculation of the State School Fund grant under ORS 327.006 to 327.133 and 327.731.

(2) The amount of each school district's general purpose grant per extended ADMw as calculated under ORS 327.013 shall be determined each fiscal year by the Department of Education and made available to all school districts and, upon request, to any eligible post-secondary institution.

(3) A school district shall negotiate in good faith a financial agreement with any eligible post-secondary institution that accepts a student for enrollment in an eligible post-secondary course for the payment of actual instructional costs associated with the enrollment of the eligible student in eligible post-secondary courses, including tuition, fees, textbooks, equipment, and materials.

(a) As a part of the negotiated financial agreement, an eligible post-secondary institution shall provide the school district with the published refund policy for eligible students who do not complete eligible post-secondary courses in which the students enroll and do not earn credit.

(b) If after participating in good faith negotiations, a school district and an eligible post-secondary institution are unable to agree on the payment of actual instructional costs as described in Section (3), either entity may appeal to the Department of Education for a determination of whether the negotiations were conducted in good faith.

(4) The department shall develop a process and criteria to use for appeal.

(a) If the department determines that the negotiations were not conducted in good faith by either the school district or the eligible post-secondary institution, the department shall order the school district and the eligible post-secondary institution to conduct the negotiations again.

(b) If the department determines that the negotiations were conducted in good faith by the school district and the eligible post-secondary institution, the department shall grant the school district a waiver consistent with OAR 581-022-1372 Request for Program Waiver from participating in the Expanded Options Program with the eligible post-secondary institution with which the school district was negotiating.

(c) The decision of the department shall be binding on the school district and the eligible post-secondary institution.

(5) In addition to any good faith financial agreement entered into under Section (3), the resident school district of the eligible student shall enter into an agreement with an eligible post-secondary institution that accepts a student for enrollment in an eligible post-secondary course that is a non-tuition course or noncredit course for the payment of the actual instructional costs associated with the student's attending the eligible post-secondary course at the institution.

(6) Nothing in this section shall prohibit an eligible post-secondary institution from receiving

Stat. Auth.: ORS 340.574

Stats. Implemented: ORS 340.574

Hist.: ODE 12-2006, f. & cert. ef. 5-24-06; ODE 25-2007, f. & cert. ef. 10-26-07

581-022-1370

Expanded Options -- Alternative Programs

(1) Notwithstanding ORS Chapter 340, any program, agreement or plan in effect on January 1, 2006, that provides access for public high school students to a post-secondary course is not affected by this chapter and may be continued or renewed at the discretion of the parties to the program, agreement or plan.

(2) Any new program, agreement or plan that is developed after January 1, 2006, and that is intended to provide access for public high school students to a post-secondary course may be initiated at the discretion of a school district and a post-secondary institution.

Stat. Auth.: ORS 340.574

Stats. Implemented: ORS 340.574

Hist.: ODE 12-2006, f. & cert. ef. 5-24-06; ODE 25-2007, f. & cert. ef. 10-26-07

581-022-1371

Expanded Options -- Charter School Participation

(1) A public charter school may elect to participate in the Expanded Options Program by amending its charter under ORS 338.065.

(2) Actual instructional costs associated with participating eligible students shall be negotiated and paid directly to the eligible post-secondary institution by the public charter school.

(3) The participating public charter school may not require funding from the sponsor of the school for payment of Expanded Options Program costs that is in addition to funding that has already been contractually established pursuant to ORS 338.155(2)(b) or (3)(b) or 338.165(3)(b).

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 340.005 - 340.090

Hist.: ODE 25-2007, f. & cert. ef. 10-26-07

581-022-1372

Expanded Options — Request for Program Waiver

(1) A school district may request a waiver from the Department of Education of the requirements of participation in the Expanded Options Program as established in ORS Chapter 340. The department shall grant the waiver if:

(a) Compliance with the requirements of the Expanded Options Program would adversely impact the finances of the school district; or

(b) The school district offers dual credit technical preparation programs, such as two-plus-two programs, advanced placement or International Baccalaureate programs and other accelerated college credit programs.

(2) The duration of a waiver granted based on Subsection (1)(a) shall be no more than two school years.

(3) The duration of a waiver granted under Subsection (1)(b) shall be the length of the program that was the basis for the waiver.

(4) There is no limit on the number of times a school district may apply for and be granted a waiver under this section.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 340.005 - 340.090

Hist.: ODE 25-2007, f. & cert. ef. 10-26-07

581-022-1420

Emergency Plans and Safety Programs

The school district shall maintain a comprehensive safety program for all employees and students which shall:

- (1) Include plans for responding to emergency situations.
- (2) Specify general safety and accident prevention procedures with specific instruction for each type of classroom and laboratory.
- (3) Provide instruction in basic emergency procedures for each laboratory, shop and studio, including identification of common physical, chemical, and electrical hazards.
- (4) Require necessary safety devices and instruction for their use.
- (5) Require that an accident prevention in service program for all employees be conducted periodically and documented.
- (6) Provide assurance that each student has received appropriate safety instruction.
- (7) Provide for regularly scheduled and documented safety inspections which will assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employees.
- (8) Require reports of accidents involving school district property, or involving employees, students or visiting public, as well as prompt investigation of all accidents, application of appropriate corrective measures, and monthly and annual analyses of accident data and trends.
- (9) In schools operated by the district that are occupied by students, the district must ensure that all students are instructed and have drills on emergency procedures in compliance with ORS 336.071. The emergency procedures shall include drills and instruction on:
 - (a) Fires;
 - (b) Earthquakes, which shall include tsunami drills and instruction in schools in a tsunami hazard zone; and
 - (c) Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 336.071

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 28-2015, f. & cert. ef. 12-22-15

581-022-1430

Asbestos Management Plans

- (1) The statutory authority for this rule is the Asbestos Hazard Emergency Response Act of 1986 as amended by Public Law 100.368 and subsequent rule published in the Friday, October 30, 1987, Federal Register (40 CFR Part 763).
- (2) Any public and private school that acquires or leases a school building after October 12, 1988 shall submit an Asbestos Management Plan to the Department of Education prior to occupancy.
- (3) The Management Plan shall include all the elements contained in 40 CFR §763.93(e).
- (4) General local education agency responsibilities (as stated in 40 CFR §763.84). Each local education agency shall:
 - (a) Ensure that the activities of any persons who perform inspections, reinspections, and periodic surveillance, develop and update management plans, and develop and implement response actions, including operations and maintenance, are carried out in accordance with Subpart E (40 CFR 763);
 - (b) Ensure that all custodial and maintenance employees are properly trained as required by Subpart E (40 CFR 763) and other applicable federal and/or state regulations (e.g., the Occupational Safety and Health Administration asbestos standard for construction, the EPA worker protection rule);
 - (c) Ensure that workers and building occupants, or their legal guardians, are informed at least once each school year about inspections, response actions, and post-response action activities, including periodic reinspection and surveillance activities that are planned or in progress; or

(d) Ensure that short-term workers (e.g., telephone repair workers, utility workers, or exterminators) who may come in contact with asbestos in a school are provided information regarding the locations of Asbestos Containing Building Material (ACBM) and suspected ACBM assumed to be Asbestos Containing Material (ACM);

(e) Ensure that warning labels are posted in accordance with §763.95;

(f) Ensure that management plans are available for inspection and notification of such availability has been provided as specified in the management plan under §763.93(g);

(g)(A) Designate a person to ensure that requirements of this section are properly implemented; and

(B) Ensure that the designated person receives adequate training to perform duties assigned under this section. Such training shall provide, as necessary, basic knowledge of:

(i) Health effects of asbestos;

(ii) Detection, identification, and assessment of ACM;

(iii) Options of controlling ACBM;

(iv) Asbestos management programs;

(v) Relevant federal and state regulations concerning asbestos, including those in Subpart E (40 CFR 763) and those of the Occupational Safety and Health Administration, U. S. Department of Labor, the U. S. Department of Transportation and the U. S. Environmental Protection Agency.

(h) Consider whether any conflict of interest may arise from the interrelationships among accredited personnel and whether that should influence the selection of accredited personnel to perform activities under this subpart.

Stat. Auth.: ORS 363 & PL 100.368

Stats. Implemented: 40 CFR Part 763

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-022-1440

Human Sexuality Education

(1) The following definitions apply to Oregon Administrative Rule 581-022-1440:

(a) "Age-appropriate" means curricula designed to teach concepts, information, and skills based on the social, cognitive, emotional, experience and developmental level of students;

(b) "Balanced" means instruction that provides information with the understanding of, and strength of the preponderance of evidence;

(c) "Best practice" means a practice/curriculum that is based in proven theory and practices, and has some evidence of effectiveness, but has not specifically gone through a randomized controlled trial that is needed to become an evidence-based practice;

(d) "Comprehensive plan of instruction" (as defined by Oregon education statutes) means k–12 programs that emphasize abstinence, but not to the exclusion of condom and contraceptive skills-based education. The human sexuality information provided is complete, balanced, and medically accurate. Opportunities are provided for young people to develop and understand their values, attitudes, beliefs and decisions about sexuality as a means of helping young people exercise responsibility regarding sexual relationships and sexual health decisions as further defined by subsections (2) and (3);

(e) "Consensual" means the presence of a "yes" when "no" is a viable option;

(f) "Culturally inclusive" means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner;

(g) "Gender expression" means how people express their gender based on mannerisms, dress, etc. A person's gender expression/presentation may not always match their gender identity;

(h) Gender identity" means a person's internal sense of being male, female or some other gender, regardless of whether the individual's appearance, expression or behavior differs from that traditionally associated with the individual's sex assigned at birth;

(i) “Gender role” means the socially determined sets of behaviors assigned to people based on their biological sex;

(j) “Gender sensitive” means using materials and instruction strategies that are sensitive to individual’s similarities and differences regarding gender role, gender identity and/or sexual orientation;

(k) “Healthy relationship” means one in which both people feel a healthy sense of “self”. Each person feels comfortable and safe when spending time with the other person. Two individuals try to meet each other’s needs, and each can ask for help and support, within and outside of the relationship without fear of criticism or harm;

(l) “Medically accurate” means information that is established through the use of the ‘scientific method.’ Results can be measured, quantified, and replicated to confirm accuracy, and are reported or recognized in peer-reviewed journals or other authoritative publications;

(m) “Non-consensual sexual behavior” means any sexual act that is inflicted upon a person who is unable to grant consent or that is unwanted and compelled through the use of physical force, manipulation, threats, or intimidation;

(n) “Research-based” means intervention is based on theoretical approaches that have been shown through scientific evaluation to be effective in achieving the intended outcomes. Evaluation based on studies using scientifically based designs; results published in recognized, peer-reviewed journals;

(o) “Sexual intercourse” means a type of sexual contact or activity involving one of the following:

(A) Vaginal sex;

(B) Oral sex; or

(C) Anal sex;

(p) “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or other romantic and/or sexual attraction;

(q) “Shame or fear based” means terminology, activities, scenarios, context, language, and/or visual illustrations that are used to devalue, ignore, and/or disgrace students who have had or are having sexual relationships. Not all curricula or activities that describe risks of sexual activities can be considered “fear-based;”

(r) “Skills-based” means instructional strategy that has students practice the desired skill; and

(s) “Student bystander behavior” means behaviors in which students who witness or learn about a peer’s harmful behaviors or attitudes intervene when it is safe to do so.

(2) Each school district shall provide an age-appropriate, comprehensive plan of instruction focusing on human sexuality education, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality in public elementary and secondary schools shall enhance students’ understanding of sexuality as a normal and healthy aspect of human development. As part of the comprehensive plan of human sexuality instruction, each school district board shall adopt a child sexual abuse prevention instructional program for students in kindergarten through grade 12 as defined in subsection (9). In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students’ grades 6-8 and at least twice during grades 9–12.

(3) Parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction required by this rule, and in alignment with the Oregon Health Education Standards and Benchmarks, cooperatively.

(4) Local school boards shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective education strategies.

(5) Any parent may request that his/her child be excused from that portion of the instructional program required by this rule under the procedures set forth in ORS 336.035(2).

(6) The comprehensive plan of instruction shall include information that:

(a) Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults as the safest and mostly responsible sexual behavior to reduce the risk of unintended pregnancy and exposure to HIV, Hepatitis B/C and other sexually transmitted infectious diseases;

(b) Allays those fears concerning HIV that are scientifically groundless;

(c) Is balanced and medically accurate;

(d) Provides balanced, accurate information, and skills-based instruction on the risks and benefits of contraceptives, condoms and other disease reduction measures which reduce the risk of unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

(e) Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

(f) Stresses the risks of contracting HIV, hepatitis B and C and other infectious diseases through sharing of needles or syringes for injecting illegal drugs and controlled substances;

(g) Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

(h) Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. Students shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives, including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

(i) Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;

(j) Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting, and prevention of the spread of STDs, STIs, including testing for STDs, STIs, HIV and pregnancy;

(k) Advises pupils of the circumstances in which it is unlawful under ORS 163.435 and 163.445 for persons 18 years of age or older to have sexual relations with persons younger than 18 years of age to whom they are not married;

(l) Encourages positive family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;

(m) Teaches that no form of sexual expression, or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;

(n) Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;

(o) Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;

(p) Validates through course material and instruction the importance of honesty with oneself and others, respect for each person's dignity and well-being, and responsibility for one's actions;

(q) Uses inclusive materials, language, and strategies that recognizes different sexual orientations, gender identities and gender expression;

(r) Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and

(s) Is culturally inclusive.

(7) The comprehensive plan of instruction shall emphasize skills-based instruction that:

(a) Assists students to develop and practice effective communication skills, the development of self-esteem and the ability to resist peer and partner pressure;

(b) Provides students with the opportunity to learn about and personalize peer, media,

technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships, and sexual behaviors, including decisions to abstain from sexual intercourse;

(c) Enhances students' ability to access valid health information and resources related to their sexual health;

(d) Teaches how to develop and communicate relational, sexual and reproductive boundaries;

(e) Is research-based, evidence-based and/or best practice; and

(f) Aligns with the Oregon Health Education Content Standards and Benchmarks.

(8) All human sexuality education programs shall emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only method that is 100 percent effective against unintended pregnancy, HIV infection (when transmitted sexually), hepatitis B/C infection, and other sexually transmitted infections and diseases. Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, sexually transmitted infections and diseases, and hepatitis B/C. Such courses are to acknowledge the value of abstinence while not devaluing, ignoring or stigmatizing those students who have had or are having sexual relationships. Further, sexuality education materials, instructional strategies, and activities must not, in any way, use shame or fear based tactics.

(9) As part of the comprehensive plan of human sexuality instruction, each school district shall provide child sexual abuse prevention instruction from kindergarten through grade 12. School Districts must provide a minimum of four instructional sessions per year. One instructional session is equal to one standard class period.

(10) Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated, or witnessed sexual abuse and relationship violence.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 336.455 & 336.455

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; EB 2-1997, f. & cert. ef. 3-27-97; ODE 25-2002, f. & cert. ef. 11-15-02; ODE 15-2007, f. & cert. ef. 7-6-07; ODE 25-2009, f. & cert. ef. 12-10-09; ODE 10-2013, f. & cert. ef. 4-10-13; ODE 16-2016, f. & cert. ef. 3-22-16

581-022-1510

Comprehensive Guidance and Counseling

(1)(a) District Comprehensive Guidance and Counseling. Each school district shall provide a coordinated comprehensive guidance and counseling program to support the academic, career, personal/social, and community involvement development of each and every student. The district shall:

(b) Adopt comprehensive guidance and counseling program goals that assist students to:

(A) Understand and utilize the educational opportunities and alternatives available to them;

(B) Meet academic standards;

(C) Establish tentative career and educational goals;

(D) Create and maintain an education plan and education portfolio;

(E) Demonstrate the ability to utilize personal qualities, education and training, in the world of work;

(F) Develop decision-making skills;

(G) Obtain information about self;

(H) Accept increasing responsibility for their own actions, including the development of self-advocacy skills;

(I) Develop skills in interpersonal relations, including the use of affective and receptive communication;

(J) Utilize school and community resources.

(K) Demonstrate and discuss personal contributions to the larger community; and

(L) Know where and how to utilize personal skills in making contributions to the community.

(2) School Comprehensive Guidance and Counseling. Each school shall provide a comprehensive guidance and counseling program that serves students K through 12, based upon the Oregon Department of Education's "Framework for Comprehensive Guidance and Counseling Programs for Pre-Kindergarten through Twelfth Grade" which:

(a) Identifies staff responsibilities to plan, design and deliver a comprehensive guidance and counseling program that meets the unique needs of their students and community;

(b) Aligns with the district's school improvement plans;

(c) Assigns guidance and counseling responsibilities to the appropriate personnel;

(d) Expects all school staff to participate in implementing the comprehensive guidance and counseling program;

(e) Assists each student to develop, and annually review, an educational plan (a formalized plan and process in which students establish their education, career and life goals, identify learning goals and connect them to activities that will help them achieve their goals) in grades 7-12. and

(3) Guidance Staff Assignments. Each school district shall maintain a licensed staff and promote effective guidance practices consistent with the district's expected comprehensive guidance and counseling program outcomes. In determining staffing for the program, the following shall be considered:

(a) Alignment with the American School Counselor Association recommended student to counselor ratio of 250:1;

(b) The number of aides or clerical staff assigned to support the implementation of the comprehensive guidance and counseling program.

Stat. Auth.: ORS 326.051 & 329.275

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 19-2008, f. & cert. ef. 6-27-08

581-022-1512

Child Development Specialist Programs

(1) A Child Development Specialist program is an optional elementary (grades K-8 or any configuration thereof) component of a district's comprehensive guidance and counseling program for grades K-12, based on the Oregon Department of Education's "Framework for Comprehensive Guidance and Counseling Programs for Pre-Kindergarten through Twelfth Grade" under OAR 581-022-1510.

(2) The district school board of every school district operating elementary schools may make the services of a Child Development Specialist available to the children and their families residing in attendance areas of the schools. A Child Development Specialist may serve as guidance staff to help implement the comprehensive guidance and counseling program.

(3) If a district school board chooses to establish a child development specialist program, the school district must meet the following requirements:

(a) The school district shall submit a written plan describing the program to the Department of Education and the program must be approved by the department.

(b) Upon department approval of a district's plan, a school district may submit a child development specialist candidate application for department approval.

(c) The school district shall conduct an annual review of the program and submit an updated plan to the department for reauthorization of the program.

(d) Each Child Development Specialist employed by a school district shall complete an annual evaluation of the specialist's child development plan to be included with the school district's updated plan.

(4) The department will:

(a) Conduct an annual program review of any district that has established or chooses to establish a Child Development Specialist Program as an elementary, grades K-8, component of the district's K-12 comprehensive guidance and counseling program.

(b) Conduct an annual review of each Child Development Specialist's Summary of Activities as part of the reauthorization process.

(c) Up-date and post all child development specialist forms needed for program approval and CDS authorization/reauthorization on the Oregon Department of Education web page annually.

(d) Maintain a Child Development Specialist Advisory Committee to hear appeals by districts or Child Development Specialist, or to serve when requested by the department for input.

Stat. Auth.: ORS 326.051 & 329.275

Stats. Implemented: ORS 329.255, 329.265 & 329.385

Hist.: 1EB 199, f. 7-1-75, ef. 9-1-75; 1EB 18-1981, f. & ef. 12-23-81; EB 11-1992, f. & cert. ef. 4-7-92; Renumbered from 581-022-1512, ODE 19-2008, f. & cert. ef. 6-27-08

581-022-1520

Media Programs

(1) School District Media Services: The school district shall provide a coordinated media program. The district shall:

(a) Adopt Program goals for:

(A) Media instruction for all grade levels; and

(B) Support services.

(b) Provide appropriate instructional facilities, materials, equipment, and services which support the school district, program and course goals;

(c) Assign responsibilities to certificated media specialists and other personnel for the development, implementation, maintenance, and supervision of media services;

(d) Organize media services and materials required for the achievement of district and building media program goals; and

(e) Evaluate district and school media programs.

(2) School Media Services: The school district shall provide in each school a media program consistent with district, program and course goals which:

(a) Provides an organized media center with materials, equipment and services supervised by appropriate certificated personnel;

(b) Identifies instructional activities designed to achieve media skills goals; and

(c) Includes instruction that addresses the ability of each student to:

(A) Locate and retrieve organized print and nonprint media;

(B) Use media to record and express ideas and knowledge; and

(C) Listen to, view, interpret and analyze media materials.

(3) In determining whether the assignment of certificated media and other staff is appropriate, the following shall be considered:

(a) The district, program and course goals of the media services program;

(b) The number of schools, students and staff to be served;

(c) The access students and staff have to media services defined in the media program;

(d) The number, certification and training of personnel assigned to media program responsibilities including specialists, teachers and aides;

(e) The extent to which staffing patterns vary from general statewide practice; and

(f) The extent to which the media program enables students to attain instructional goals.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

Auxiliary Services

- (1) Pupil Transportation Services: Pupil transportation provided by the school district shall comply with all applicable Oregon Revised Statutes and Oregon Administrative Rules.
- (2) School Food Services: A school district operating a reimbursed student food service program shall comply with State Board of Education and State Health Division rules.
- (3) Custodial Services: The school district shall maintain buildings and grounds to provide conditions conducive to health and safety of all persons and in accordance with all applicable Oregon Revised Statutes and Oregon Administrative Rules.
- (4) Facilities: The school district shall provide physical facilities which are appropriate to instructional and support program activities.
- (5) Equipment and Materials: The school district shall provide furniture, equipment and materials appropriate to instructional and support program activities.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-022-1610**Operating Policies and Procedures**

- (1) Districts must comply with the state standards set forth in OAR chapter 581, division 22.
- (2) Districts must maintain evidence of compliance with the state standards and make such evidence available upon request.
- (3) Districts must report compliance with state standards:
 - (a) To the community by January 15 of each school year; and
 - (b) To the Department of Education, annually, on a form to be provided by the Department of Education.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 46-2014, f. & cert. ef. 12-17-14

581-022-1620**Required Instructional Time**

- (1) Each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:
 - (a) Grade 12 — 966 hours;
 - (b) Grades 9–11 — 990 hours; and
 - (c) Grades K–8 — 900 hours.
- (2) If a school district chooses to offer less than 900 hours of instructional time for kindergarten students, the kindergarten program shall be considered a half-day program for purposes of ORS 327.006(1) and the school district shall ensure that every kindergarten student is scheduled to receive a minimum of 450 hours of instructional time per year.
- (3) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:
 - (a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;
 - (b) For kindergarten programs offering less than 900 hours of instructional time, up to 30 hours of recess;
 - (c) For grades 1–3, up to 60 hours of recess;

(d) Up to 30 hours for staff professional development;

(e) Up to 30 hours for parent teacher conferences; and

(f) For the 2015–16 school year, up to 14 hours for emergency school closures due to adverse weather conditions and facilities failure.

(4) For students participating in online instruction:

(a) Instructional time includes online instruction supported by a licensed or registered teacher through electronic means.

(b) For online instruction, up to one hour per course per day may be counted as instructional time where the following criteria are met:

(A) Every student has access to a licensed or registered teacher through in-person, telephone, or electronic means for each course taken; and

(B) Every student has regular contact with school personnel for the purpose of attendance and progress monitoring as outlined in the policies maintained by the Oregon Department of Education.

(c) Instructional time may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

(5) There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

(6) No student shall be required to exceed the following number of instructional hours per day:

(a) Grades 9–12 — 8.5 hours;

(b) Grades K–8 — 8 hours.

(7) The minimum instructional hours requirement set forth in subsection (1) of this rule shall first apply to the 2015–16 school year but full compliance shall be phased in over a period of four school years. A school district will be in compliance with the requirements of subsection (1) of this rule if the following benchmarks are met:

(a) For the 2015–16 school year, at least 80% of all students in the district must be scheduled to receive the minimum hours of instructional time set forth in subsection (1) of this rule.

(b) For the 2016–17 school year, at least 85% of all students in the district must be scheduled to receive the minimum hours of instructional time set forth in subsection (1) of this rule.

(c) For the 2017–18 school year, at least 90% of all students in the district must be scheduled to receive the minimum hours of instructional time set forth in subsection (1) of this rule.

(d) For the 2018–19 school year, at least 92% of all students in the district and at least 80% of all students at each school operated by the district must be scheduled to receive the minimum hours of instructional time set forth in subsection (1) of this rule.

(8) The State Board of Education shall conduct a public hearing and board discussion relating to instructional time at the 2016, 2017 and 2018 January board meetings. The purpose of the public hearing will be to receive information about and consider the implementation and potential financial concerns relating to required instructional time, OAR 581-022-0102 (definition of instructional time) and 581-022-1131 (credit options).

Stat. Auth.: ORS 326.011 & 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 25-2008, f. & cert. ef. 9-26-08; ODE 2-2015, f. 1-30-15, cert. ef. 7-1-15

581-022-1622

Independent Adoptions of Instructional Materials

Without prior notice to the State Board of Education, the district school board of any school district, with the assistance of teachers and administrators of the district, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they meet the guidelines and criteria established by the Board. The district school board shall involve parents and citizens in the process. Such district adoptions shall

be known as independent adoptions. (2) In order to give proper notification that an independent adoption is being made, the administrative head of the district must provide the district school board, prior to placing the instructional materials into use in the local schools, the following information:

- (1) The subject, category, and grade level(s) in which the instructional materials will be used;
- (2) The title of the instructional materials;
- (3) The publisher of the instructional materials;
- (4) The copyright date of the instructional materials;
- (5) The date on which the district intends to install the instructional materials for use in the school system; and
- (6) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.)
- (7) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.

Stat. Auth.: ORS 337.050(2) & 337.141

Stats. Implemented: ORS 337.120 & 337.141

Hist.: 1EB 215, f. 1-29-76, ef. 2-25-76; 1EB 245, f. & ef. 9-23-76; 1EB 19-1982, f. & ef. 11-23-82; EB 2-1991, f. & cert. ef. 2-28-91; EB 21-1991(Temp), f. 10-30-91, cert. ef. 11-1-91; EB 30-1991, f. & cert. ef. 12-18-91; ODE 10-2001, f. & cert. ef. 5-15-01; Renumbered from 581-011-0085, ODE 25-2008, f. & cert. ef. 9-26-08; ODE 3-2009, f. & cert. ef. 6-29-09; ODE 22-2012, f. & cert. ef. 8-1-12

581-022-1630

Daily Class Size

A school district shall maintain class sizes and teacher assignments which promote effective practices consistent with the outcomes expected of each instructional program.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 25-2008, f. & cert. ef. 9-26-08

581-022-1640

Instructional Materials Adoption

(1) For each program and course in grades K-12, each school district, on a cycle established by the State Board of Education, shall select and provide students with free appropriate instructional and resource materials produced in accordance with the National Instructional Materials Accessibility Standard (NIMAS). These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field. The school district process for selecting and adopting instructional materials shall include opportunities for citizen and parent involvement.

(2) The school district process must identify whether the district coordinates with the National Instructional Materials Access Center (NIMAC) when purchasing print materials under OAR 581-022-1622 and 581-022-1650.

(3) Districts that do not coordinate with NIMAC must provide instructional materials to persons who are blind and persons with print disabilities in accessible formats under 581-015-2060.

(4) Sufficient quantities, including those produced in alternate formats and those that cannot be produced from NIMAS files, shall be available in a timely manner to accommodate the number of students who will be using them at any one time. A timely manner means the materials are available at the same time materials are available for students who do not need materials in alternate formats.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 337.150

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 11-1998, f. & cert. ef. 6-23-98; ODE 13-2007, f.

581-022-1650

Postponement of Purchase of State-Adopted Instructional Materials

If a district seeks to postpone regular purchase of state-adopted materials as required by ORS 337.120, it shall submit an application to the Department which shall include:

- (1) The reason for seeking postponement;
- (2) The subjects or categories for which postponement is sought;
- (3) The projected dates for purchase and implementation of new instructional materials which shall not be later than two years from the beginning of the school year following the state adoption;
- (4) Identification of the instructional materials to be used during the postponement;
- (5) Assurance that the postponement will not delay future purchases in other subject areas; and
- (6) Local school board approval of the application and the date of such approval.

Stat. Auth.: ORS 337.120

Stats. Implemented: ORS 337.120

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 3-2009, f. & cert. ef. 6-29-09

581-022-1660

Records and Reports

- (1) Required Records and Reports: The school district shall provide all records and reports required by the Oregon Department of Education.
- (2) Student Activity Funds: The school district shall prescribe the purposes for which student activity funds may be obtained and used and the role of students in management and expenditure of funds.
- (3) Education Records of Students: The school district shall maintain education records of students according to the provisions of OARs 581-021-0210 through 581-021-0440.
- (4) ESD Annual Report: Pursuant to the requirements and review schedule as set out in OAR 581-024-0228 and ORS 334.125 (9), all school districts shall cooperate with their education service district in:
 - (a) Annually reviewing specific school district operations for purposes of achieving economies and efficiencies; and
 - (b) Preparing and submitting an annual report concerning the results of the annual review to the State Board of Education.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 334.125 (9)

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 3-1999, f. & cert. ef. 1-12-99

581-022-1661

Report on Physical Education Data

- (1) The following definitions apply to this rule:
 - (a) "Additional facilities" means the added space to the school needed to provide the minimum number of minutes of physical education instruction per week.
 - (b) "Number of minutes" means the number of minutes of physical education instruction that is actually provided to all students kindergarten through grade 8 each school week.
 - (c) "Physical capacity" means the space, indoors and out, available at the school to provide the prescribed number of minutes per at a class size that promotes effective practices consistent with the outcomes expected of the instructional programs.
- (2) The Department of Education shall collect from school districts:

(a) The number of minutes of physical education that are provided to students in kindergarten through grade 8 each school week in each public school within the district;

(b) The physical capacity of public schools to provide students in kindergarten through grade 5 with at least 150 minutes of physical education during each school week and to provide students in grades 6 through 8 with at least 225 minutes of physical education during each school week; and

(c) The additional facilities required by public schools to provide physical education to students for the minimum number of minutes as described in paragraph (b) of this subsection.

(3) The department shall collect the data described in paragraph (2) of this section:

(a) Annually, for data described in paragraph (2)(a) of this section.

(b) Whenever a public school increases or decreases the school's physical capacity to provide students with physical education, for data described in paragraph (2)(b) and (c) of this paragraph.

(4) Prior to February 1 of each odd-number year, the Department shall report to the Legislative Assembly on the data collected under this rule for the prior two school years.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 329.498

Hist.: ODE 30-2007, f. & cert. ef. 12-12-07; ODE 42-2014, f. & cert. ef. 12-4-14

581-022-1670

Individual Student Assessment, Recordkeeping, Grading, and Reporting

(1) As used in this rule:

(a) "Continuum of knowledge and skills" means the Oregon Academic Content Standards.

(b) "Proficiency" means demonstrated knowledge and skills which meet or exceed defined levels of performance.

(2) Each school district shall assess and record each student's progress and achievement in all subject areas of instruction and to academic content standards consistent with ORS 329.045 and OAR 581-022-1210:

(a) At a minimum, provide all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with student performance data, including growth data on their current students and students they taught in the previous year in a manner that is timely and informs instructional programs.

(b) Instruments and/or strategies used to determine student progress may assess multiple standards;

(c) Results from the assessment instruments and/or strategies may be used as a record of achievement level; and

(d) Records of student performance may be kept in teacher grade books, student folders, portfolios, or similar devices.

(3) Each school district shall assist teachers in adapting instruction and curriculum to meet the needs and learning rates of all students in achieving proficiency in the academic content standards. Districts must:

(a) Provide multiple opportunities for students to demonstrate mastery of academic content standards through sufficient and appropriate assessment evidence.

(b) Continue to provide opportunities for students who have met standards to advance their learning.

(c) Provide students who have not met or have exceeded the academic content standards with access to additional services and other public school or alternative educational options.

(4) Each school district shall annually report progress towards completion of diploma requirements to parents of students in grades 9–12, including credits earned, demonstration of extended application, and demonstration of the Essential Skills.

(5) Each school district shall adopt a grading system based on the local district board adopted course content aligned to the academic content standards consistent with Section (2) of this

rule. The grading system shall:

(a) Clearly show the student and parents whether the student is achieving course requirements at the student's current grade level;

(b) Be based on the student's progress toward becoming proficient in a continuum of knowledge and skills; and

(c) Assure that the student's academic grade reflects his/her academic performance consistent with OAR 581-021-0022; behavioral performance shall be reported separately.

(6) Each school district shall report at least annually on student progress to meeting or exceeding grade-level academic content standards to parents or guardians of all students in grades K-12 including, but not limited to, the following:

(a) Information on progress in each subject area (e.g., grades, checklists, folders, etc.) including major goals used to determine such information;

(b) Upon request from a parent or guardian, specific evidence of student progress on the continuum of knowledge and skills (academic content standards) of a subject area and

(c) Student scores on all state and local assessments indicating any of the requirements that have been waived for the school district or the individual and the time periods for the waiver.

(7) Each school district shall maintain student records under the student's legal name and SSID or establish a cross-reference system to locate the student's records by use of the student's legal name, for time periods consistent with state archive rules as outlined in OAR 166-400-0060.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 18-2002, f. & cert. ef. 6-10-02; ODE 25-2008, f. & cert. ef. 9-26-08; ODE 7-2013, f. & cert. ef. 2-20-13

581-022-1710

Personnel

(1) All teachers, specialists, and administrators employed by school districts must hold valid Oregon licenses and be assigned in accordance with the individual license district policies, program goals and applicable statutes and administrative rules.

(2) Any school district employing teacher aides shall follow applicable Oregon Administrative Rules.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 25-2008, f. & cert. ef. 9-26-08

581-022-1720

Personnel Policies

(1) The school district shall adopt and implement personnel policies which address:

(a) Affirmative action;

(b) Staff development;

(c) Equal employment opportunity;

(d) Evaluation procedures; and

(e) Employee communication system.

(f) The requirement for releasing to Teacher Standards and Practices Commission, another district or any person upon request the disciplinary records of an employee or former school employee if the employee was convicted of one or more of the list of crimes addressed in ORS 342.143.

(2) Personnel policies shall be accessible to any school employee and notice of their availability to the general public shall be published:

(a) A current copy shall be accessible in each school office and library; and

(b) Any organization which represents employees of the district shall be furnished a copy and revisions as they are made.

(3) Bonded Employees: All employees responsible for funds, fees or cash collections shall be bonded in compliance with Oregon Revised Statutes and Oregon Administrative Rules.

(4) Employees for whom a teaching certificate is not required: The school district shall give to each such employee an individual written notice of reasonable assurance of continued employment as required by ORS 332.554.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 25-2008, f. & cert. ef. 9-26-08; ODE 21-2011, f. & cert. ef. 12-15-11

581-022-1723

Teacher and Administrator Evaluation and Support

(1) A school district board shall include the core teaching standards and administrator standards adopted by the State Board for all evaluations of teachers and administrators of the school district occurring on or after July 1, 2013. The standards shall be customized based on the collaborative efforts of the teachers and administrators of the school district and the exclusive bargaining representative of the employees of the school district.

(2) The core teaching standards and administrator standards must:

(a) Take into consideration multiple measures of teacher and administrator effectiveness that encompass a range of appropriate teaching and administrative behaviors that use multiple evaluation methods that use multiple measures to evaluate teacher and administrator performance which may include, but are not limited to:

(A) Student performance;

(B) Student assessments;

(C) Classroom-based assessments including observations, lesson plans and assignments;

(D) Portfolios of evidence;

(E) Supervisor reports; and

(F) Self-reflections and assessments.

(b) Take into consideration evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, schools, and school districts;

(c) Be research-based;

(d) Be separately developed for teachers and administrators; and

(e) Be customized for each school district, which may include individualized weighting and application of standards.

(3) Evaluations using the core teaching and administrator standards must attempt to:

(a) Strengthen the knowledge, skills, disposition and classroom and administrative practices of teachers and administrators in public schools;

(b) Refine the support, assistance and professional growth opportunities offered to a teacher or an administrator, based on the individual needs of the teacher and administrator and the needs of the students, the school and the school district;

(c) Allow each teacher or administrator to establish a set of classroom or administrative practices and student learning objectives that are based on the individual circumstances of the teacher or administrator, including the classroom or other assignments of the teacher or administrator;

(d) Establish a formative growth process for each teacher and administrator that supports professional learning and collaboration with other teachers and administrators; and

(e) Use evaluation methods and professional development, support and other activities that are based on curricular standards and that are targeted to the needs of each teacher and

administrator.

(4) Local evaluation and support systems established by school districts for teachers and administrators must be:

(a) Designed with four performance level ratings of effectiveness as defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems;

(b) Based on significant consideration of student learning which may include but is not limited to:

(A) School-wide academic growth, as determined by the statewide assessment system implemented by the Department of Education under ORS 329.485;

(B) Formative and summative assessments; and

(C) For teachers, classroom-level student learning goals set collaboratively between teachers and evaluators.

(5) Local evaluation and support systems established by school districts must evaluate teachers and administrators on a regular cycle.

(6) District superintendents shall regularly report to their governing boards on implementation of their local evaluation and support systems and educator effectiveness.

Stat. Auth: ORS 342.805 - 342.937

Stats. Implemented: 2011 OL Ch. 729 Sec. 2 (Enrolled SB 290)

Hist.: ODE 21-2011, f. & cert. ef. 12-15-11; ODE 23-2012, f. & cert. ef. 8-1-12; ODE 11-2015(Temp), f. & cert. ef. 7-15-15 thru 1-10-16; Administrative correction, 1-22-16

581-022-1724

Core Teaching Standards

School districts shall use the core teaching standards to evaluate teacher effectiveness outlined in OAR 581-022-1723. Performances, essential knowledge and critical dispositions for each standard are contained within the Interstate Teacher Assessment and Support Consortium (InTASC) core teaching standards published at: http://www.ccsso.org/Documents/2011/InTASC_Std MS_Word_version_4_24_11.doc. The core teaching standards are the same standards adopted by the Teacher Standards and Practices Commission (TSPC) for initial and advanced teacher preparation. The standards include:

(1) The Learner and Learning

(a) Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. [InTASC Standard #3]

(2) Content

(a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard # 4]

(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

(3) Instructional Practice

(a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]

(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. [InTASC Standard #7]

(c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

(4) Professional Responsibility

(a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

(b) Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. [InTASC Standard #10]

Stat. Auth: ORS 342.805–342.937

Stats. Implemented: OL 2011 § 2, Ch 729 (SB 290)

Hist.: ODE 21-2011, f. & cert. ef. 12-15-11

581-022-1725

Educational Leadership — Administrator Standards

School districts shall use the educational leadership–administrator standards to evaluate administrator effectiveness outlined in OAR 581-022-1723. These standards align with the Educational Leadership Constituents Council (ELCC) standards for Educational Leadership published at:

<http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#ELCC>

The knowledge and skill abilities required for each program standard are found within the full document of the standards. These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) published at:

http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf.

The educational leadership-administrator standards are the same standards adopted by the Teacher Standards and Practices Commission (TSPC) for administrator licensure. The standards include:

(1) Visionary Leadership: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders. [ISLLC Standard 1]

(2) Instructional Improvement: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth. [ISLLC Standard 2]

(3) Effective Management: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. [ISLLC Standard 3]

(4) Inclusive Practice: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups. [ISLLC Standard 4]

(5) Ethical Leadership: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner. [ISLLC Standard 5]

(6) Socio-Political Context: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. [ISLLC Standard 6]

581-022-1730

Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses

All public school districts shall comply with the requirements for Fingerprinting of subject individuals as defined in and in compliance with OAR 581-021-0500.

Stat. Auth.: ORS 326.603

Stats. Implemented: ORS 326.603

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 12-1998(Temp), f. & cert. ef. 6-23-98 thru 12-19-98; ODE 4-1999, f. & cert. ef. 1-12-99; ODE 29-1999, f. 12-13-99, cert. ef. 12-14-99; ODE 13-2003(Temp), f. & cert. ef. 7-1-03 thru 12-15-03; ODE 3-2004, f. & cert. ef. 1-15-04; ODE 9-2006, f. & cert. ef. 2-21-06; ODE 25-2008, f. & cert. ef. 9-26-08

581-022-1910

Exemptions

(1) The school district may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:

(a) Approval of the exemption shall be based upon and shall include:

(A) A written request from the student's parent or guardian or the student, if the student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;

(B) An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510).

(b) Following approval by the district school board, and upon completion of the alternative, credit shall be granted to the student.

(2) The school district may approve and grant credit to a student for the alternative to a state required program or learning activity if the procedures in section (1) of this rule are followed.

(3) Subsections (1) and (2) of this rule do not apply to exemption from participating in Oregon's statewide summative assessments, which are defined as statewide assessments used to meet both participation and performance requirements for state and federal systems accountability. Exemption from Oregon's statewide summative assessments is instead governed by Section 2, chapter 519, Oregon Laws 2015 (Enrolled House Bill 2655). ODE will annually publish notice about Oregon's statewide summative assessments and an opt-out form as required under by Section 2, chapter 519, Oregon Laws 2015 (Enrolled House Bill 2655).

(4) Subsection (3) of this rule will sunset as of July 1, 2021.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 23-2015, f. & cert. ef. 12-18-15

581-022-1920

Waivers

School districts may request two types of waivers as follows:

(1) Waiver of a specific standard: To address an immediate concern or need, a school district may petition the State Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined that the request conforms with the intent of the standards, the State Superintendent shall recommend the waiver to the State Board. Waivers under this provision may be granted for up to one year.

(2) Educational Flexibility Partnership Demonstration Act (Ed-Flex) Waiver:

(a) This federal Act allows school districts to request a waiver of statutory or regulatory requirements under the following federal programs or Acts:

(A) Elementary and Secondary Education Act (ESEA) Title I, Helping Disadvantaged Children Meet High Standards;

(B) ESEA Title II, Teacher Quality;

(C) ESEA Title IV, Safe Drug Free Schools;

(D) ESEA Title V, Innovative Education Program Strategies;

(E) ESEA Title VII, Part C -- Emergency Immigrant Education;

(F) Carl D. Perkins Vocational and Applied Technology Education Act.

(b) The application must demonstrate that the school district, if the waiver is granted, will still meet the underlying purposes of the federal statutory requirements. The request of an Ed-Flex Waiver must be made on the appropriate application form available from the Department of Education. Waivers under this provision may be granted for periods not to exceed five years.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051, 329.077 & 329.555

Hist.: EB 2-1997, f. & cert. ef. 3-27-97; ODE 11-2002, f. & cert. ef. 4-12-02; ODE 25-2008, f. & cert. ef. 9-26-08

581-022-1940

Appeal Procedure

(1) A complainant may direct an appeal of a final decision by a school district to the State Superintendent of Public Instruction if:

(a) The complaint alleges a violation of standards of the Oregon Administrative Rules, chapter 581, division 022; or

(b) A violation of other statutory or administrative rule requirements for which the State Superintendent has appeal responsibilities.

(2) The appeal must be in writing and contain:

(a) The name and address of the person bringing the appeal, and the district in which that person resides;

(b) The name and address of the district which is alleged to have violated standards; and

(c) A brief statement indicating each standard the district is alleged to have violated and how the district is alleged to have violated it.

(3) A decision is deemed final if:

(a) The district has failed to comply with the procedural time limits in its written complaint process;

(b) In a multi-step district complaint process, the district fails to render a written decision within 30 days of the submission of the complaint at each step; or

(c) The district fails to resolve a complaint within 90 days of the initial filing of a written complaint, regardless of the number of steps in the district complaint process.

(4) Upon receipt of the appeal the State Superintendent will determine whether a violation of standards has been properly alleged and the requirements of section (2) of this rule have been satisfied.

(a) If the State Superintendent determines that the facts of complaint, if true, would be a violation of a standard, the appeal will be accepted and the procedures listed in this rule in the following sections will be applied;

(b) If the State Superintendent determines that the complaint, even if true, would not violate a standard, the appeal will not be accepted. In either case, the State Superintendent will give notice of the determination to the complainant and the school district.

(5) Within 30 days of receipt of notice of the State Superintendent's acceptance of the appeal,

the district shall submit a written report with the State Superintendent which shall include:

- (a) A statement of facts;
 - (b) A statement of district action, if any, taken in response to the complaint, or if none was taken, the reason(s) therefore;
 - (c) A stipulation, if one was reached, of the settlement of the complaint; and
 - (d) A list of any complaints filed with another agency by the party, concerning the subject of the appeal.
- (6) The State Superintendent may for good cause extend the time for the filing of a report by the district.
- (7) Upon receipt of the district's report, the State Superintendent will investigate the allegations of the complaint to the extent necessary including but not limited to:
- (a) Authorizing an on-site investigation; and
 - (b) Conducting interviews, meetings and surveys and reviewing documents, data and district procedures.
- (8) The State Superintendent will issue a written decision within 60 days of receiving the district's report that addresses each allegation in the complaint and contains reasons for the State Superintendent's decision as to whether or not the district is deficient. If the schools of the district are not open during the 60-day period due to summer vacation, the decision shall be issued within 60 days after the beginning of the school year.
- (9) Notwithstanding section (8) of this rule, the State Superintendent may extend the time period for issuing a written decision on a complaint to a time period that is more than 60 days if the State Superintendent has the consent of the complainant and the allegation concerns a comprehensive or widespread deficiency and more extensive investigation is needed than may be reasonably completed within 60 days. The State Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and district within two weeks of receiving the district's report.
- (10) If a deficiency is found, the State Superintendent's written decision will include any necessary corrective action to be undertaken by the district as well as any documentation to be supplied to ensure that the corrective action has occurred.
- (11) If a deficiency is not corrected, the provisions of ORS 327.103 will apply.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 327.103 & 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 31-2007, f. & cert. ef. 12-12-07

581-022-1941

Complaint Procedures

- (1) Each school district must establish a process for the prompt resolution of a complaint by a person who resides in the district or by any parent or guardian of a student who attends school in the school district. The process must be in writing and state clearly who within the school district has the responsibility for responding to the complaint.
- (2) A school district's complaint procedure must specify the time period during which the complaint will be addressed and a final decision issued. If the complaint procedure has multiple steps, the procedure must establish the time period for each step as well as the overall time period for completing the procedure.
- (3) A school district's complaint procedure may distinguish between those complaints that may be appealed under OAR 581-022-1940 and other complaints.
- (4) A school district's complaint procedure may include mediation or other alternative dispute resolution processes.
- (5) The procedure for hearing and acting on complaints that may be appealed under OAR 581-022-1940 must include the following:
 - (a) A point at which the decision is final;
 - (b) A provision for the complainant receive written notice that the district's decision may be appealed to the State Superintendent of Public Instruction under OAR 581-022-1940; and

(c) A written decision that clearly establishes the legal basis for the decision, findings of fact and conclusions of law.

Stat. Auth.: ORS 326.051
Stats. Implemented: ORS 327.103 & 326.051
Hist.: ODE 31-2007, f. & cert. ef. 12-12-07

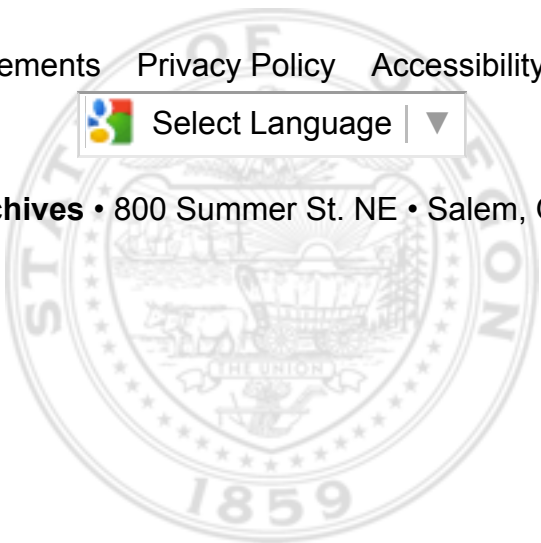
581-022-2130

Kindergarten Assessment

- (1) The Department of Education shall implement a kindergarten assessment as part of the statewide assessment system implemented pursuant to ORS 329.485. The kindergarten assessment shall allow for the assessment of children to determine their readiness for kindergarten.
- (2) The Department shall work jointly with the Early Learning Council to adopt a tool to be used for the kindergarten assessment. The kindergarten assessment shall measure areas of school readiness, which may include physical and social-emotional development, early literacy, language, cognitive (including mathematics), and logic and reasoning. The tool selected will be appropriate for all children including children with high needs and English language learners, and will align with Oregon’s early learning and development standards as well as the adopted Common Core State Standards.
- (3) Prior to November 1, 2013 the department shall make the kindergarten assessment available to school districts.
- (4) Beginning with the 2013–2014 school year, all school districts shall administer the kindergarten assessment to students who are enrolled in kindergarten.
- (5) The Department shall include the results of the kindergarten assessment in the statewide longitudinal data system and shall provide the results of the kindergarten assessment to the Oregon Education Investment Board for inclusion in school districts’ achievement compacts.

Stat. Auth. ORS 326.051 & 329.485
Stat. Implemented: ORS 329.485 & 2013 OL Ch. 37, Sec. 14 (Enrolled HB 4165)
Hist.: ODE 8-2013, f. & cert. ef. 4-5-13

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Appendix 1.5

STATEWIDE REPORT CARD 2017-2018



Oregon achieves . . . together!

**OREGON
DEPARTMENT OF
EDUCATION**

AN ANNUAL REPORT TO
THE LEGISLATURE ON
OREGON PUBLIC SCHOOLS

Colt Gill,
Director of the Department
of Education

www.oregon.gov/ode

The Oregon Statewide Report Card is an annual publication required by law (ORS 329.115), which reports on the state of public schools and their progress towards the goals of the Oregon Educational Act for the 21st Century. The purpose of the Oregon Report Card is to monitor trends among school districts and Oregon's progress toward achieving the goals referred to in ORS 329.015.

In addition, this report provides a tool that makes education data accessible to researchers, media, students and parents and creates a clear, complete and factual picture of the state of education in Oregon.

The Oregon Department of Education (ODE) also publishes an [Annual Performance Progress Report](#) (APPR) which describes ODE's yearly progress in fulfilling its mission to increase achievement for all students. The APPR tracks performance on each of ODE's key performance measures, which monitor ODE's work pertaining to the Oregon K-12 education enterprise and ODE's internal operational efficiency.



Published November 30, 2018

The 2017-18 Oregon Statewide Report Card
was produced by the Oregon Department of Education
for distribution to Oregon state and federal legislators, public schools, school districts,
education service districts, and members of the public.

The Oregon Statewide Report Card is also posted on the Department of Education's [website](#).

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Acknowledgements

Oregon Department of Education

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Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Director of the Oregon Department of Education

Dear Oregonians,

I am pleased to present the 2017-18 edition of the Oregon Statewide Report Card. This annual report is a snapshot of our state's education system that includes important statewide data about our students, teachers and schools. Education is the key to moving our state forward, and the information in this report provides a clear overview of the challenges we face and the opportunities for excellence ahead of us.

The 2017-18 Statewide Report Card includes:

- Graduation and dropout rates
- Early childhood data
- Attendance and regular attender data
- Student demographics and information on specific student groups
- School funding and staff information
- Assessment results
- Charter school data
- Information on alternative education programs

Highlights of the 2017-18 School Year

Oregonians have much to be proud of from 2017-2018: developing Oregon's Plan in response to the Every Student Succeeds Act; working with communities to redesign school and district "At-A-Glance" profiles; additional supports to improve high school success through Career Technical Education (CTE), access to college-credit classes and dropout prevention programs; higher rates of gender equity in school administration; and a move forward toward a more balanced assessment system.

Developing Oregon's Plan

From its inception, Oregon's Plan was designed to capture and reflect the voices of Oregonians. Grounded in extensive engagement efforts with thousands of Oregonians, including schools and districts, families and communities, tribal leaders and policymakers, Oregon's Plan provides a co-created focus on four key commitments:

- Prioritizing and advancing equity
- Promoting access to a well-rounded education
- Strengthening district systems
- Fostering ongoing engagement with education partners

The key commitments within Oregon's Plan serve as levers to strengthen and shape our educational system.

Redesigning School and District Profiles

The Oregon Department of Education (ODE) redesigned "At-A-Glance" school and district profiles. These profiles are a meaningful tool to discuss school performance with parents, community members and school boards.

Gender Equity in School Administration

Gender diversity among school administrators continues to increase. The 2016-2017 school year marked the first year that more than 50 percent of Oregon's principals identified as women and in 2017-2018, that number rose to 53 percent.

High School Success

The High School Success fund was established in law in 2016 to “improve students’ progress toward graduation beginning with grade 9, increase the graduation rates of high schools and improve high school graduates’ readiness for college or career.” It provides \$170 million for the 2017-2019 biennium in direct funding to more than 250 districts, charter schools, youth corrections and juvenile detention education programs. Recipients were required to direct funds toward establishing or expanding:

- Career and technical education programs in high schools
- College-level educational opportunities for students in high schools
- Dropout-prevention strategies in high schools

A Balanced Assessment System

End-of-year assessments give us a snapshot of student learning. Overall, scores remain largely flat as compared to previous years, although the results show gains in English Language Arts (ELA) over the previous year. Participation is also down in all student groups. In order to improve student outcomes, ODE is supporting the implementation of local formative assessment practices and the systematic use of interim/benchmark assessments. These tools provide immediate feedback on student learning and help teachers make daily instructional decisions to better support student learning.

Sincerely,



Colt Gill
Director

TABLE OF CONTENTS

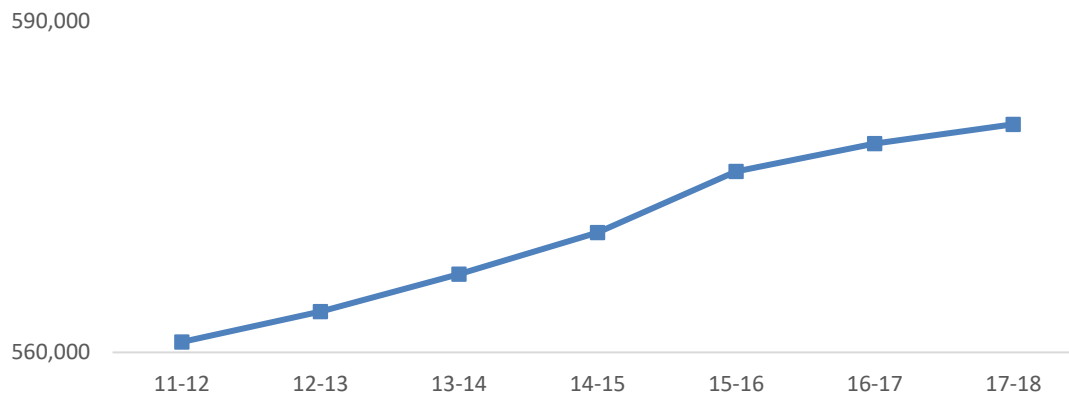
| | |
|---|-----------|
| OREGON STUDENTS | 1 |
| OREGON PUBLIC SCHOOL ENROLLMENT..... | 1 |
| STATEWIDE STUDENT-TEACHER RATIOS | 1 |
| PERCENT OF OREGON SCHOOL DISTRICTS BY SIZE OF STUDENT ENROLLMENT..... | 1 |
| OREGON PUBLIC CHARTER SCHOOL ENROLLMENT | 2 |
| OREGON PUBLIC CHARTER SCHOOL PERFORMANCE | 3 |
| HOMELESS STUDENTS IN OREGON | 4 |
| HOMELESS STUDENT COUNTS..... | 5 |
| HOMELESS STUDENT PERFORMANCE..... | 6 |
| McKINNEY-VENTO SUBGRANT PROJECTS..... | 7 |
| CLASS SIZE | 8 |
| DIVERSE STUDENT POPULATIONS..... | 9 |
| LANGUAGE DIVERSITY | 10 |
| STUDENTS AND TEACHERS OF COLOR..... | 11 |
| OREGON STAFF..... | 12 |
| PERCENTAGE OF POSITIONS HELD BY WOMEN | 12 |
| ALL SCHOOL STAFF | 13 |
| ANNUAL INSTRUCTIONAL HOURS..... | 13 |
| HISTORICAL SALARY CHARTS..... | 14 |
| SCHOOL FUNDING | 16 |
| SCHOOL RESOURCES | 16 |
| STUDENT ENROLLMENT | 17 |
| HISTORY OF SCHOOL FUNDING RESPONSIBILITY IN OREGON..... | 18 |
| OPERATING REVENUES BY SOURCE (HISTORICAL)..... | 19 |
| ELEMENTARY AND SECONDARY EDUCATION ACT | 20 |
| FEDERAL PROGRAMS..... | 20 |
| THE EVERY STUDENT SUCCEEDS ACT (ESSA) – UNSAFE SCHOOL CHOICE OPTION..... | 21 |
| DISCIPLINE INCIDENTS BY GRADE LEVEL..... | 21 |
| DISCIPLINE INCIDENTS BY STUDENT GROUP..... | 22 |
| SCHOOL AND DISTRICT ACCOUNTABILITY..... | 23 |
| NUMBER OF SCHOOLS IDENTIFIED FOR SUPPORT, BY YEAR | 23 |
| MEASURES OF INTERIM PROGRESS | 24 |
| INDICATORS..... | 24 |
| ENGLISH LANGUAGE ARTS ACADEMIC ACHIEVEMENT DETAILS..... | 25 |
| ENGLISH LANGUAGE ARTS ACADEMIC GROWTH DETAILS..... | 28 |
| REGULAR ATTENDERS DETAILS | 30 |
| 9 TH GRADE ON-TRACK DETAILS | 31 |
| FOUR-YEAR COHORT GRADUATION DETAILS..... | 32 |
| FIVE-YEAR COMPLETERS DETAILS | 32 |
| ON TRACK TO ENGLISH LANGUAGE PROFICIENCY (ELP) DETAILS..... | 33 |
| ENGLISH LANGUAGE ARTS PARTICIPATION DETAILS | 34 |
| MATHEMATICS PARTICIPATION DETAILS..... | 34 |
| ASSESSMENT NON-PARTICIPATION..... | 37 |
| STUDENT SUCCESS..... | 38 |
| SCORES REQUIRED TO MEET ACHIEVEMENT LEVELS ON STATEWIDE ASSESSMENTS (CUT SCORES)..... | 38 |
| STUDENT PERFORMANCE IN 2017-18..... | 39 |
| GRADE 3..... | 39 |
| GRADE 4..... | 39 |

| | |
|--|-----------|
| GRADE 5..... | 39 |
| GRADE 6..... | 40 |
| GRADE 7..... | 40 |
| GRADE 8..... | 40 |
| HIGH SCHOOL..... | 41 |
| NATIONAL COMPARISON OF STUDENT ACHIEVEMENT | 42 |
| NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: READING..... | 43 |
| NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: MATHEMATICS..... | 46 |
| NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: SCIENCE | 49 |
| FREE AND REDUCED PRICE LUNCH..... | 52 |
| THE OREGON DIPLOMA..... | 53 |
| PERSONALIZED LEARNING..... | 53 |
| 9 TH GRADE ON-TRACK | 54 |
| ESSENTIAL SKILLS..... | 55 |
| OREGON GRADUATION RATES | 57 |
| COHORT GRADUATION RATES OVER TIME (ALL STUDENTS) | 57 |
| OREGON CAREER AND TECHNICAL EDUCATION (CTE) INFORMATION: 2017 GRADUATION RESULTS | 59 |
| DROPOUT RATES | 60 |
| OREGON STATEWIDE DROPOUT RATE CALCULATION | 60 |
| OREGON HIGH SCHOOL DROPOUT RATES | 60 |
| OREGON DROPOUT RATES BY GENDER | 61 |
| DROPOUT RATES BY RACE/ETHNICITY AND GENDER | 61 |
| REGULAR ATTENDERS..... | 62 |
| STATEWIDE PERCENT REGULAR ATTENDERS..... | 62 |
| PERCENT REGULAR ATTENDERS..... | 63 |
| SPECIAL PROGRAMS..... | 64 |
| SPECIAL EDUCATION..... | 64 |
| EARLY CHILDHOOD - OREGON HEAD START PRE-KINDERGARTEN PROGRAM | 66 |
| TALENTED AND GIFTED | 67 |
| ALTERNATIVE EDUCATION PROGRAMS | 68 |
| RESOURCES | 71 |

OREGON STUDENTS

There were 580,690 students enrolled in Oregon public schools on the first school day in October, 2017. Although student enrollment had declined from 2007-08 to 2011-12, it has steadily increased since then, with a total increase since 2011-12 of 19,744 students (about 3.52 percent) over five years. Based on estimates from the US Census Bureau, Population Division, 79 percent of Oregon's school aged (5-19) population was receiving publicly funded K-12 education.¹

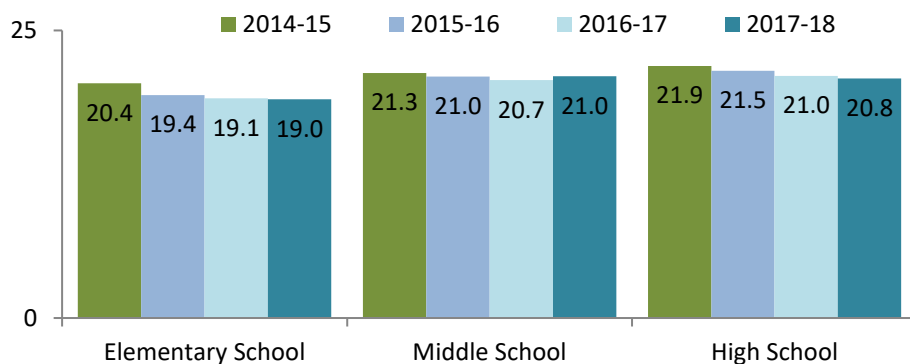
Oregon Public School Enrollment
Number of Kindergarten through 12th Grade Students



For more data, including school and district enrollment counts, see the [ODE website](#). For data from school years 2008-2009 and earlier, see [report #73](#) under Students on the ODE website. Note: Report #73 includes some PK students, who have not been included in the graph to the left. See page 66 for information on public pre-kindergarten programs and enrollment. ¹See the [United States Census](#) webpage for more information on population estimates.

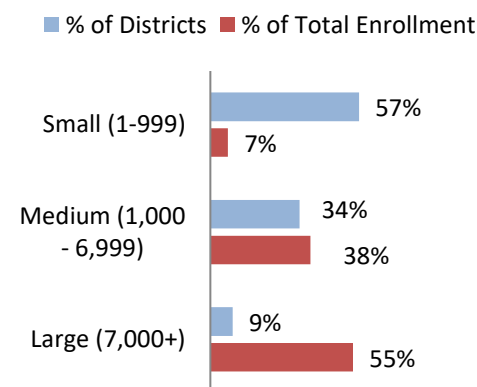
The figures in this chart are based on October 1 Student Membership (enrollment) for each year.

Statewide Student-Teacher Ratios



The average student-teacher ratio above includes all teachers by full time equivalence (FTE) – music, art and physical education specialists in addition to the individual classroom teachers – whereas a calculation of average class size would only include individual classroom teachers. See page 4 for class sizes.

Percent of Oregon School Districts by Size of Student Enrollment 2017-18



Statewide student-teacher ratios have generally maintained steadily over the past three years. See page 12 for more information on teacher employment counts.

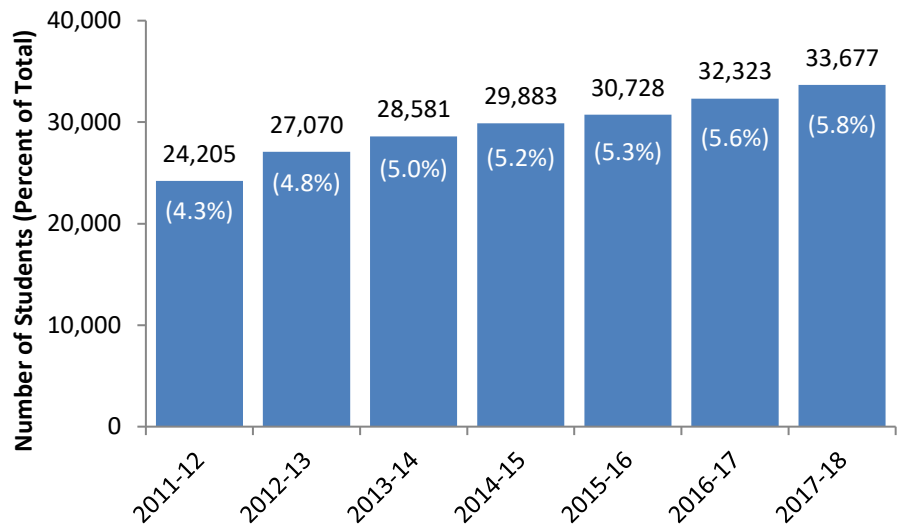
Oregon Public Charter School Enrollment

Charter school enrollment has risen from 1.7 percent of the total public school enrollment in 2006-07 and now represents 5.8 percent of enrolled students.

Charter schools, authorized by legislation in 1999, were designed to create new, innovative and more flexible ways of educating all children within the public school system. In Oregon, all charter schools are public schools.

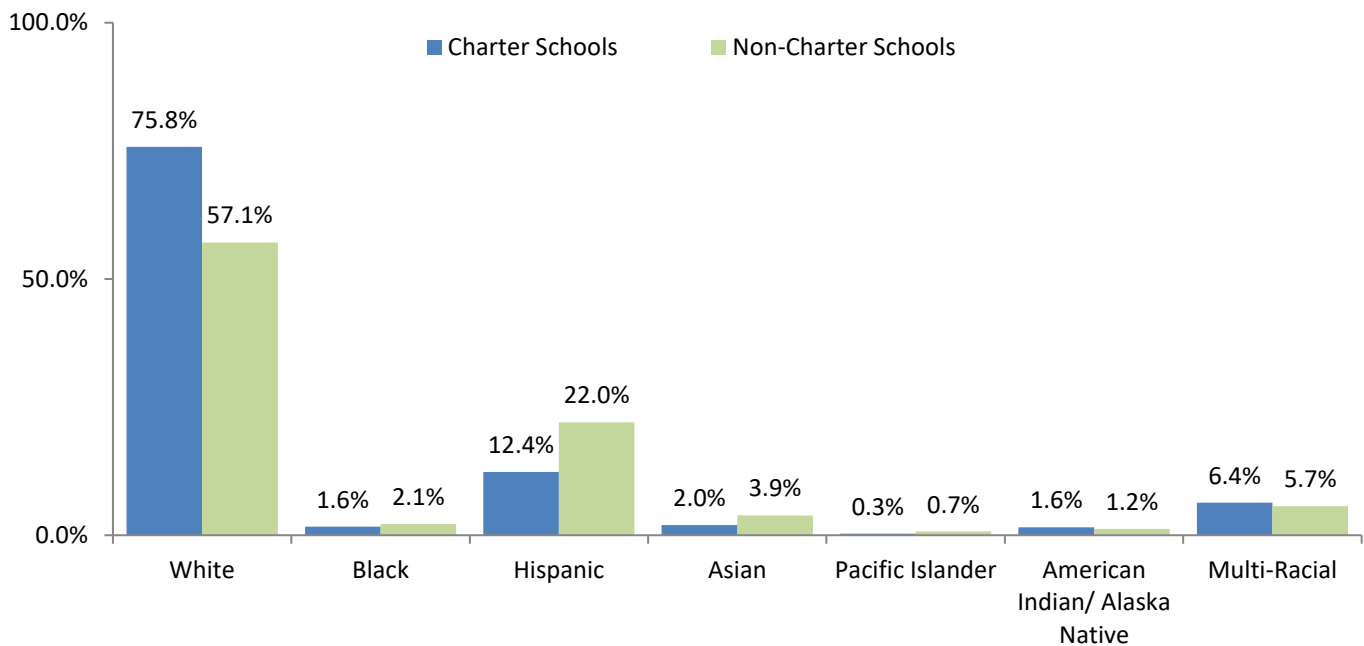
In the 2017-18 school year, there were 127 charter schools. The average charter school enrolled about 267 students.

**Charter School Enrollment
Counts and Percent of Total Public School Enrollment**
Fall Membership Data Collection



In 2015-16, the Oregon Department of Education began tracking virtual status for all schools. In 2017-18, a total of 15 charter schools (12 percent of all charters) identified themselves as fully or primarily virtual, as compared to about 1 percent of non-charter schools. This relatively small number of virtual charters enrolled 33 percent of all charter school students, however, as compared to less than 1 percent of non-charter students who were enrolled in non-charter virtual schools.

Charter School Enrollment by Ethnicity 2017-18

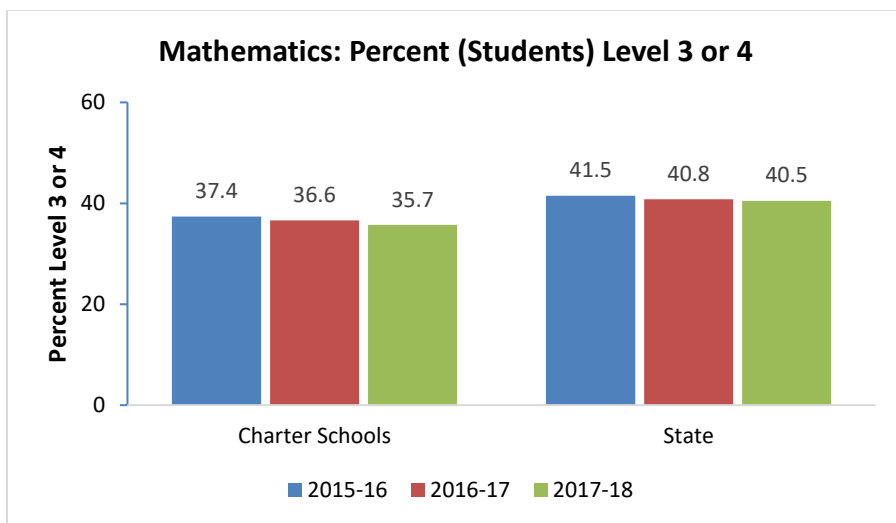
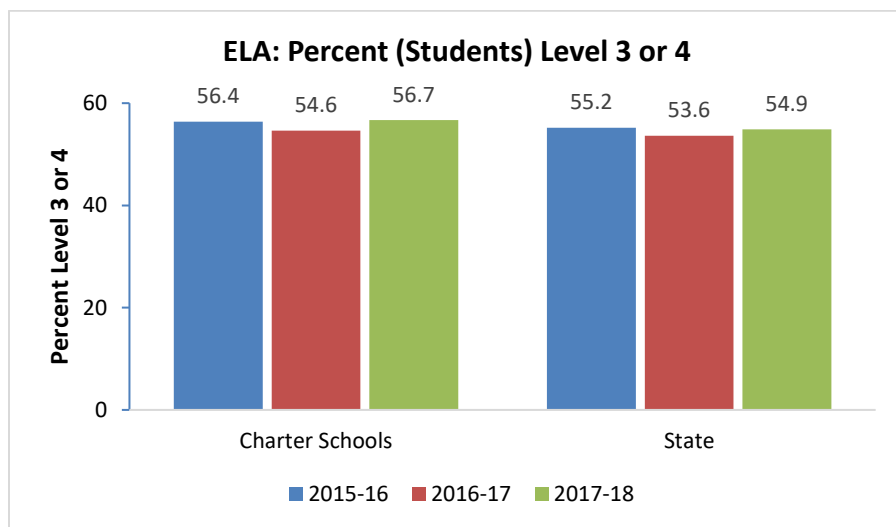


Source: Fall Membership 2017-18

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

Oregon Public Charter School Performance

In 2014-15, we replaced our previous state tests in reading, writing and mathematics with the new Smarter Balanced assessments in English Language Arts (ELA) and mathematics. Results on these assessments cannot be compared to results on previous state tests. For ELA and mathematics, levels 3 and 4 are considered proficient for purposes of state and federal accountability.



Note: Each year above includes the schools that were operating charter schools in that year.

Homeless Students in Oregon

The right of homeless children and youth to have equal access to the same free, appropriate public education provided to other children is ensured under the federal McKinney-Vento Homeless Assistance Act, Subtitle VII-B, Education of Homeless Children and Youth Program, enacted in 1987. Students qualify for McKinney-Vento Homeless Program assistance when they reside in living situations that are not fixed, regular, and/or adequate. The Act requires that every district designate a Homeless Liaison to identify and provide services to homeless students and to contribute to the annual data collection on preschool (ages 3-5) through grade 12 public school-enrolled homeless children and youth.

The Education of Homeless Children and Youth Program works to ensure that school age-eligible homeless children and youth are provided with immediate school enrollment and access to education services, despite lack of a permanent residence, a supervising parent or legal guardian or lack of records from a previous school. To reduce frequent school changes, districts are required to stabilize homeless students in their school of origin, even though the transportation route might involve crossing district boundaries.

How is “Homeless” Defined?

For the purposes of the Education of Homeless Children and Youth Programs under the Elementary and Secondary Schools Act, homeless children and youth “lack a fixed, regular, and adequate nighttime residence.” A homeless family could live in an emergency shelter or transitional housing unit, share housing with others due to loss of housing or economic hardship, reside in motels, or live in tents or trailers for lack of alternative, adequate housing. Unaccompanied minors who have been abandoned by their parents or who have run away from home – whatever the reason - are also eligible for educational rights and services as homeless students.

What are the Living Situations of Homeless Students in Oregon?

| School Year | In Shelters | Sharing Housing | Unsheltered | Motels |
|-------------|-------------|-----------------|-------------|--------|
| 2015-16 | 1,926 | 16,163 | 2,377 | 1,210 |
| 2016-17 | 1,999 | 17,210 | 2,515 | 1,124 |
| 2017-18 | 1,817 | 16,399 | 2,549 | 1,236 |

How are Homeless Students Counted?

Since 2012-13, each district provides the Secure Student ID (SSID) of each homeless student served and two additional pieces of information:

- 1) living situation (Shelter, Unsheltered, Sharing Housing, Motel/Hotel);
- 2) unaccompanied status

In addition to providing count data for required federal reports, results are used to assist districts with homeless student needs assessments in attendance, academic performance and dropout prevention. ODE initiatives such as High School Success, Career and Technical Education, Trauma-Informed Practice, Early Learning and Successful School Transitions are particularly helpful in retaining homeless students through graduation and into college and career.

* PK enrollment is optional

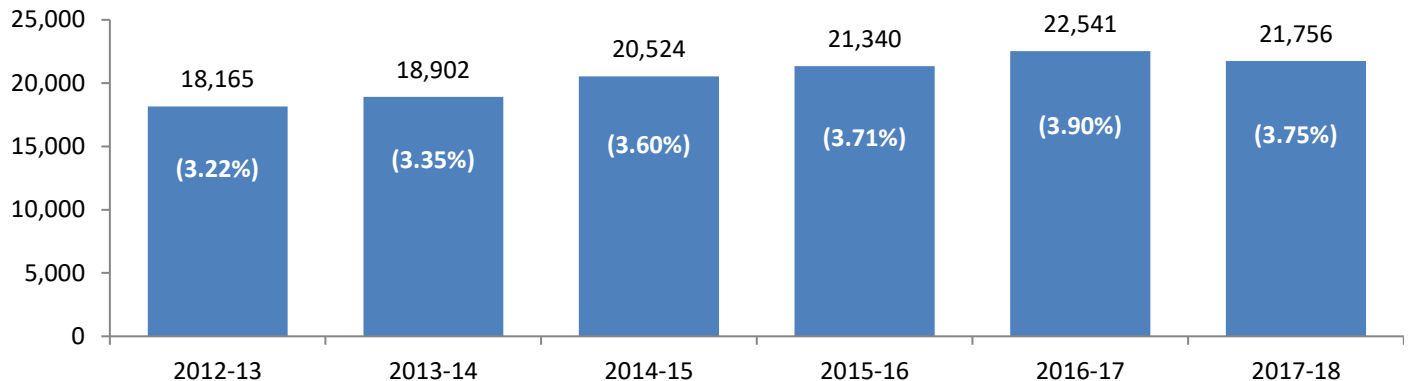
How many homeless students attend public schools in Oregon?

| Grade Level | Count 2017-18 |
|-------------|---------------|
| PK* | 1,953 |
| KG | 1,734 |
| 1 | 1,640 |
| 2 | 1,568 |
| 3 | 1,662 |
| 4 | 1,694 |
| 5 | 1,615 |
| 6 | 1,490 |
| 7 | 1,459 |
| 8 | 1,439 |
| 9 | 1,465 |
| 10 | 1,534 |
| 11 | 1,737 |
| 12 | 2,719 |
| Total | 21,756 |

What are the trends in poverty and homelessness?

Counts of homeless students in high-rent districts are dropping, while many rural districts are seeing increases, as families move seeking more affordable housing.

Homeless Student Counts, K-12
(Percent of Total K-12 Enrollment)
2012-13 to 2017-18



K-12 Students enrolled in Oregon School Districts only. Excludes students enrolled in ESDs, correctional programs, and other non-school district run programs.

Districts with the Highest Number of Homeless Students

| District | K-12 Total Homeless 2017-18 | % of enrollment 2017-18 |
|-------------------------------|-----------------------------|-------------------------|
| Beaverton SD 48J | 1,799 | 4.40% |
| Medford SD 549C | 1,164 | 8.16% |
| Portland SD 1J | 1,142 | 2.35% |
| Salem-Keizer SD 24J | 1,065 | 2.54% |
| Reynolds SD 7 | 866 | 7.68% |
| Eugene SD 4J | 864 | 4.98% |
| Lincoln Co. SD | 825 | 14.93% |
| Grants Pass SD 7 | 500 | 8.17% |
| Three Rivers/Josephine Co. SD | 477 | 9.84% |
| Bend-LaPine SD 1 | 467 | 2.55% |

Districts with the Highest % of Homeless Students

| District | K-12 Total Homeless 2017-18 | % of enrollment 2017-18 |
|-----------------------------|-----------------------------|-------------------------|
| Mapleton SD 32 | 43 | 30.28% |
| Butte Falls SD 91 | 58 | 24.68% |
| McKenzie SD 68 | 43 | 21.61% |
| North Lake SD 14 | 43 | 20.28% |
| Port Orford-Langlois SD 2CJ | 45 | 19.82% |
| Reedsport SD 105 | 128 | 18.60% |
| Ukiah SD 80R | * | 16.13% |
| Warrenton-Hammond SD 30 | 160 | 15.92% |
| Falls City SD 57 | 31 | 14.98% |
| Lincoln County SD | 825 | 14.95% |

* Values under 6 are suppressed for privacy

While districts with fewer students often have “volatile” data, note that the districts with the highest percentages of homeless students in the state are mainly rural and some distance from the I-5 corridor. Increasing homelessness in Oregon and other western states is attributed to a lack of sufficient affordable housing to meet the demands of a growing and increasingly mobile population.

Note: The districts with the highest number and highest percent of homeless students change year to year.

Homeless Students by County of Enrollment, 2017-18

| County | Total Enrolled, K - 12 |
|------------|------------------------|
| Baker | 175 |
| Benton | 259 |
| Clackamas | 1147 |
| Clatsop | 312 |
| Columbia | 229 |
| Coos | 576 |
| Crook | 92 |
| Curry | 129 |
| Deschutes | 884 |
| Douglas | 629 |
| Gilliam | 0 |
| Grant | 6 |
| Harney | 68 |
| Hood River | 32 |
| Jackson | 2206 |
| Jefferson | 137 |
| Josephine | 969 |
| Klamath | 367 |
| Lake | 48 |
| Lane | 2296 |
| Lincoln | 825 |
| Linn | 1024 |
| Malheur | 261 |
| Marion | 1649 |
| Morrow | 112 |
| Multnomah | 3349 |
| Polk | 269 |
| Sherman | 0 |
| Tillamook | 249 |
| Umatilla | 177 |
| Union | 168 |
| Wallowa | 26 |
| Wasco | 141 |
| Washington | 2638 |
| Wheeler | 22 |
| Yamhill | 589 |

NOTE: Students enrolled in a district that contains schools in more than one county are included in the total of the county where the district administrative office is located.

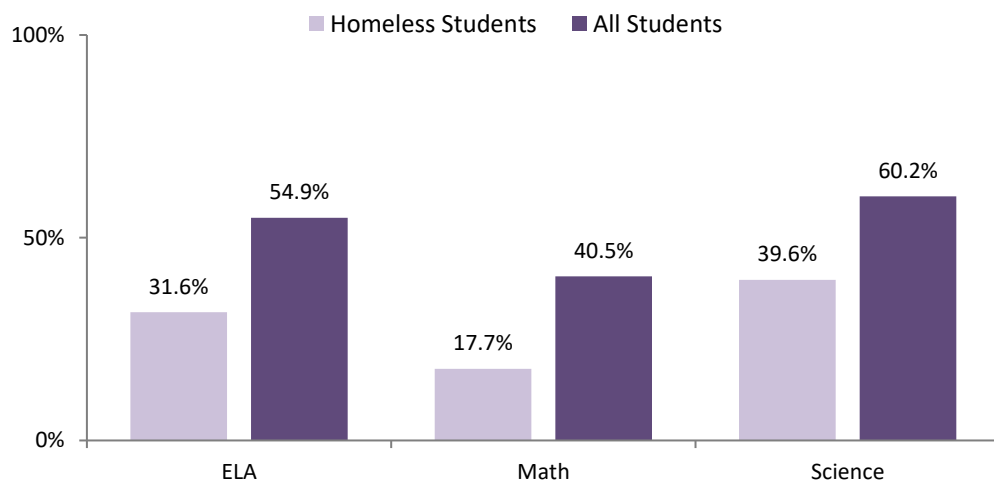
How do public school programs serve homeless students?

Services and accommodations for homeless students may include school transportation, tutoring, extended-day and summer school programs, shoes, clothing and hygiene supplies and referrals to social services and housing programs. Local district general funds may be supplemented by Title I-A funds, McKinney-Vento competitive subgrants, community agencies and local donations. Many districts receive donations from community sponsors, foundations and local businesses to help provide resources for homeless students such as dental and medical care, glasses, mentoring, family support and other services.

Partnerships extend across the state between school districts, communities and county agencies working to end homelessness. Many liaisons are involved in county Continuum of Care Committees and Homeless Councils, Oregon Pre-Kindergarten Programs and Runaway & Homeless Youth Programs. Liaisons find collaboration and assistance from non-profit agencies, coalitions and faith-based service organizations. The role of the Homeless Liaison in school districts, as well as the role of school districts in statewide efforts to prevent and end homelessness, has become an imperative. It is hoped that these collaborations will eventually help reduce the number of homeless students in Oregon.

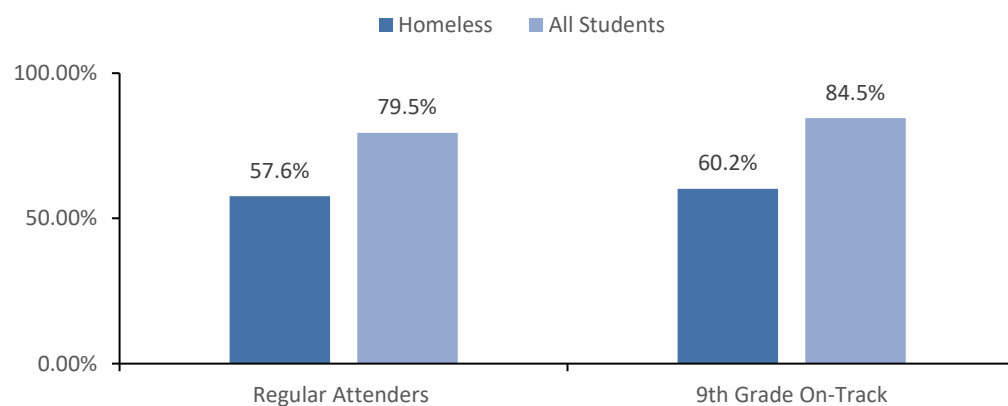
Homeless Student Performance

2017-18 Percent at Level 3 or 4 / Meets or Exceeds Standard, All Grades



Homeless Student Performance

2017-18 Percent Regular Attenders, Percent of 9th Grade On-Track



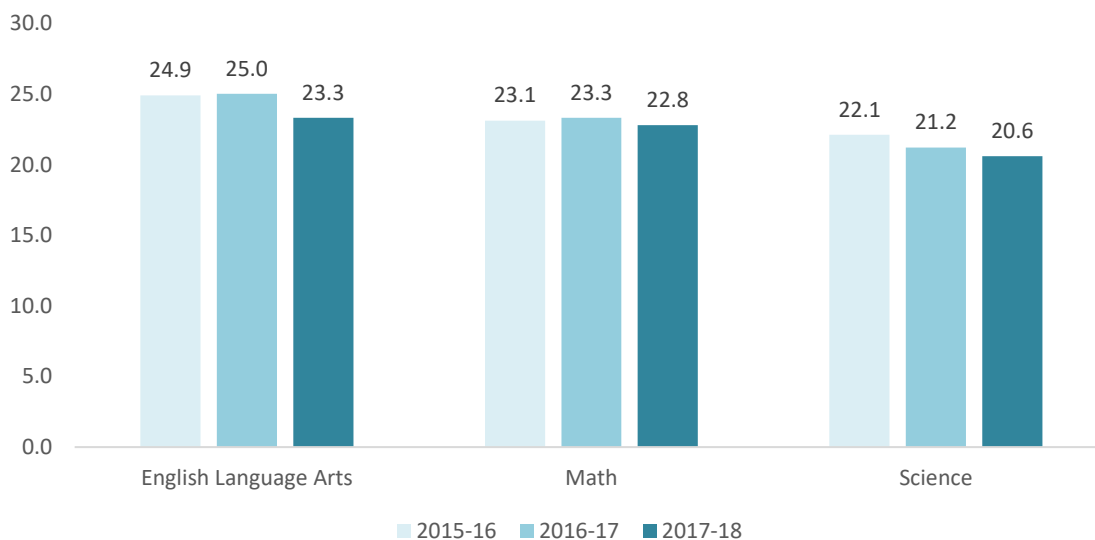
McKinney-Vento Subgrant Projects

Oregon received \$742,271 in federal McKinney-Vento Act funds in 2017-18 to serve homeless students. More than 75 percent of this amount went to districts in the form of competitive subgrants. During the 2017-18 school year, 26 local districts were served by 10 subgrant projects from this program.

McKinney-Vento Subgrant Projects were required to report results on Oregon State Achievement tests for the homeless students in their districts. Following are the results of those tests.

| Grade Level | English Language Arts | | | Mathematics | | | Science | | |
|-------------|---|---|---|--|---|---|---|---|---|
| | NUMBER OF HOMELESS STUDENTS TESTED IN ELA 2017-18 | PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2016-17 | PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2017-18 | NUMBER OF HOMELESS STUDENTS TESTED IN MATH 2017-18 | PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2016-17 | PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2017-18 | NUMBER OF HOMELESS STUDENTS TESTED IN SCIENCE 2017-18 | PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2016-17 | PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2017-18 |
| 3 | 1,414 | 21.49% | 25.60% | 1,401 | 22.69% | 23.84% | | | |
| 4 | 1,471 | 22.97% | 27.74% | 1,456 | 19.42% | 20.12% | | | |
| 5 | 1,376 | 28.48% | 31.69% | 1,362 | 14.87% | 17.03% | 1,385 | 42.54% | 44.98% |
| 6 | 1,242 | 27.11% | 29.79% | 1,230 | 14.08% | 15.77% | | | |
| 7 | 1,182 | 29.52% | 30.54% | 1,164 | 18.03% | 16.32% | | | |
| 8 | 1,174 | 29.17% | 32.11% | 1,148 | 17.98% | 16.29% | 1,165 | 40.04% | 39.83% |
| HS | 1,159 | 46.90% | 46.59% | 1,119 | 13.43% | 12.42% | 984 | 37.02% | 31.81% |

The achievement gap between homeless students and all students has decreased in recent years. The following chart shows the difference in percent meeting between homeless students and all students over the past three years.



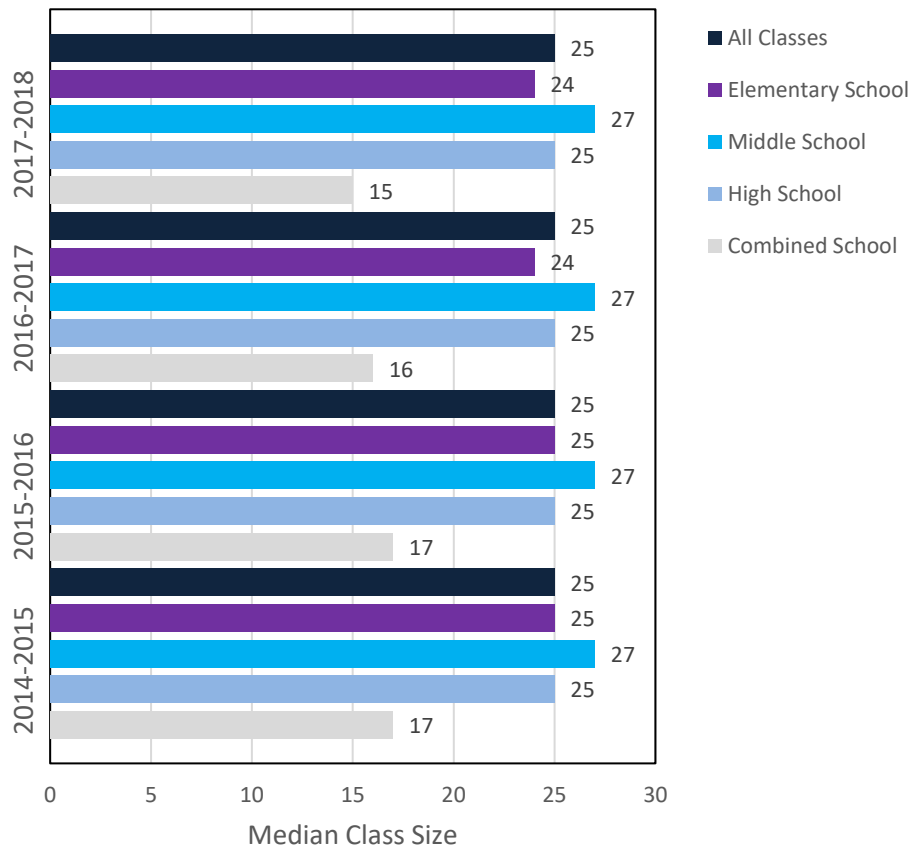
For more information about the ODE Education of Homeless Children and Youth Program:
 Contact Dona Bolt, Coordinator: dona.bolt@state.or.us or visit the [McKinney-Vento Act: Homeless Education Program](https://www.ode.state.or.us/mckinney-vento-act/homeless-education-program) webpage.

Class Size

In 2014-15, the Oregon Department of Education began a new class size report, using methodology based on a more detailed data source than in prior years. Class enrollments are counted on the first school day in May for all self-contained or core classes in all grade levels K-12. [Data from 2014-15 through 2017-18 are available.](#)

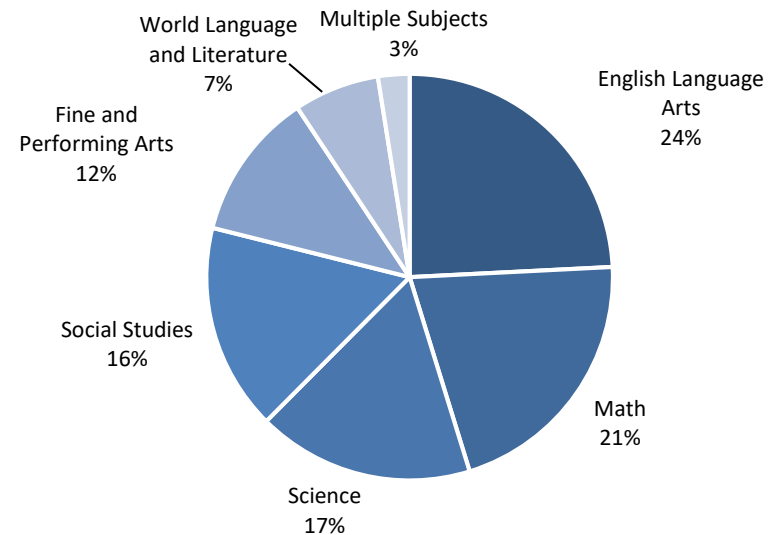
Median Class Size across school type has not changed over the last three school years. Class sizes in elementary schools increase from a median of 22 kindergarten students to a maximum median class size of 26 students by the fourth grade. Blended classes (giving instruction to more than one grade at a time) also tend to be smaller. Class sizes are highest in middle schools, but then decrease slightly in high schools.

Median Class Size by School Type over Time



Departmentalized courses (those offering instruction in specific core content subjects) comprise most of the courses reported to the department. The median class sizes vary by subject, ranging from 24 students (Math, English Language Arts, and World Languages) to 27 students (Social Studies). More classes are offered in [assessed subjects](#), and fewer in subjects that are not required for assessment or to earn a [high school diploma](#).

COURSES OFFERED ON MAY 1, 2018



Diverse Student Populations

According to the 2017-18 Fall Membership Report, there were 580,684 K-12 students enrolled in Oregon's public schools. Of these students, 218,288 (37.59 percent) were students of color. This represents over one-half of a percentage point increase from last year's rate of 37.03 percent.

**Fall Membership (October 1 Enrollment) in Oregon K-12 Public Schools
By Race/Ethnicity**

| School Year | White | Black | Hispanic | Asian | Pacific Islander | American Indian/ Alaska Native | Multi-Racial | Total |
|-------------|---------|--------|----------|--------|------------------|--------------------------------|--------------|---------|
| 2011-12 | 366,470 | 14,182 | 118,017 | 22,048 | 3,657 | 10,131 | 26,441 | 560,946 |
| 2012-13 | 364,792 | 13,969 | 121,372 | 22,215 | 3,741 | 9,577 | 28,048 | 563,714 |
| 2013-14 | 363,770 | 13,699 | 124,701 | 22,344 | 3,907 | 9,161 | 29,516 | 567,098 |
| 2014-15 | 363,155 | 13,673 | 127,845 | 22,440 | 3,983 | 8,650 | 31,111 | 570,857 |
| 2015-16 | 365,593 | 13,744 | 129,410 | 22,726 | 4,032 | 8,305 | 32,597 | 576,407 |
| 2016-17 | 364,581 | 13,654 | 131,089 | 23,067 | 4,172 | 8,184 | 34,200 | 578,947 |
| 2017-18 | 362,396 | 13,509 | 133,822 | 23,324 | 4,232 | 7,724 | 35,677 | 580,684 |

Note: Multi-Racial does not include students who reported Hispanic Ethnicity; those students are all reported as Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information. See [enrollment reports](#) or more information, including ethnicity breakdowns by school and district.

Language Diversity

According to data from the ESEA Title III: English Learner Collection for 2017-18, there were 54,408 English Learners* (about 9.41 percent of all K-12 students).

Most Common Languages of Origin of Students in Oregon Public Schools

(K-12 Students)

2017-18

| Language of Origin | Number of Enrolled Students by Language of Origin ¹ | Number of English Learner Students ² | Percent of Enrollment ³ (Total: 578,033) | Percent of English Learner Student Enrollment ³ (Total: 54,408) |
|--------------------|--|---|--|---|
| English | 453,442 | 759 | 78.4% | 1.4% |
| Spanish | 89,141 | 41,137 | 15.4% | 75.6% |
| Russian | 4,811 | 1,654 | 0.8% | 3.0% |
| Vietnamese | 4,420 | 1,151 | 0.8% | 2.1% |
| Chinese | 3,645 | 1,058 | 0.6% | 1.9% |
| Arabic | 1,983 | 1,062 | 0.3% | 2.0% |
| Somali | 1,320 | 801 | 0.2% | 1.5% |
| Korean | 1,074 | 309 | 0.2% | 0.6% |
| Ukrainian | 1,041 | 409 | 0.2% | 0.8% |
| Japanese | 998 | 354 | 0.2% | 0.7% |
| Chuukese | 991 | 608 | 0.2% | 1.1% |
| Romanian | 803 | 268 | 0.1% | 0.5% |
| Tagalog | 626 | 208 | 0.1% | 0.4% |
| Marshallese | 566 | 358 | 0.1% | 0.7% |
| Hmong | 550 | 181 | 0.1% | 0.3% |
| Hindi | 541 | 113 | 0.1% | 0.2% |
| Telugu | 511 | 91 | 0.1% | 0.2% |
| German | 355 | 46 | 0.1% | 0.1% |
| Tamil | 351 | 37 | 0.1% | 0.1% |
| Persian | 351 | 168 | 0.1% | 0.3% |
| French | 338 | 95 | 0.1% | 0.2% |
| Amharic | 305 | 130 | 0.1% | 0.2% |
| Thai | 305 | 112 | 0.1% | 0.2% |
| Swahili | 300 | 207 | 0.1% | 0.4% |
| Lao | 277 | 90 | 0.0% | 0.2% |
| Karen | 275 | 200 | 0.0% | 0.4% |
| Sign languages | 260 | 13 | 0.0% | 0.0% |
| Other or N/A | 8,456 | 2,792 | 1.5% | 5.1% |

¹ Source: Spring Membership 2018

² Source: Unduplicated ESEA Title III: English Learner Collection, 2017-18, excluding students determined not to be currently eligible for English Learner Services.”

³ Percentage columns may not sum to 100% due to rounding.

⁴ Native American/Alaska Native students may qualify for English learner services even though these students have English as their language of origin.

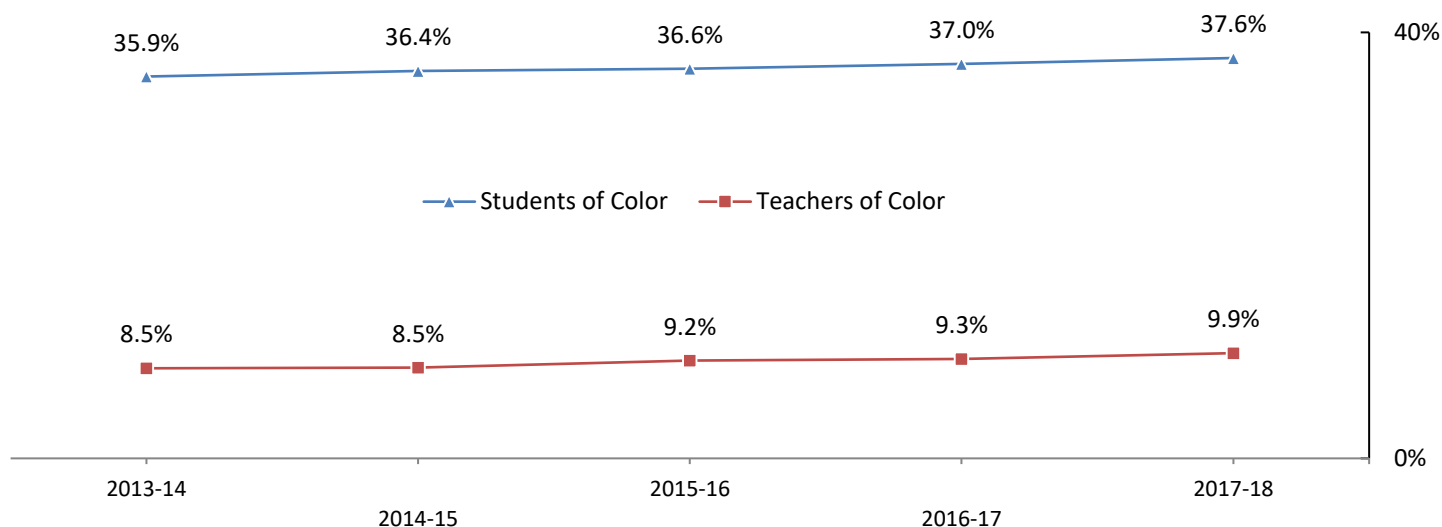
⁵ Includes students reported with an uncommon language of origin, as well as students reported with “Other” or “Not Applicable” as their language of origin.

*English Learners is the new term for students qualifying to receive instruction in English language acquisition.

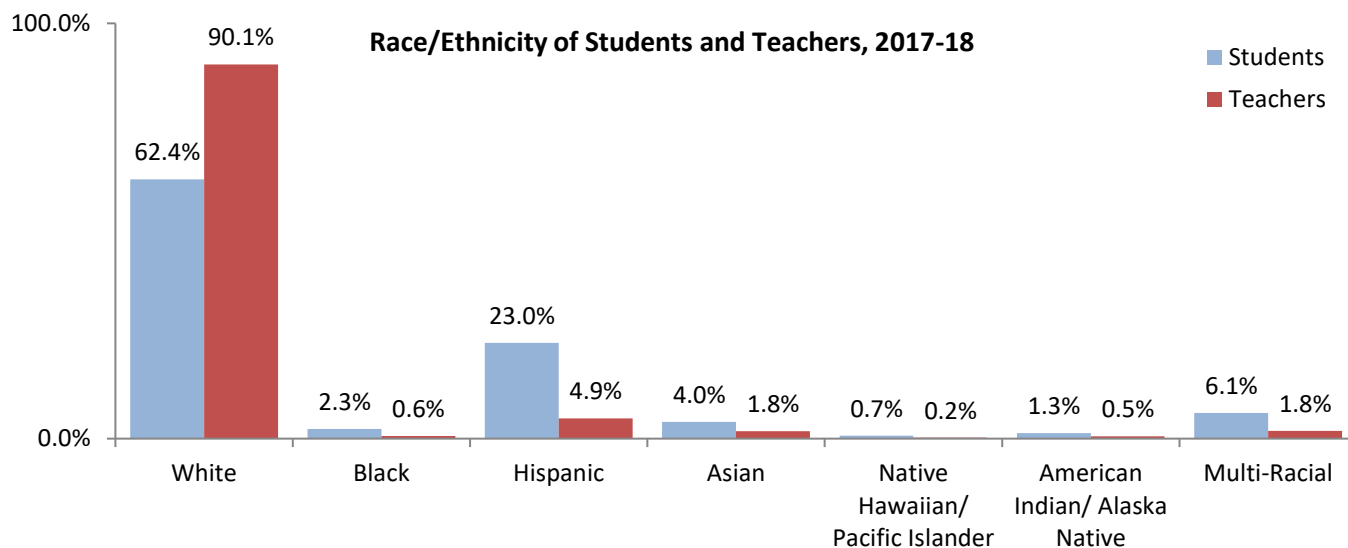
See the [Title III English Learners and Immigrant Youth](#) webpage for more details on English Learner performance.

Students and Teachers of Color

Oregon has made some progress in hiring and retaining a more racially and ethnically diverse set of teachers, but this progress has not kept pace with the increasing diversity of Oregon's student population. Students of color make up more than one-third of Oregon's K-12 population.



Sources: Fall Membership and Staff Position Collections



Source: Fall Membership and Staff Position Collections

Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](https://www.oregon.gov/ode/FederalRaceandEthnicityReportingAssistanceManual) for more information.

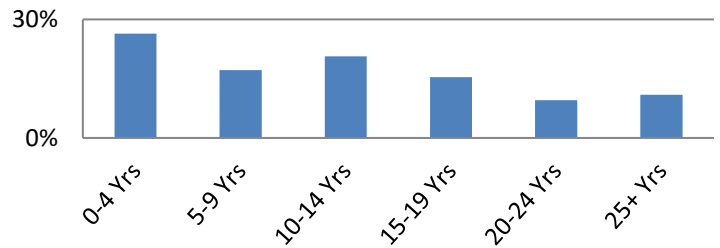
The difference between teacher and student race/ethnicity proportions were most noticeable for Hispanics: 23.0 percent of students were Hispanic, compared with only 4.9 percent of teachers. Fully 90.1 percent of teachers were White, compared with only 62.4 percent of students.

OREGON STAFF

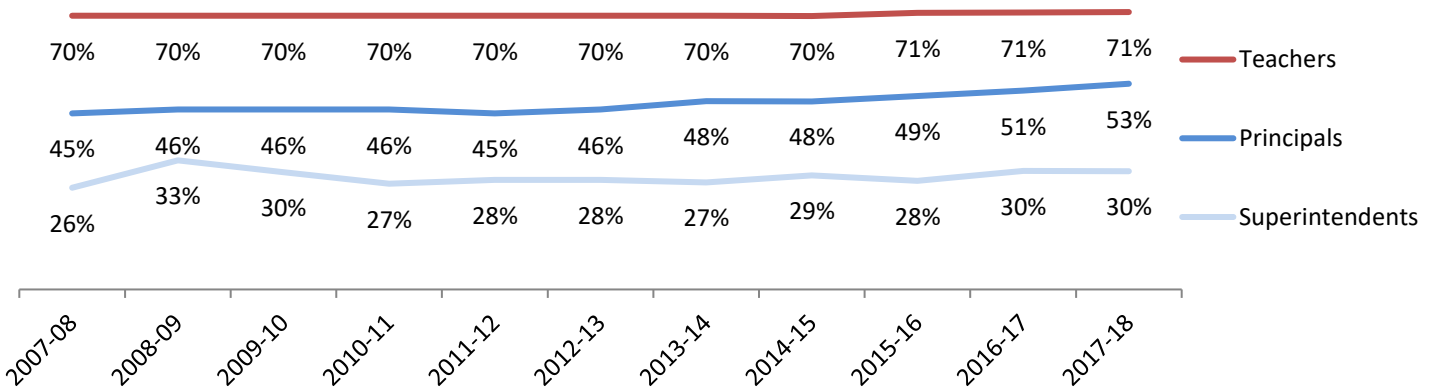
Experienced, Highly Educated Workforce

Women made substantial progress moving into superintendent positions between 2000 and 2008, but the proportion of superintendent positions held by women has declined by several percentage points since 2008. While the percentage of teachers who are women has remained fairly steady over the last decade, the percentage of principals who are women continues to climb.

Teachers Years of Experience

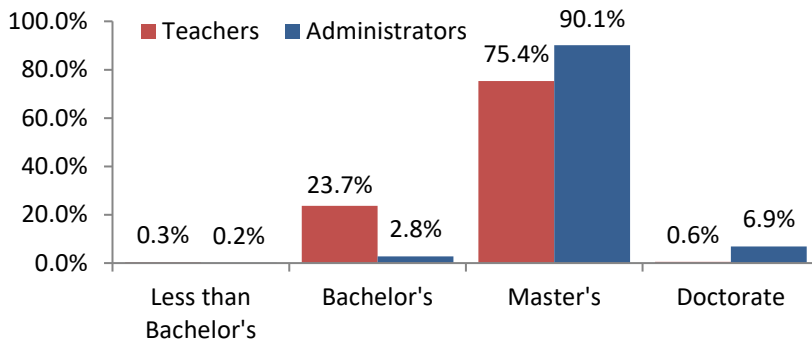


Percentage of Positions Held by Women



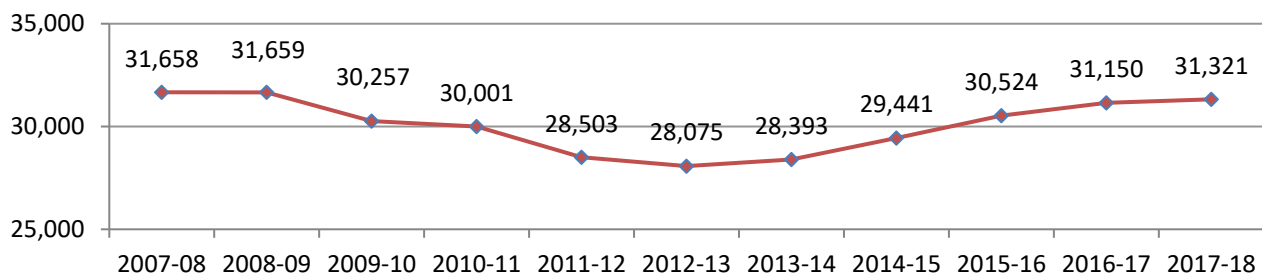
Source: Staff Position
Includes assistant principals and assistant superintendents

2017-18 Highest Degree Held



Oregon teachers are required to: hold a bachelor's degree or higher, be fully licensed, and hold the proper endorsement for the course being taught. More information about requirements can be found at the [Teacher Standards and Practices Commission website](https://www.oregon.gov/ode/TeacherStandardsandPracticesCommissionwebsite).

Total Number of Teachers (NOT FTE) Employed by Oregon Districts and ESDs



Source: Staff Position
Includes some pre-kindergarten teachers

All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees increased by 0.63 percent, which is the smallest increase in staff for the past four years. Decreases were seen in District Administrators (-1.24 percent), Library/Media Staff (-2.80 percent), and Support Staff (-1.08 percent). Increases were seen in Educational Assistants (3.36 percent), School Administrators (1.49 percent), and Special Education Specialists (2.17 percent), with the largest increase seen with Guidance Counselors (8.06 percent).

Oregon School Employees (Full-Time Equivalent Positions)

| | 2016-17 | | 2017-18 | |
|-------------------------------|-----------|---------|-----------|---------|
| | Number | Percent | Number | Percent |
| Teachers | 29,793.83 | 43.68% | 29,939.71 | 43.62% |
| Educational Assistants | 11,233.91 | 16.47% | 11,611.57 | 16.92% |
| District Administrators | 489.70 | 0.72% | 483.61 | 0.70% |
| School Administrators | 1,716.61 | 2.52% | 1,742.19 | 2.54% |
| Guidance Counselors | 1,162.57 | 1.70% | 1,256.25 | 1.83% |
| Library and Media | 869.22 | 1.27% | 844.90 | 1.23% |
| Support Staff | 20,951.44 | 30.72% | 20,724.33 | 30.20% |
| Special Education Specialists | 1,985.51 | 2.91% | 2,028.58 | 2.96% |
| Total | 68,202.79 | 100.00% | 68,631.14 | 100.00% |

Includes all grade levels and institution types. Both years of data make adjustments for partial year employment. Note that the Library and Media category combines the FTE of library/media specialists and library/media support. All data above reflects employment as of December 1 of the school year.

The proportion of total FTE positions held by teachers in Oregon's public schools decreased slightly this year, and remains under 45 percent.

¹[Teachers and Pupil/Teacher Ratios](#)

Annual Instructional Hours

The minimum number of instructional hours districts must offer each school year, by grade level, are specified in [OAR 581-022-2320](#) - Required Instructional Time.

| | Instructional Hours Required to be Offered Each Year (Minimum) 2017-18 |
|-------------------------|--|
| Kindergarten (half day) | 450 |
| Kindergarten (full day) | 900 |
| Grades 1-8 | 900 |
| Grades 9-11 | 990 |
| Grade 12 | 966 |

Historical Salary Charts

Oregon Average Actual & Inflation-Adjusted Salaries 2011-12 to 2017-18

Superintendents, Principals, Assistant Principals, and Teachers

| | Actual Salary | | | Inflation-Adjusted Salary | | |
|----------------------------|---------------|-----------|----------------|---------------------------|-----------|----------------|
| | 2011-12 | 2017-18 | Percent Change | 2011-12 | 2017-18 | Percent Change |
| Superintendent | \$117,894 | \$137,591 | 16.7% | \$117,894 | \$119,834 | 1.7% |
| Principal | \$96,364 | \$108,819 | 12.9% | \$96,364 | \$94,775 | -1.7% |
| Assistant Principal | \$90,459 | \$102,149 | 12.9% | \$90,459 | \$88,966 | -1.7% |
| Teacher | \$56,941 | \$63,086 | 10.8% | \$56,941 | \$54,944 | -3.5% |

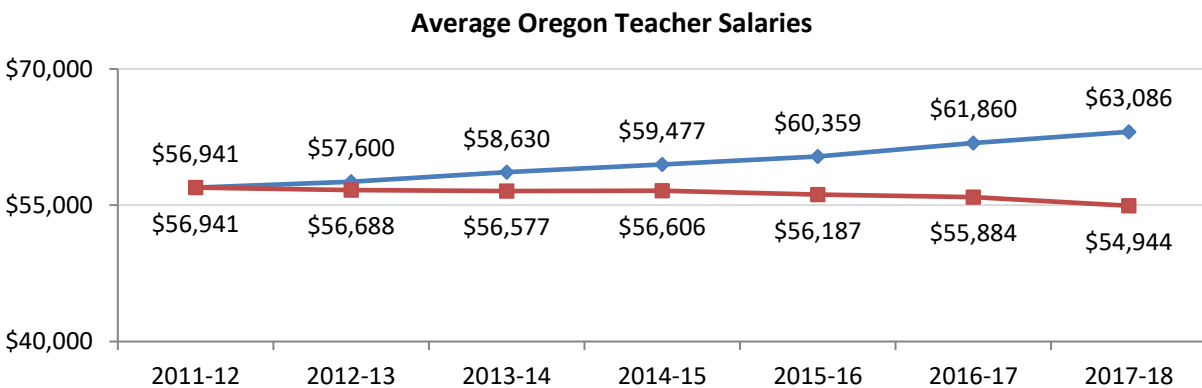
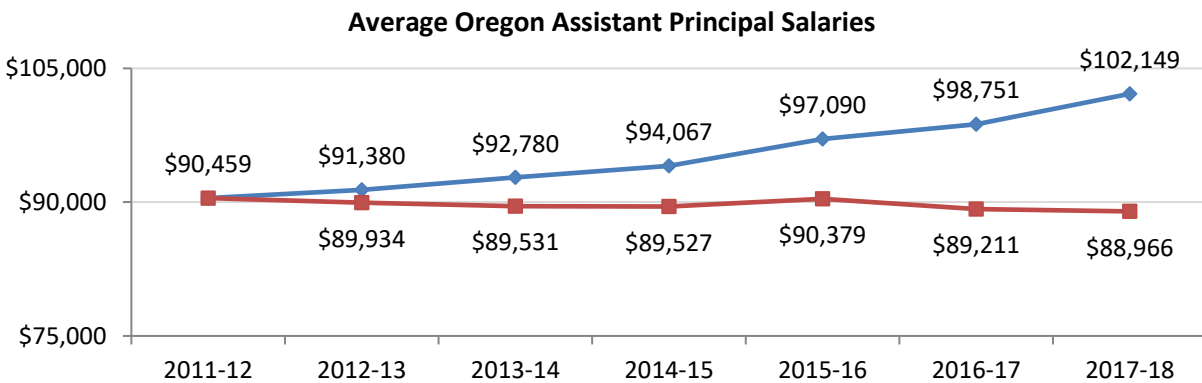
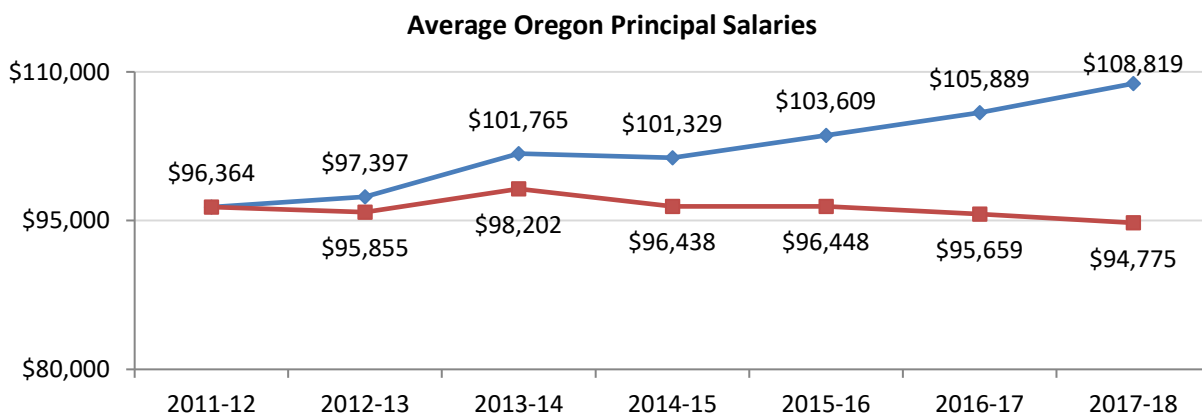
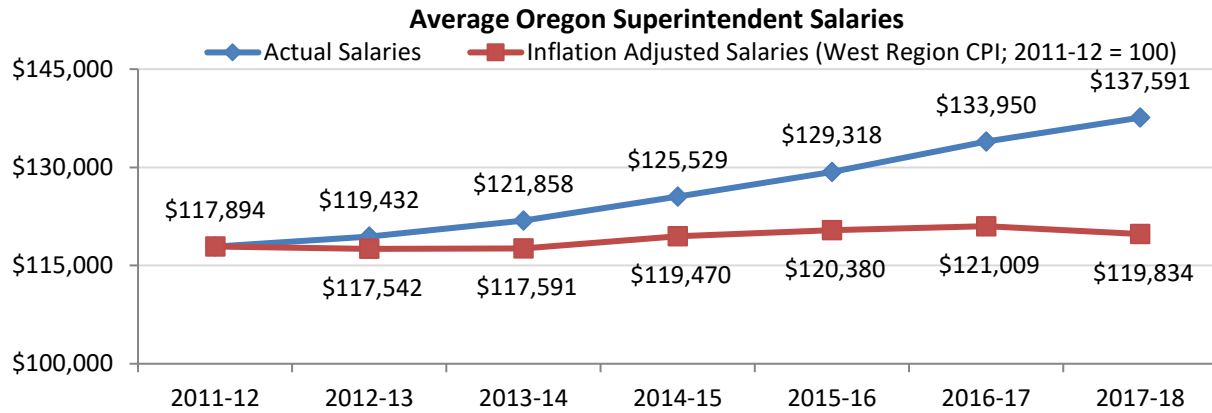
Source: ODE Staff Position Data Collection

Note: The Office of Economic Analysis moved to the West Region CPI starting with the 1st Quarter 2018 Economic Forecast. Inflation-adjusted salaries for the 2017-18 Statewide Report Card were calculated using the West Region CPI. Prior year Oregon Statewide Report Cards used the Portland-Salem Urban Area CPI.

Adjusted for inflation, the average superintendent makes more than they did six years ago. The average principal, assistant principal and teacher make less than they did six years ago.



Average Salaries for Teachers and Administrators in Oregon: 2011-12 to 2017-18



SCHOOL FUNDING

The majority of spending is allocated to classroom expenses. In Oregon, about 95 percent of spending is concentrated in school buildings and services to students with 5 percent spent on central support services, such as district office administration and support services.

Operating Expenditures per Student

| Where Dollars Were Spent | 2014-15 | % | 2015-16 | % | 2016-17 | % |
|--------------------------|----------|------|----------|------|----------|------|
| Direct Classroom | \$6,063 | 56% | \$6,322 | 56% | \$6,607 | 56% |
| Classroom Support | \$2,196 | 20% | \$2,294 | 20% | \$2,401 | 20% |
| Building Support | \$2,077 | 19% | \$2,123 | 19% | \$2,191 | 19% |
| Central Support | \$491 | 5% | \$502 | 4% | \$516 | 4% |
| TOTAL* | \$10,827 | 100% | \$11,241 | 100% | \$11,715 | 100% |

*Figures may not sum to TOTAL, due to rounding.

Note: Per student calculation excludes students in state-run programs because spending on those students is not included.

Source: School District and Education Service District (ESD) Audits

School Resources

Since the passage of Measure 5 in 1990, school resources per student have not kept pace with education cost increases.

- Staff salaries increased at about the rate of inflation during the 1990s, but health care benefit costs have greatly increased.
- Changing student demographics and declining student enrollment in a majority of school districts have also driven costs up.
- Growth rates for Special Education students and English Learner students have been far more rapid than the growth rate for all students, and these students are more expensive to educate than students without special needs.
- The average age of Oregon's school buildings is more than 40 years. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available to spend on instruction.



The 2018 Final Report from Oregon's Quality Education Commission (QEC) states, "The State School Fund requirement to fund K-12 schools at a level recommended by the QEC is estimated at \$10.734 billion in the 2019-21 biennium, \$1.963 billion more than the funding required to maintain the Current Service Level—that is, to simply keep up with inflation and enrollment growth. This funding gap rose from the prior biennium (2017-19), when it was \$1.771 billion." See the [Quality Education Commission](#) page for more information.

¹Final Reports from the Quality Education Commission are issued every two years.

Student Enrollment

Student enrollment is counted in several ways because it is used for a variety of purposes related to school funding:

Average Daily Membership – Resident (ADMr): This is the annual average of daily student enrollment for students residing within the district. Some resident students may attend school in another district. Kindergarten students are counted as half-time students through 2014-15. Starting in 2015-16, they are counted as full-time students when students attend a full day.

Average Daily Membership – Weighted (ADMw): This count is the basis for funding in Oregon. Resident average daily membership is weighted to compensate for special student needs and uncontrollable cost factors, including Special Education students, English Language Learners, students in poverty, teen parents, neglected and delinquent youth and small school correction factors.

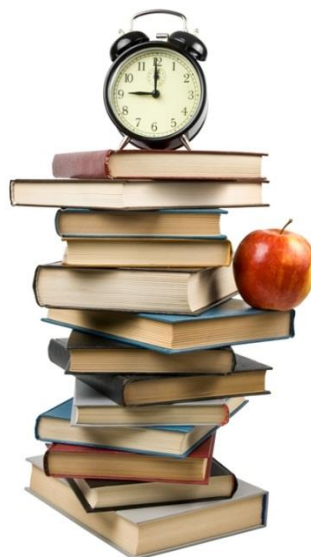
October 1 Student Membership (Enrollment): Used for federal reporting purposes, this is the headcount of students enrolled on October 1 of every year.

Average Daily Attendance (ADA): This is the annual average of daily student attendance for students residing within the district. It is collected by the federal government and is used as the basis for funding in some states, but not in Oregon.

| Measures of Student Enrollment | 2012-13 | 2013-14 | 2014-15 | 2015-16 (Revised) | 2016-17 (Revised) | 2017-18 (Preliminary) |
|---|---------|---------|---------|-------------------|-------------------|-----------------------|
| Average Daily Membership – ADMr | 533,923 | 538,389 | 542,903 | 568,642 | 571,775 | 572,767 |
| Weighted Average Daily Membership – ADMw | 659,950 | 663,123 | 671,863 | 701,613 | 707,233 | 706,117 |
| Fall Membership (Enrollment on October 1)** | 563,714 | 567,100 | 570,857 | 576,407 | 578,947 | 580,690 |
| Average Daily Attendance (ADA)* | 499,720 | 505,177 | 507,656 | 531,055 | 532,613 | 532,664 |

* ADA includes students who are counted based on instructional hours. ADA for those students is estimated by multiplying the ADM of those students by the ratio of ADA to ADM for "regular" students (Type 1 records in the ADM collection). Kindergarteners are counted as 0.5 in ADM and ADA through 2014-15, then as 1.0.

**Fall Membership reported here includes some PK students.



History of School Funding Responsibility in Oregon

Historically, the largest source of revenue for public schools in Oregon has been local property taxes. Measure 5, which passed in 1990, changed that dramatically by lowering the amount of property taxes schools could raise. By 1995-96, with local property taxes for education limited to \$5 per \$1,000 of assessed valuation, the full impact of Measure 5 was felt. In 1997, Measure 50 further limited local property taxes for schools. Measure 5 required the state legislature to offset lost property tax revenue with money from the state general fund, which is composed primarily of state income taxes. As a result, Oregon schools are increasingly supported by state, not local, dollars.

Oregon uses a formula to provide financial equity among school districts. Each school district receives (in combined state and local funds) an allocation per student, plus an additional amount for each student enrolled in more costly programs such as Special Education or English as a Second Language.

Biennial Formula Revenue

(In Billions of Dollars, not adjusted for inflation)

| | 2007-09** | 2009-11*** | 2011-13 | 2013-15 | 2015-17 | 2017-19 |
|--------------|-----------|------------|---------|---------|---------|---------|
| Local | \$2.90 * | \$2.87 | \$2.96 | \$3.38* | \$3.67* | \$3.91 |
| State | \$5.70 | \$5.56 | \$5.71 | \$6.65 | \$7.38 | \$8.20 |
| Total | \$8.50 | \$8.43 | \$8.67 | \$10.03 | \$11.05 | \$12.11 |

Source: State School Fund Distribution Formula.

Includes School Districts and Education Service Districts. Note: Totals may not equal the sum of State and Local amounts due to rounding.

*Revised

**2007-09 State amount does not include \$260 million appropriated to the School Improvement Fund or \$115 million in federal stimulus funds.

***2009-11 includes \$200 million in state funds triggered by economic conditions. It does not include \$227 million in federal stimulus funds.

The table above includes only funds distributed through the state's equalization formula. Districts also receive federal, state and local funds that are not distributed through the formula. Total Operating Revenues, which include those dollars, are shown in the table below.

Annual District and ESD Operating Revenues by Source

(Dollars in Millions, not adjusted for inflation)

| | Local | | Intermediate ¹ | | State | | Federal | | TOTAL | |
|----------------|-------------|-------|---------------------------|------|------------|-------|---------|-------|-----------|------|
| | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |
| 2009-10 | \$1,928.0 | 33.5% | \$70.9 | 1.2% | \$2,934.2 | 51.0% | \$820.1 | 14.3% | \$5,753.1 | 100% |
| 2010-11 | \$1,949.9 | 34.4% | \$75.1 | 1.3% | \$2,782.4 | 49.1% | \$856.5 | 15.1% | \$5,663.9 | 100% |
| 2011-12 | \$1,987.2 | 34.8% | \$74.6 | 1.3% | \$3,028.9 | 53.1% | \$612.3 | 10.7% | \$5,703.0 | 100% |
| 2012-13 | \$2,009.7 | 35.3% | \$88.9 | 1.6% | \$3,030.4 | 53.2% | \$565.3 | 9.9% | \$5,694.2 | 100% |
| 2013-14 | \$2,073.8 | 34.0% | \$100.2 | 1.6% | \$3,381.9 | 55.5% | \$538.9 | 8.8% | \$6,094.8 | 100% |
| 2014-15 | \$2,187.2 | 33.5% | \$126.9 | 1.9% | \$3,662.9 | 56.0% | \$561.2 | 8.6% | \$6,538.1 | 100% |
| 2015-16 | \$2,273.7 * | 33.4% | \$127.8* | 1.9% | \$3,846.7* | 56.5% | \$559.7 | 8.2% | \$6,807.9 | 100% |
| 2016-17 | \$2,399.9 | 34.0% | \$135.7 | 1.9% | \$3,985.6 | 56.4% | \$545.8 | 7.7% | \$7,067.0 | 100% |

Source: Actuals from audited financial reports of School Districts and Education Service Districts Columns may not sum to total due to rounding

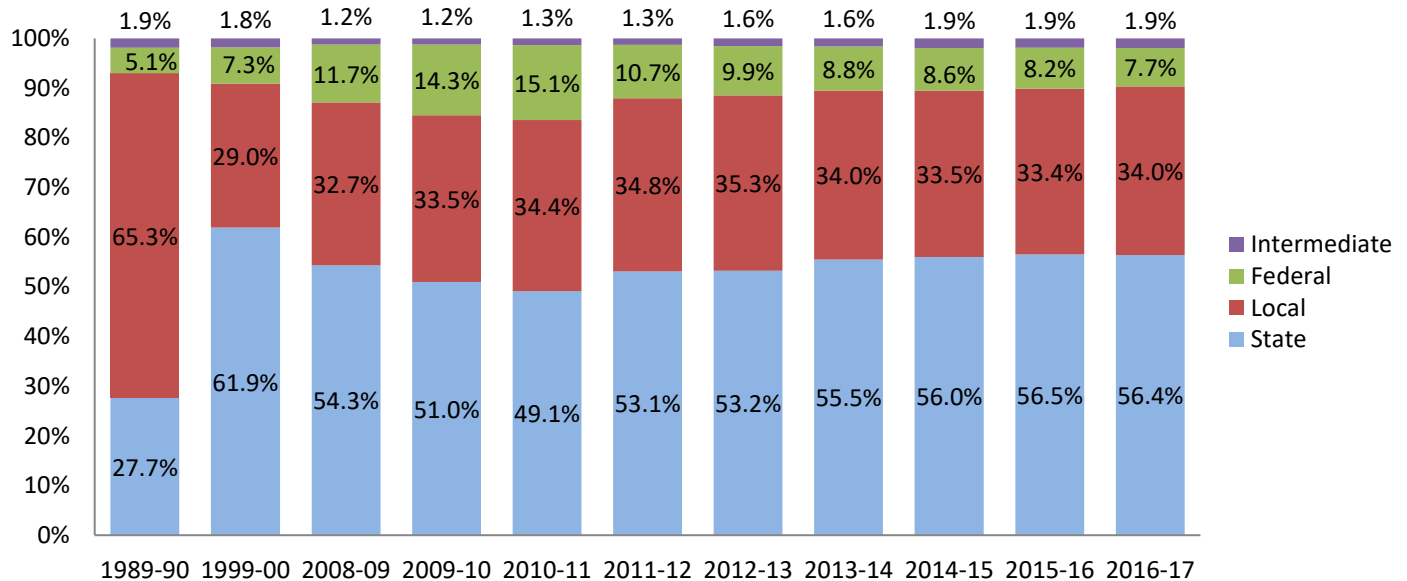
¹Intermediate refers to revenue from other levels of government, such as county or city.

*Revised

For more information on Oregon school funding, visit the [Quality Education Commission page](#).

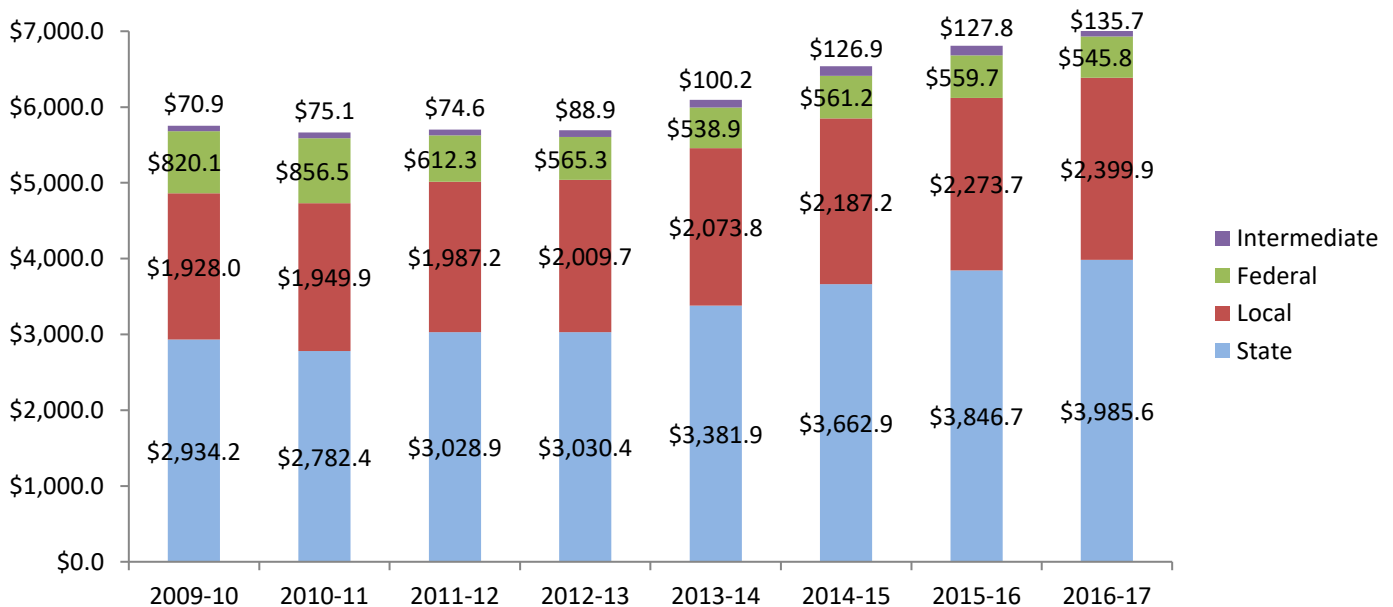
Operating Revenues by Source (Historical)

The graph below illustrates the dramatic shift from a locally-funded school system to a system that is primarily state-funded.



In the decade following the passage of Ballot Measure 5 in 1990, there was a dramatic shift in sources of public school funds. As a result, Oregon schools are now supported primarily by State, not local, dollars. The limits on assessed value growth for local property taxes imposed by Measure 50 in 1997 means that the state's share of revenue will continue to grow over time. Note that Intermediate refers to revenues from other levels of government, such as county or city.

Audited Operating Revenues for Public Elementary and Secondary Schools and ESDs by Source of Funds (Dollars in Millions, not adjusted for inflation)



ELEMENTARY AND SECONDARY EDUCATION ACT

Federal Programs

Through the Elementary and Secondary Education Act (ESEA), the Oregon Department of Education receives and distributes federal education funds to eligible school districts throughout Oregon. These supplemental funds support district efforts in meeting federal and state requirements and in implementing programs that improve the ability of all students to receive a well-rounded education and meet high academic standards. The Oregon Department of Education continues its commitment to develop processes that ensure that federal ESEA funds contribute to these opportunities.

Oregon students are served through the following programs provided through the Elementary and Secondary Education Act:

| | |
|-------------------|---|
| Title I-A | Improving the Academic Achievement of the Disadvantaged |
| Title I-C | Education of Migrant Children |
| Title I-D | Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk |
| Title II-A | Supporting Effective Instruction |
| Title III | Language Instruction for English Learners and Immigrant Students |
| Title IV-A | Student Support and Academic Enrichment Grants |
| Title IV-B | 21 st Century Community Learning Centers |
| Title V-B | Rural Education Initiative |
| Title VI | Indian, Native Hawaiian, and Alaska Native Education |
| Title IX-A | Homeless Children and Youths |

In addition to the management of federal funds, the Office of Teaching, Learning and Assessment provides ongoing guidance, technical assistance, promising practices and monitoring to ensure school districts have systems in place in order for all students to receive these opportunities for academic success.

On December 10, 2015, President Barack Obama signed the *Every Student Succeeds Act* (ESSA) which reauthorized ESEA and signaled the end to ESEA flexibility waivers. ESSA replaces the *No Child Left Behind Act* (NCLB) of 2001, and its aim is to supplement public school funding to support the learning needs of students living in poverty, English Learners, and other students who have been educationally disadvantaged. ESSA allows states to design their own plans for improving schools so that every student receives the best education. It encourages states and schools to innovate, while at the same time maintains a focus on equity and accountability. In place of the NCLB one-size-fits-all approach, states have the ability to set their own goals for improving student achievement and graduation rates. States also have more flexibility in how they identify and support struggling schools and districts. See the [ESSA](#) page for more information. Oregon's ESSA [State Plan](#) was approved by the U.S. Department of Education on August 30, 2017.

The Every Student Succeeds Act (ESSA) – Unsafe School Choice Option

The Every Student Succeeds Act (ESSA) requires state education agencies to establish a school choice policy for students attending a persistently dangerous school as defined by the state. This is known as the Unsafe School Choice Option. A school can be deemed unsafe as a whole or for an individual student who is a victim of a violent criminal offense. Should either of these occur, parents may exercise their right to move their student to a different school within the local education agency.

In Oregon, a public elementary or secondary school is considered “persistently dangerous” if the school exceeds a certain threshold of expulsions for three consecutive years (see expulsion types below). The table to the right describes this threshold which varies depending on school size.

Expulsions fall within the following two categories:

1. Expulsions for firearms or dangerous weapons
2. Expulsions for students arrested for violent criminal offenses on school grounds, on school-sponsored transportation, and/or during school-sponsored activities.

| Criteria for Watch Status | Number of Expulsions for Weapons and/or Arrests for Violent Criminal Behavior |
|--------------------------------------|---|
| Schools with FEWER than 300 Students | nine or more within a school year |
| Schools with 300 or MORE Students | three for every 100 students per school year |

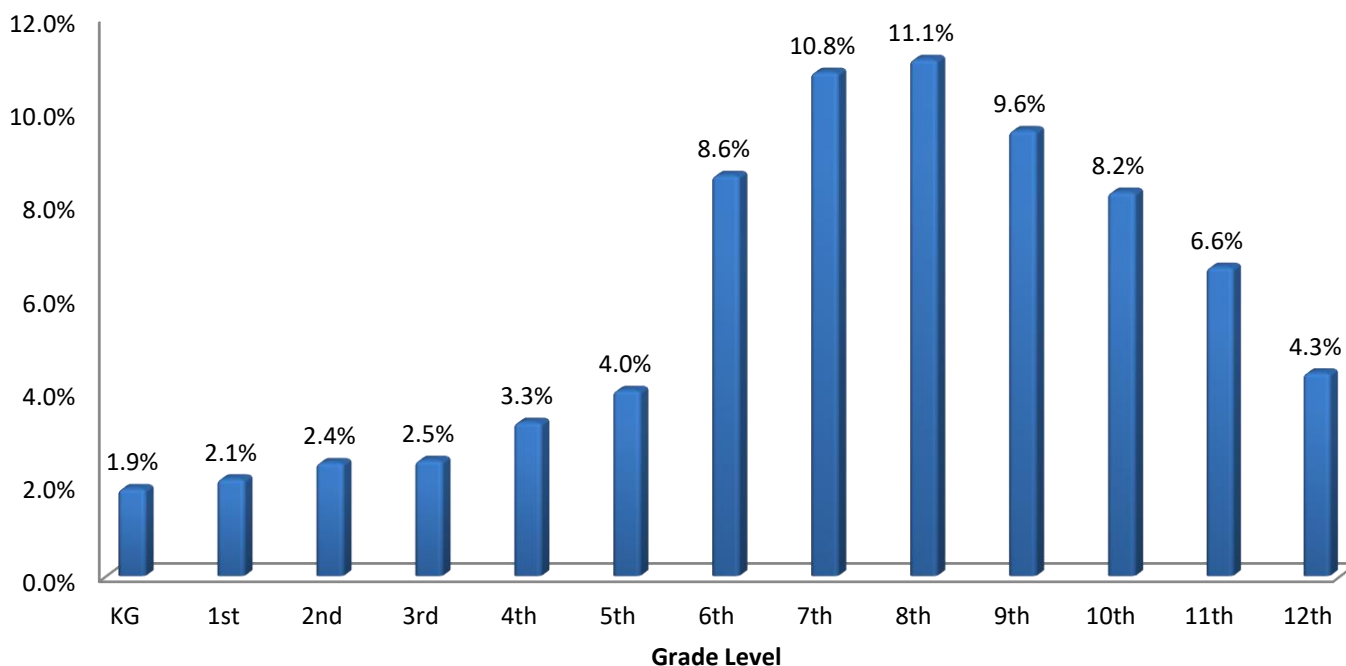
Source: Oregon Department of Education

Between 2009-10 and 2017-18, Oregon did not identify any schools meeting the criteria for being placed on “watch status.” Oregon also did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years.

For more information about discipline incidents see the [health, safety, and wellness page](#).

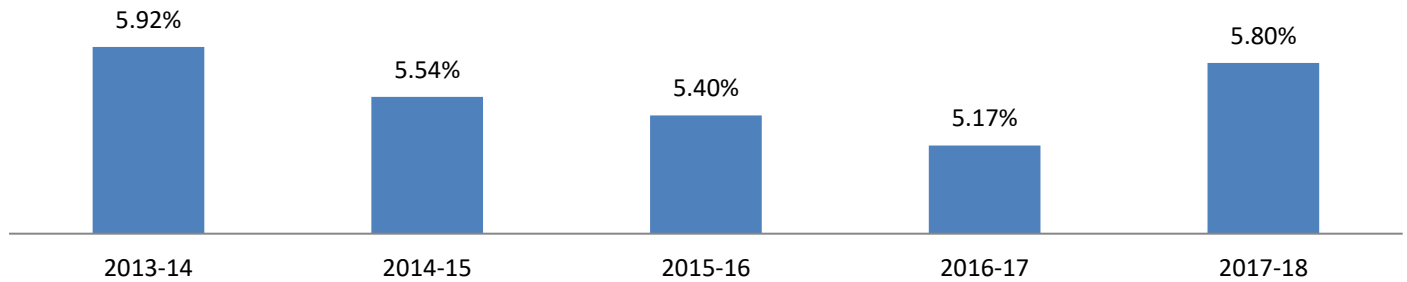
Discipline Incidents by Grade Level

Percent of Students with One or More Suspensions or Expulsions in the 2017-2018 School Year by Enrolled Grade on May 1, 2018



Source: Spring Membership 2017-18, Discipline Incidents 2017-18

Percent of Students Enrolled on May 1 with One or More Discipline Incidents



Discipline Incidents by Student Group – Suspensions and Expulsions

| Student Group | Percent of Students enrolled on May 1, 2018 with One or More Discipline Incidents in the 2017-18 School Year |
|----------------------------------|--|
| Total | 5.8% |
| Gender | |
| Male | 8.3% |
| Female | 3.1% |
| Ethnicity | |
| Asian | 1.6% |
| Black/African American | 11.1% |
| Hispanic/Latino | 6.5% |
| American Indian/Alaska Native | 10.4% |
| Multi-Racial | 6.3% |
| Native Hawaiian/Pacific Islander | 6.8% |
| White | 5.5% |
| Other Student Groups | |
| Economically Disadvantaged | 7.9% |
| Not Economically Disadvantaged | 3.3% |
| TAG | 2.3% |
| Not TAG | 6.1% |
| English Learners ¹ | 5.4% |
| Not English Learners | 5.8% |
| Special Education | 11.1% |
| Not Special Education | 4.9% |

Source: Spring Membership, Discipline Incidents, Title III: English Learner.

Includes only discipline incidents resulting in suspension (in school or out of school) or expulsion.

For more data regarding discipline incidents, please see the [School Discipline, Bullying, and Restraint and Seclusion](#) page.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

¹English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

SCHOOL AND DISTRICT ACCOUNTABILITY

The Oregon Legislature created the school and district performance reports and the statewide report card in 1999. Under Oregon Revised Statutes (ORS) 329.105 and 329.115, these reports contain data from the most recent school year (if available) and help fulfill reporting requirements of state and federal laws. The aim of these reports was to provide clear, meaningful and relevant information to parents, educators and communities concerning public school and district performance, improvement and accountability. These reports have undergone multiple revisions since first being released in 2000.

The passage of the federal Every Student Succeeds Act (ESSA) in December 2015 provided Oregon with an opportunity to further improve the school and district reports so that they could better meet the two objectives outlined in ORS 329.105: to inform parents and to improve schools. The ESSA law provided states with greater flexibility in reporting and evaluating school performance, but it does require that states identify two groups of schools for support through federal Title I funds. Schools identified for comprehensive support must include the lowest performing 5 percent of Title I schools, and any school with graduation rates below 67 percent, while schools identified for targeted support include schools with low performing student groups, regardless of Title I status.

Prior to the passage of the ESSA an overall school rating was used to identify schools for extra supports. ODE worked with stakeholder and advisory groups to create an Oregon Plan that met the needs and values of Oregon and met the requirements of the ESSA. These groups recommended that Oregon use a system based on multiple measures of school success, and without an overall rating. The measures (indicators) used are:

- Regular attenders
- Achievement in English Language Arts
- Achievement in mathematics
- Growth in English Language Arts (grades 3 through 8)
- Growth in mathematics (grade 3 through 8)
- Progress of English learners
- 9th grade on-track
- Four-year graduation rates
- Five-year completion rates

Each of these indicators is rated on a scale of one to five, with five being the highest. Level 1 indicates that a school or student group is in the lowest 10 percent of schools in the state, while a Level 5 indicates that the school or student group has met the state long-term goal for the indicator. Schools with sufficient data to be rated on at least five indicators are identified for comprehensive supports if the overall graduation rate is below 67 percent, or if the school is Title I and at least 50 percent of the indicators are Level 1. Schools not identified for comprehensive supports are identified for targeted support if they have a student group that is rated on at least five indicators and at least 50 percent of the rated indicators are Level 1.¹

Number of Schools Identified for Support, by year²

| Level of Support | Title I Status | 2017-18 |
|------------------|----------------|---------|
| Comprehensive | Title I | 47 |
| Comprehensive | Not Title I | 43 |
| Targeted | Title I | 62 |
| Targeted | Not Title I | 42 |
| Not Identified | Title I | 468 |
| Not Identified | Not Title I | 583 |

¹ More details on the process of school identification can be found on the [Report Card Policy](#) web page.

² Data on specific school can be found on the [School and District Profiles](#) web page.

MEASURES OF INTERIM PROGRESS

Measures of Interim Progress (MIP) are annual targets for school accountability indicators as required by the Every Student Succeeds Act (ESSA). The MIP for English Language Arts (ELA) and mathematics achievement, English language progress (ELP), and graduation are ESSA requirements. Oregon has also established MIPs for the five-year completers, regular attenders, 9th grade on track, and academic growth indicators that comprise Oregon's new school accountability system. Assessment participation does not have a MIP, however, it does have an annual goal of 94.5 percent for all student groups.

ODE does not expect revisions to the baseline values, MIP, or long-term goals for achievement and graduation; however, ODE intends to review the number of years to attain the long-term goal and may revise if appropriate. The 2017-18 MIP for the 'All Students' student group is the target for all student groups on the 2017-18 Report Card Rating Details report. In 2017-18, the indicator targets were diversified by student group. For MIP details by indicator and student group, please see pages 21-32.

Indicators

English Language Arts Academic Achievement

The percentage of students who meet the standard on the state English Language Arts assessment.

Mathematics Academic Achievement

The percentage of students who meet the standard on the state Mathematics assessment.

English Language Arts Academic Growth

The median growth percentile of students on the English Language Arts assessment.

Mathematics Academic Growth

The median growth percentile of students on the Mathematics assessment.

Regular Attenders

The percentage of students who attended more than 90 percent of their enrolled days.

9th Grade On-Track

The percentage of students who earned at least one fourth of graduation credits during their 9th grade year.

Four-Year Graduation

The percentage of students who earned a regular or modified diploma within four years of entering 9th grade.

Five-Year Completers

The percentage of students who earned a regular or modified diploma, or earn a GED, extended diploma or adult high school diploma within five years of entering 9th grade.

English Language Proficiency

The percentage of students who are meeting progress expectations on the state English Language Proficiency Assessment.

For more information, see the [Report Card Policy](#) page.

English Language Arts Academic Achievement Details for Elementary (Grades 3-5)

Long Term Goal¹: 80%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 52.4% | 49.6% | 51.4% | 51.1% |
| Economically Disadvantaged | 40.7% | 37.5% | 39.1% | 39.1% |
| English Learners ² | 25.0% | 21.8% | 26.4% | 24.5% |
| Students with Disabilities | 25.0% | 23.4% | 24.9% | 24.5% |
| American Indian/Alaska Native | 35.5% | 30.4% | 34.8% | 33.6% |
| Black/African American | 31.5% | 29.0% | 29.4% | 30.0% |
| Hispanic/Latino | 34.1% | 30.9% | 32.5% | 32.4% |
| Native Hawaiian/Pacific Islander | 40.4% | 33.8% | 33.9% | 36.0% |
| Underserved Race/Ethnicity ³ | 34.1% | 30.8% | 32.4% | 32.4% |
| Asian | 69.9% | 68.5% | 69.5% | 69.3% |
| White | 59.2% | 56.6% | 58.6% | 58.2% |
| Multi-racial ⁴ | 57.1% | 54.7% | 56.2% | 56.0% |

Mathematics Academic Achievement Details for Elementary (Grades 3-5)

Long Term Goal¹: 80%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 44.9% | 43.6% | 43.7% | 44.1% |
| Economically Disadvantaged | 32.9% | 31.6% | 31.5% | 32.0% |
| English Learners ² | 20.4% | 19.8% | 23.1% | 21.2% |
| Students with Disabilities | 22.1% | 21.1% | 21.0% | 21.4% |
| American Indian/Alaska Native | 28.7% | 26.6% | 29.4% | 28.2% |
| Black/African American | 21.6% | 20.2% | 20.1% | 20.7% |
| Hispanic/Latino | 26.5% | 25.8% | 26.1% | 26.1% |
| Native Hawaiian/Pacific Islander | 29.4% | 26.6% | 24.9% | 26.9% |
| Underserved Race/Ethnicity ³ | 26.3% | 25.4% | 25.7% | 25.8% |
| Asian | 68.0% | 66.7% | 67.7% | 67.5% |
| White | 51.7% | 50.2% | 50.3% | 50.7% |
| Multi-racial ⁴ | 48.3% | 47.5% | 46.3% | 47.3% |

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Academic Achievement Details for Middle (Grades 6-8)

Long Term Goal¹: 80%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 56.7% | 55.2% | 55.9% | 55.9% |
| Economically Disadvantaged | 44.1% | 42.3% | 43.1% | 43.2% |
| English Learners ² | 20.0% | 17.8% | 30.3% | 23.7% |
| Students with Disabilities | 20.1% | 18.6% | 19.4% | 19.4% |
| American Indian/Alaska Native | 38.9% | 35.6% | 38.9% | 37.8% |
| Black/African American | 34.4% | 33.4% | 33.6% | 33.8% |
| Hispanic/Latino | 39.7% | 38.7% | 39.6% | 39.3% |
| Native Hawaiian/Pacific Islander | 43.3% | 38.8% | 39.2% | 40.4% |
| Underserved Race/Ethnicity ³ | 39.3% | 38.1% | 39.1% | 38.8% |
| Asian | 75.5% | 75.2% | 74.3% | 75.0% |
| White | 62.6% | 60.9% | 62.0% | 61.8% |
| Multi-racial ⁴ | 61.0% | 59.3% | 59.7% | 60.0% |

Mathematics Academic Achievement Details for Middle (Grades 6-8)

Long Term Goal¹: 80%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 42.8% | 41.9% | 41.0% | 41.9% |
| Economically Disadvantaged | 29.5% | 28.4% | 27.6% | 28.5% |
| English Learners ² | 12.2% | 11.2% | 18.6% | 14.6% |
| Students with Disabilities | 14.6% | 13.8% | 12.4% | 13.6% |
| American Indian/Alaska Native | 25.1% | 26.1% | 24.0% | 25.1% |
| Black/African American | 20.6% | 19.2% | 17.9% | 19.3% |
| Hispanic/Latino | 25.0% | 24.8% | 24.0% | 24.6% |
| Native Hawaiian/Pacific Islander | 29.0% | 27.2% | 27.1% | 27.7% |
| Underserved Race/Ethnicity ³ | 24.8% | 24.5% | 23.6% | 24.3% |
| Asian | 70.0% | 68.9% | 68.5% | 69.1% |
| White | 48.5% | 47.5% | 46.8% | 47.6% |
| Multi-racial ⁴ | 46.4% | 45.1% | 44.6% | 45.3% |

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Academic Achievement Details for High (Grade 11)

Long Term Goal¹: 80%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 70.0% | 71.1% | 71.7% | 70.9% |
| Economically Disadvantaged | 59.5% | 60.6% | 61.6% | 60.5% |
| English Learners ¹ | 17.6% | 14.3% | 24.2% | 19.8% |
| Students with Disabilities | 29.5% | 30.1% | 30.9% | 30.2% |
| American Indian/Alaska Native | 54.8% | 54.8% | 60.8% | 56.6% |
| Black/African American | 43.8% | 45.4% | 47.7% | 45.5% |
| Hispanic/Latino | 57.6% | 59.0% | 59.4% | 58.7% |
| Native Hawaiian/Pacific Islander | 53.7% | 53.7% | 55.9% | 54.4% |
| Underserved Race/Ethnicity ² | 56.0% | 57.5% | 58.4% | 57.3% |
| Asian | 76.1% | 79.0% | 77.5% | 77.5% |
| White | 74.8% | 76.0% | 77.0% | 75.9% |
| Multi-racial ³ | 74.8% | 73.7% | 73.3% | 73.9% |

Mathematics Academic Achievement Details for High (Grade 11)

Long Term Goal¹: 80%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 34.2% | 35.3% | 34.4% | 34.6% |
| Economically Disadvantaged | 23.1% | 23.4% | 23.1% | 23.2% |
| English Learners ² | 10.5% | 9.2% | 8.0% | 9.0% |
| Students with Disabilities | 10.4% | 10.7% | 8.6% | 9.9% |
| American Indian/Alaska Native | 17.2% | 18.6% | 19.3% | 18.4% |
| Black/African American | 13.1% | 13.5% | 15.5% | 14.0% |
| Hispanic/Latino | 19.9% | 20.8% | 20.6% | 20.4% |
| Native Hawaiian/Pacific Islander | 19.2% | 20.7% | 20.2% | 20.1% |
| Underserved Race/Ethnicity ³ | 19.1% | 20.0% | 20.2% | 19.8% |
| Asian | 56.3% | 56.1% | 57.5% | 56.6% |
| White | 38.6% | 40.2% | 39.0% | 39.2% |
| Multi-racial ⁴ | 39.5% | 37.7% | 36.0% | 37.7% |

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Academic Growth Details for Elementary (Grades 3-5)

Long Term Goal¹: 60%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 50.0 | 50.0 | 50.0 | 50.0 |
| Economically Disadvantaged | 47.0 | 47.0 | 47.0 | 47.0 |
| English Learners ² | 46.0 | 49.0 | 48.0 | 48.0 |
| Students with Disabilities | 40.0 | 41.0 | 43.0 | 42.0 |
| American Indian/Alaska Native | 45.0 | 41.5 | 45.0 | 44.0 |
| Black/African American | 45.0 | 43.5 | 43.0 | 44.0 |
| Hispanic/Latino | 47.0 | 48.0 | 47.0 | 47.0 |
| Native Hawaiian/Pacific Islander | 47.0 | 47.0 | 46.0 | 47.0 |
| Underserved Race/Ethnicity ³ | 47.0 | 47.0 | 47.0 | 47.0 |
| Asian | 58.0 | 60.0 | 59.0 | 59.0 |
| White | 51.0 | 51.0 | 51.0 | 51.0 |
| Multi-racial ⁴ | 50.0 | 50.0 | 50.0 | 50.0 |

Mathematics Academic Growth Details for Elementary (Grades 3-5)

Long Term Goal¹: 60%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 50.0 | 50.0 | 50.0 | 50.0 |
| Economically Disadvantaged | 47.0 | 47.0 | 47.0 | 47.0 |
| English Learners ² | 44.0 | 48.0 | 47.0 | 46.5 |
| Students with Disabilities | 42.0 | 43.0 | 44.0 | 43.0 |
| American Indian/Alaska Native | 42.0 | 46.0 | 46.0 | 45.0 |
| Black/African American | 42.0 | 39.0 | 41.0 | 41.0 |
| Hispanic/Latino | 46.0 | 47.0 | 47.0 | 47.0 |
| Native Hawaiian/Pacific Islander | 47.0 | 47.0 | 46.0 | 47.0 |
| Underserved Race/Ethnicity ³ | 45.0 | 46.0 | 46.0 | 46.0 |
| Asian | 57.0 | 58.0 | 59.0 | 58.0 |
| White | 52.0 | 51.0 | 51.0 | 52.0 |
| Multi-racial ⁴ | 50.0 | 50.0 | 50.0 | 50.0 |

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Academic Growth Details for Middle (Grades 6-8)

Long Term Goal¹: 60%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 50.0 | 50.0 | 50.0 | 50.0 |
| Economically Disadvantaged | 47.0 | 48.0 | 49.0 | 48.0 |
| English Learners ² | 44.0 | 49.0 | 51.0 | 48.0 |
| Students with Disabilities | 40.0 | 44.0 | 46.0 | 43.0 |
| American Indian/Alaska Native | 48.0 | 46.5 | 50.0 | 48.0 |
| Black/African American | 44.0 | 44.0 | 44.0 | 44.0 |
| Hispanic/Latino | 47.0 | 48.0 | 49.0 | 48.0 |
| Native Hawaiian/Pacific Islander | 47.0 | 44.0 | 49.0 | 47.0 |
| Underserved Race/Ethnicity ³ | 47.0 | 48.0 | 49.0 | 48.0 |
| Asian | 59.0 | 59.0 | 58.0 | 59.0 |
| White | 51.0 | 50.0 | 50.0 | 51.0 |
| Multi-racial ⁴ | 51.0 | 50.0 | 49.0 | 50.0 |

Mathematics Academic Growth Details for Middle (Grades 6-8)

Long Term Goal¹: 60%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 50.0 | 50.0 | 50.0 | 50.0 |
| Economically Disadvantaged | 47.0 | 48.0 | 49.0 | 48.0 |
| English Learners ² | 44.0 | 49.0 | 51.0 | 48.0 |
| Students with Disabilities | 40.0 | 44.0 | 46.0 | 43.0 |
| American Indian/Alaska Native | 48.0 | 46.5 | 50.0 | 48.0 |
| Black/African American | 44.0 | 44.0 | 44.0 | 44.0 |
| Hispanic/Latino | 47.0 | 48.0 | 49.0 | 48.0 |
| Native Hawaiian/Pacific Islander | 47.0 | 44.0 | 49.0 | 47.0 |
| Underserved Race/Ethnicity ³ | 47.0 | 48.0 | 49.0 | 48.0 |
| Asian | 59.0 | 59.0 | 58.0 | 59.0 |
| White | 51.0 | 50.0 | 50.0 | 51.0 |
| Multi-racial ⁴ | 51.0 | 50.0 | 49.0 | 50.0 |

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

Regular Attenders Details for Elementary (Grades K-5)

Long Term Goal¹: 93%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 85.8% | 84.5% | 84.3% | 84.8% |
| Economically Disadvantaged | 82.1% | 80.4% | 80.3% | 80.9% |
| English Learners ² | 86.1% | 83.2% | 82.8% | 84.1% |
| Students with Disabilities | 79.6% | 78.1% | 78.2% | 78.6% |
| American Indian/Alaska Native | 75.5% | 74.2% | 76.5% | 75.4% |
| Black/African American | 83.9% | 81.8% | 81.0% | 82.2% |
| Hispanic/Latino | 84.8% | 82.0% | 82.0% | 82.9% |
| Native Hawaiian/Pacific Islander | 76.6% | 71.1% | 71.6% | 73.1% |
| Underserved Race/Ethnicity ³ | 84.1% | 81.3% | 81.4% | 82.3% |
| Asian | 94.3% | 94.2% | 93.6% | 94.0% |
| White | 86.2% | 85.4% | 85.1% | 85.6% |
| Multi-racial ⁴ | 84.4% | 83.6% | 82.9% | 83.6% |

Regular Attenders Details for Middle (Grades 6-8)

Long Term Goal¹: 93%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 83.5% | 82.0% | 81.3% | 82.2% |
| Economically Disadvantaged | 78.9% | 76.8% | 76.4% | 77.4% |
| English Learners ² | 82.7% | 79.2% | 78.0% | 79.8% |
| Students with Disabilities | 77.0% | 74.5% | 73.5% | 75.0% |
| American Indian/Alaska Native | 73.3% | 71.3% | 72.0% | 72.2% |
| Black/African American | 83.2% | 79.9% | 78.0% | 80.4% |
| Hispanic/Latino | 83.3% | 80.5% | 79.6% | 81.1% |
| Native Hawaiian/Pacific Islander | 81.2% | 75.2% | 75.9% | 77.3% |
| Underserved Race/Ethnicity ³ | 82.7% | 79.9% | 79.0% | 80.5% |
| Asian | 95.8% | 94.9% | 94.9% | 95.2% |
| White | 83.2% | 82.1% | 81.5% | 82.3% |
| Multi-racial ⁴ | 81.5% | 81.1% | 80.4% | 81.0% |

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

Regular Attenders Details for High (Grades 9-10)

Long Term Goal¹: 93%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 77.6% | 77.6% | 76.3% | 77.2% |
| Economically Disadvantaged | 70.2% | 70.0% | 68.5% | 69.6% |
| English Learners ² | 69.5% | 68.9% | 67.8% | 68.7% |
| Students with Disabilities | 67.6% | 68.0% | 66.2% | 67.2% |
| American Indian/Alaska Native | 65.5% | 65.3% | 65.0% | 65.3% |
| Black/African American | 72.8% | 73.0% | 70.4% | 72.1% |
| Hispanic/Latino | 73.9% | 73.1% | 71.1% | 72.7% |
| Native Hawaiian/Pacific Islander | 69.5% | 68.8% | 65.1% | 67.7% |
| Underserved Race/Ethnicity ³ | 73.2% | 72.6% | 70.6% | 72.1% |
| Asian | 93.2% | 93.1% | 92.6% | 93.0% |
| White | 78.4% | 78.7% | 77.7% | 78.3% |
| Multi-racial ⁴ | 76.6% | 77.4% | 75.2% | 76.4% |

9th Grade On-Track Details

Long Term Goal¹: 95%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 83.5% | 83.5% | 84.5% | 83.8% |
| Economically Disadvantaged | 76.2% | 75.8% | 77.1% | 76.4% |
| English Learners ² | 67.6% | 65.7% | 69.6% | 67.8% |
| Students with Disabilities | 68.8% | 69.7% | 71.5% | 70.0% |
| American Indian/Alaska Native | 73.5% | 70.8% | 76.0% | 73.4% |
| Black/African American | 78.7% | 75.7% | 79.0% | 77.8% |
| Hispanic/Latino | 77.8% | 77.3% | 78.9% | 78.0% |
| Native Hawaiian/Pacific Islander | 79.9% | 76.1% | 77.7% | 77.9% |
| Underserved Race/Ethnicity ³ | 77.7% | 76.8% | 78.8% | 77.8% |
| Asian | 95.1% | 95.5% | 96.0% | 95.5% |
| White | 85.2% | 85.5% | 86.3% | 85.6% |
| Multi-racial ⁴ | 83.0% | 83.8% | 83.6% | 83.5% |

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

Four-Year Cohort Graduation Details

Long Term Goal¹: 90%

| Student Group | Cohort Year 2011-12 | Cohort Year 2012-13 | Cohort Year 2013-14 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 73.8% | 74.8% | 76.7% | 75.1% |
| Economically Disadvantaged | 66.4% | 68.1% | 70.1% | 68.2% |
| English Learners ² | 51.2% | 52.9% | 54.9% | 52.9% |
| Students with Disabilities | 52.7% | 55.5% | 58.8% | 55.7% |
| American Indian/Alaska Native | 55.0% | 56.4% | 59.1% | 56.8% |
| Black/African American | 62.6% | 66.1% | 67.6% | 65.5% |
| Hispanic/Latino | 67.4% | 69.4% | 72.5% | 69.8% |
| Native Hawaiian/Pacific Islander | 63.2% | 70.1% | 69.4% | 67.6% |
| Underserved Race/Ethnicity ³ | 65.9% | 68.3% | 71.1% | 68.5% |
| Asian | 87.5% | 88.0% | 88.9% | 88.1% |
| White | 76.0% | 76.6% | 78.0% | 76.9% |
| Multi-racial ⁴ | 72.7% | 74.4% | 77.4% | 74.9% |

Five-Year Completers Details

Long Term Goal¹: 97%

| Student Group | Cohort Year 2010-11 | Cohort Year 2011-12 | Cohort Year 2012-13 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 76.5% | 77.8% | 78.9% | 77.7% |
| Economically Disadvantaged | 70.0% | 72.0% | 73.4% | 71.8% |
| English Learners ² | 61.2% | 61.2% | 63.8% | 62.0% |
| Students with Disabilities | 58.4% | 59.9% | 62.8% | 60.4% |
| American Indian/Alaska Native | 59.2% | 59.8% | 61.1% | 60.0% |
| Black/African American | 67.2% | 69.9% | 74.3% | 70.4% |
| Hispanic/Latino | 71.4% | 73.6% | 75.6% | 73.6% |
| Native Hawaiian/Pacific Islander | 72.4% | 69.2% | 73.1% | 71.6% |
| Underserved Race/Ethnicity ³ | 70.0% | 72.1% | 74.5% | 72.3% |
| Asian | 90.0% | 90.9% | 91.6% | 90.8% |
| White | 78.1% | 79.3% | 79.9% | 79.1% |
| Multi-racial ⁴ | 74.1% | 76.1% | 78.3% | 76.2% |

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information..

**On Track to English Language Proficiency (ELP) Details
for Elementary (Grades K-5)**

Long Term Goal¹: 80%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 2-year Average |
|----------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------|
| All Students | N/A | 55.9% | 54.5% | 55.2% |

**On Track to English Language Proficiency (ELP) Details
for Middle (Grades 6-8)**

Long Term Goal¹: 80%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 2-year Average |
|----------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------|
| All Students | N/A | 36.7% | 33.0% | 34.8% |

**On Track to English Language Proficiency (ELP) Details
for High (Grades 9-12)**

Long Term Goal¹: 80%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 2-year Average |
|----------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------|
| All Students | N/A | 32.7% | 31.0% | 31.8% |

Notes:

¹ The State long-term goal in 2024-25

English Language Arts Participation Details for Elementary (Grades 3-5)

Annual Goal¹: 94.5%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 96.6% | 95.8% | 95.7% | 96.0% |
| Economically Disadvantaged | 97.4% | 96.3% | 96.2% | 96.6% |
| English Learners ² | 98.9% | 98.5% | 98.0% | 98.5% |
| Students with Disabilities | 92.0% | 90.1% | 88.9% | 90.3% |
| American Indian/Alaska Native | 96.7% | 95.1% | 95.3% | 95.7% |
| Black/African American | 96.1% | 94.6% | 93.4% | 94.7% |
| Hispanic/Latino | 98.2% | 97.6% | 97.2% | 97.7% |
| Native Hawaiian/Pacific Islander | 98.9% | 98.0% | 98.1% | 98.3% |
| Underserved Race/Ethnicity ³ | 98.0% | 97.3% | 96.8% | 97.4% |
| Asian | 97.8% | 98.0% | 98.2% | 98.0% |
| White | 95.8% | 95.1% | 95.1% | 95.3% |
| Multi-racial ⁴ | 96.4% | 95.5% | 95.4% | 95.8% |

Mathematics Participation Details for Elementary (Grades 3-5)

Annual Goal¹: 94.5%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 96.3% | 95.5% | 95.4% | 95.7% |
| Economically Disadvantaged | 97.1% | 96.0% | 95.8% | 96.3% |
| English Learners ² | 98.8% | 98.2% | 97.8% | 98.3% |
| Students with Disabilities | 91.6% | 89.7% | 88.5% | 89.9% |
| American Indian/Alaska Native | 96.6% | 95.1% | 94.9% | 95.5% |
| Black/African American | 95.7% | 93.6% | 92.4% | 93.9% |
| Hispanic/Latino | 98.0% | 97.4% | 97.0% | 97.4% |
| Native Hawaiian/Pacific Islander | 98.3% | 97.6% | 97.8% | 97.9% |
| Underserved Race/Ethnicity ³ | 97.8% | 97.0% | 96.5% | 97.1% |
| Asian | 97.9% | 97.8% | 98.2% | 98.0% |
| White | 95.5% | 94.7% | 94.8% | 95.0% |
| Multi-racial ⁴ | 96.2% | 95.3% | 94.8% | 95.4% |

Notes:

¹ Assessment participation has an annual goal of 94.5%

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Participation Details for Middle (Grades 6-8)

Annual Goal¹: 94.5%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 96.3% | 95.2% | 94.7% | 95.4% |
| Economically Disadvantaged | 96.9% | 95.7% | 95.2% | 95.9% |
| English Learners ² | 98.4% | 98.1% | 97.8% | 98.1% |
| Students with Disabilities | 93.4% | 91.1% | 90.1% | 91.6% |
| American Indian/Alaska Native | 96.0% | 94.7% | 94.7% | 95.1% |
| Black/African American | 95.7% | 93.4% | 92.5% | 93.9% |
| Hispanic/Latino | 98.0% | 97.4% | 96.8% | 97.4% |
| Native Hawaiian/Pacific Islander | 97.6% | 96.5% | 96.1% | 96.7% |
| Underserved Race/Ethnicity ³ | 97.7% | 96.9% | 96.4% | 97.0% |
| Asian | 97.7% | 97.2% | 97.4% | 97.4% |
| White | 95.7% | 94.8% | 93.9% | 94.7% |
| Multi-racial ⁴ | 95.7% | 94.8% | 93.9% | 94.8% |

Mathematics Participation Details for Middle (Grades 6-8)

Annual Goal¹: 94.5%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 95.6% | 94.4% | 93.9% | 94.6% |
| Economically Disadvantaged | 96.2% | 94.9% | 94.3% | 95.2% |
| English Learners ² | 98.2% | 97.8% | 97.3% | 97.7% |
| Students with Disabilities | 92.4% | 90.3% | 89.2% | 90.6% |
| American Indian/Alaska Native | 95.1% | 94.1% | 93.7% | 94.3% |
| Black/African American | 94.5% | 91.5% | 91.0% | 92.3% |
| Hispanic/Latino | 97.5% | 96.8% | 96.2% | 96.8% |
| Native Hawaiian/Pacific Islander | 97.6% | 96.1% | 95.3% | 96.3% |
| Underserved Race/Ethnicity ³ | 97.1% | 96.2% | 95.6% | 96.3% |
| Asian | 97.5% | 96.8% | 97.1% | 97.1% |
| White | 94.9% | 93.5% | 93.0% | 93.8% |
| Multi-racial ⁴ | 94.8% | 94.0% | 92.7% | 93.8% |

Notes:

¹ Assessment participation has an annual goal of 94.5%

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Participation Details for High (Grade 11)

Annual Goal¹: 94.5%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 90.0% | 88.2% | 85.9% | 88.0% |
| Economically Disadvantaged | 91.6% | 90.1% | 87.9% | 89.9% |
| English Learners ² | 94.1% | 90.4% | 89.9% | 91.1% |
| Students with Disabilities | 89.2% | 87.4% | 83.4% | 86.7% |
| American Indian/Alaska Native | 90.7% | 88.8% | 87.4% | 89.0% |
| Black/African American | 88.7% | 84.1% | 80.6% | 84.5% |
| Hispanic/Latino | 93.7% | 92.7% | 90.8% | 92.4% |
| Native Hawaiian/Pacific Islander | 91.4% | 93.4% | 90.7% | 91.8% |
| Underserved Race/Ethnicity ³ | 92.9% | 91.7% | 89.7% | 91.4% |
| Asian | 89.9% | 87.1% | 84.8% | 86.9% |
| White | 88.9% | 87.1% | 84.8% | 86.9% |
| Multi-racial ⁴ | 90.4% | 88.6% | 84.1% | 87.6% |

Mathematics Participation Details for High (Grade 11)

Annual Goal¹: 94.5%

| Student Group | School Year 2015-16 | School Year 2016-17 | School Year 2017-18 | 3-year Average |
|---|------------------------|------------------------|------------------------|-------------------|
| All Students | 87.4% | 85.6% | 83.1% | 85.4% |
| Economically Disadvantaged | 89.7% | 88.0% | 85.8% | 87.8% |
| English Learners ² | 93.5% | 87.5% | 88.1% | 89.3% |
| Students with Disabilities | 87.2% | 85.6% | 81.4% | 84.8% |
| American Indian/Alaska Native | 89.0% | 86.5% | 81.4% | 84.8% |
| Black/African American | 85.4% | 80.6% | 76.0% | 80.7% |
| Hispanic/Latino | 92.6% | 90.4% | 89.1% | 90.6% |
| Native Hawaiian/Pacific Islander | 88.7% | 91.3% | 89.0% | 89.7% |
| Underserved Race/Ethnicity ³ | 91.5% | 89.3% | 87.7% | 89.5% |
| Asian | 86.6% | 80.0% | 75.2% | 80.5% |
| White | 85.9% | 84.5% | 82.0% | 84.2% |
| Multi-racial ⁴ | 86.8% | 84.6% | 80.7% | 83.9% |

Notes:

¹ Assessment participation has an annual goal of 94.5%

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

A Detailed MIP manual is available online on the [Report Card Policy](#) page.

Additional Performance and Participation Data available online on the [Assessment Group Reports](#) page.

Assessment Non-participation

On June 22, 2015, House Bill 2655 was signed into law (effective January 1, 2016). Under House Bill 2655, parents and adult students were permitted to annually opt out of Oregon's statewide summative tests in English Language Arts (ELA) and Math. The following tables show types of non-participation from the 2014-2015 school year through the 2017-2018 school year. Parents have historically had the ability to refuse their child's participation in state tests for religious or disability-related reasons; however, there have been sharp declines in this type of non-participation since the opt-out option went into effect in the 2015-16 school year.

Percent Non-participant of Students Eligible to Take Smarter Balanced, ELA, 1415-1718

| Non-Participant Type | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------------------------|---------|---------|---------|---------|
| Absent | 0.0 | 0.1 | 0.0 | 0.0 |
| Parent Refused Child Participation | 1.4 | 0.0 | 0.0 | 0.0 |
| Opt Out | 0.0 | 2.8 | 3.5 | 2.8 |
| Non-Participant Reason Unknown | 2.6 | 1.6 | 1.9 | 3.4 |

Percent Non-participant of Students Eligible to Take Smarter Balanced, Math, 1415-1718

| Non-Participant Type | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------------------------|---------|---------|---------|---------|
| Absent | 0.0 | 0.1 | 0.0 | 0.1 |
| Parent Refused Child Participation | 1.5 | 0.0 | 0.0 | 0.0 |
| Opt Out | 0.0 | 3.3 | 3.6 | 3.3 |
| Non-Participant Reason Unknown | 2.9 | 1.9 | 2.7 | 3.5 |

Across both ELA and Math, there is a slight decrease in the percentage of those who opted out of taking the Smarter Balanced assessment in the 2017-18 school year. In 2017-18, 2.8 percent of students opted out of ELA and 3.3 percent of students opted out in Math. The percent of non-participants for unknown reasons rose to 3.4 percent of students in ELA and 3.5 percent in Math in the 2017-18 school year. For more information about student assessment and the option to opt-out of statewide summative assessments visit the [student assessment page](#).

STUDENT SUCCESS

Indicators of Achievement

The Statewide Report Card provides statewide results of academic achievement along with other indicators of student success. Oregon measures student performance and progress in several ways: through statewide assessments at grades 3, 4, 5, 6, 7, 8 and 11; through national and international achievement tests such as the National Assessment of Educational Progress (NAEP) and the Trends in International and Science Study (TIMSS). Graduation and dropout rates, as well as school and district report cards, provide useful measures of student performance and progress.

Statewide Tests Measure Standards

Oregon began testing students statewide in reading, writing and mathematics in the spring of 1991. In 2001, science was added to the list of subjects tested for grades 8 and 10, and the following year it was expanded to include grade 5. Statewide tests are “criterion-referenced,” meaning student performance is evaluated against predetermined standards. In 2010-11, the high school grade of accountability (the grade in which tests are generally given) was changed from 10th grade to 11th grade.

Beginning in the 2014-15 school year, we replaced our previous state tests in reading, writing and mathematics with the new college and career-readiness assessments (Smarter Balanced in English Language Arts [ELA] and Mathematics, and the Oregon Extended Assessment in ELA, mathematics and science). Achievement levels for ELA, Mathematics and Science are provided in the tables below. For Smarter Balanced and Oregon Extended, levels 3 and 4 are considered proficient for purposes of state and federal accountability.

Scores Required to Meet Achievement Levels on Statewide Assessments (cut scores) 2017-18

| Grade Level | English Language Arts | | | Mathematics | | | Science | |
|-------------|-----------------------|---------|---------|-------------|---------|---------|---------|--------|
| | Level 2 | Level 3 | Level 4 | Level 2 | Level 3 | Level 4 | Meet | Exceed |
| Grade 3 | 2367 | 2432 | 2490 | 2381 | 2436 | 2501 | N/A | N/A |
| Grade 4 | 2416 | 2473 | 2533 | 2411 | 2485 | 2549 | N/A | N/A |
| Grade 5 | 2442 | 2502 | 2582 | 2455 | 2528 | 2579 | 226 | 239 |
| Grade 6 | 2457 | 2531 | 2618 | 2473 | 2552 | 2610 | N/A | N/A |
| Grade 7 | 2479 | 2552 | 2649 | 2484 | 2567 | 2635 | N/A | N/A |
| Grade 8 | 2487 | 2567 | 2668 | 2504 | 2586 | 2653 | 235 | 247 |
| High School | 2493 | 2583 | 2682 | 2543 | 2628 | 2718 | 240 | 252 |

Oregon Extended (Alternate)

| Grade Level | English Language Arts | | | Mathematics | | | Science | | |
|-------------|-----------------------|---------|---------|-------------|---------|---------|---------|---------|---------|
| | Level 2 | Level 3 | Level 4 | Level 2 | Level 3 | Level 4 | Level 2 | Level 3 | Level 4 |
| Grade 3 | 192 | 213 | 228 | 192 | 201 | 218 | N/A | N/A | N/A |
| Grade 4 | 200 | 213 | 228 | 193 | 206 | 219 | N/A | N/A | N/A |
| Grade 5 | 202 | 220 | 232 | 193 | 206 | 220 | 506 | 517 | 530 |
| Grade 6 | 205 | 220 | 233 | 204 | 208 | 222 | N/A | N/A | N/A |
| Grade 7 | 208 | 222 | 236 | 207 | 209 | 223 | N/A | N/A | N/A |
| Grade 8 | 213 | 224 | 236 | 208 | 212 | 226 | 810 | 820 | 831 |
| High School | 899 | 920 | 927 | 901 | 907 | 922 | 901 | 914 | 929 |

Data from [Achievement/Performance Standards](#).

Find information about Oregon [academic standards](#) online.

Find [test score data](#) online.

Find cut scores required to meet [Essential Skills graduation requirements](#) online.

Student Performance in 2017-18
Percent of Students at Level 3 or 4 / Meets or Exceeds

Grade 3

| | English Language Arts (ELA) | Mathematics | Science |
|----------------------------------|-----------------------------|-------------|---------|
| All Students | 47% | 46% | N/A |
| Economically Disadvantaged | 34% | 35% | N/A |
| English Learners* | 9% | 14% | N/A |
| Students with Disabilities | 21% | 22% | N/A |
| American Indian/Alaska Native | 32% | 33% | N/A |
| Asian (not of Hispanic origin) | 64% | 68% | N/A |
| Black (not of Hispanic origin) | 25% | 22% | N/A |
| Hispanic origin | 28% | 29% | N/A |
| Multi-racial | 52% | 49% | N/A |
| Native Hawaiian/Pacific Islander | 27% | 27% | N/A |
| White (not of Hispanic origin) | 54% | 53% | N/A |
| Extended Assessment** | 35% | 38% | N/A |

Grade 4

| | English Language Arts (ELA) | Mathematics | Science |
|----------------------------------|-----------------------------|-------------|---------|
| All Students | 50% | 43% | N/A |
| Economically Disadvantaged | 37% | 31% | N/A |
| English Learners* | 9% | 9% | N/A |
| Students with Disabilities | 21% | 18% | N/A |
| American Indian/Alaska Native | 30% | 27% | N/A |
| Asian (not of Hispanic origin) | 68% | 68% | N/A |
| Black (not of Hispanic origin) | 28% | 19% | N/A |
| Hispanic origin | 31% | 25% | N/A |
| Multi-racial | 55% | 46% | N/A |
| Native Hawaiian/Pacific Islander | 27% | 19% | N/A |
| White (not of Hispanic origin) | 57% | 50% | N/A |
| Extended Assessment** | 53% | 34% | N/A |

Grade 5

| | English Language Arts (ELA) | Mathematics | Science |
|----------------------------------|-----------------------------|-------------|---------|
| All Students | 55% | 40% | 65% |
| Economically Disadvantaged | 43% | 27% | 53% |
| English Learners* | 8% | 6% | 15% |
| Students with Disabilities | 21% | 14% | 35% |
| American Indian/Alaska Native | 37% | 24% | 50% |
| Asian (not of Hispanic origin) | 75% | 66% | 76% |
| Black (not of Hispanic origin) | 32% | 17% | 38% |
| Hispanic origin | 36% | 23% | 43% |
| Multi-racial | 58% | 41% | 69% |
| Native Hawaiian/Pacific Islander | 43% | 26% | 45% |
| White (not of Hispanic origin) | 62% | 46% | 74% |
| Extended Assessment** | 41% | 36% | 51% |

Student Performance in 2017-18
Percent of Students at Level 3 or 4 / Meets or Exceeds

Grade 6

| | English Language Arts (ELA) | Mathematics | Science |
|----------------------------------|-----------------------------|-------------|---------|
| All Students | 52% | 38% | N/A |
| Economically Disadvantaged | 40% | 26% | N/A |
| English Learners* | 6% | <5% | N/A |
| Students with Disabilities | 15% | 9% | N/A |
| American Indian/Alaska Native | 34% | 21% | N/A |
| Asian (not of Hispanic origin) | 70% | 64% | N/A |
| Black (not of Hispanic origin) | 31% | 14% | N/A |
| Hispanic origin | 36% | 22% | N/A |
| Multi-racial | 57% | 43% | N/A |
| Native Hawaiian/Pacific Islander | 36% | 23% | N/A |
| White (not of Hispanic origin) | 58% | 44% | N/A |
| Extended Assessment** | 44% | 34% | N/A |

Grade 7

| | English Language Arts (ELA) | Mathematics | Science |
|----------------------------------|-----------------------------|-------------|---------|
| All Students | 57% | 42% | N/A |
| Economically Disadvantaged | 44% | 28% | N/A |
| English Learners* | 5% | <5% | N/A |
| Students with Disabilities | 16% | 10% | N/A |
| American Indian/Alaska Native | 39% | 24% | N/A |
| Asian (not of Hispanic origin) | 77% | 69% | N/A |
| Black (not of Hispanic origin) | 32% | 18% | N/A |
| Hispanic origin | 40% | 24% | N/A |
| Multi-racial | 60% | 45% | N/A |
| Native Hawaiian/Pacific Islander | 41% | 28% | N/A |
| White (not of Hispanic origin) | 63% | 48% | N/A |
| Extended Assessment** | 44% | 34% | N/A |

Grade 8

| | English Language Arts (ELA) | Mathematics | Science |
|----------------------------------|-----------------------------|-------------|---------|
| All Students | 56% | 41% | 60% |
| Economically Disadvantaged | 43% | 27% | 48% |
| English Learners* | 4% | 5% | 9% |
| Students with Disabilities | 16% | 8% | 27% |
| Asian (not of Hispanic origin) | 41% | 24% | 48% |
| Black (not of Hispanic origin) | 75% | 71% | 72% |
| Hispanic origin | 33% | 17% | 31% |
| Multi-racial | 40% | 24% | 40% |
| Native Hawaiian/Pacific Islander | 58% | 42% | 64% |
| American Indian/Alaska Native | 38% | 29% | 37% |
| White (not of Hispanic origin) | 62% | 46% | 68% |
| Extended Assessment** | 41% | 36% | 51% |

Student Performance in 2017-18

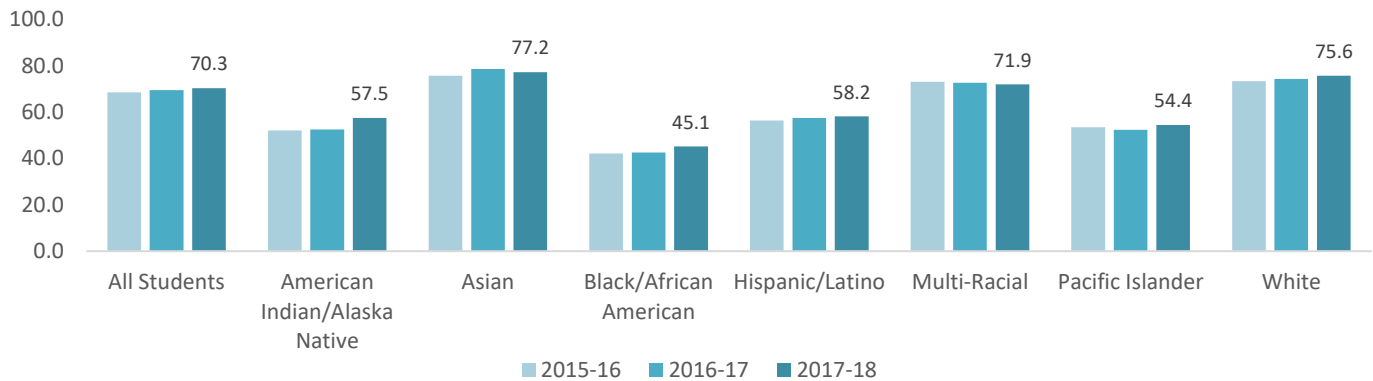
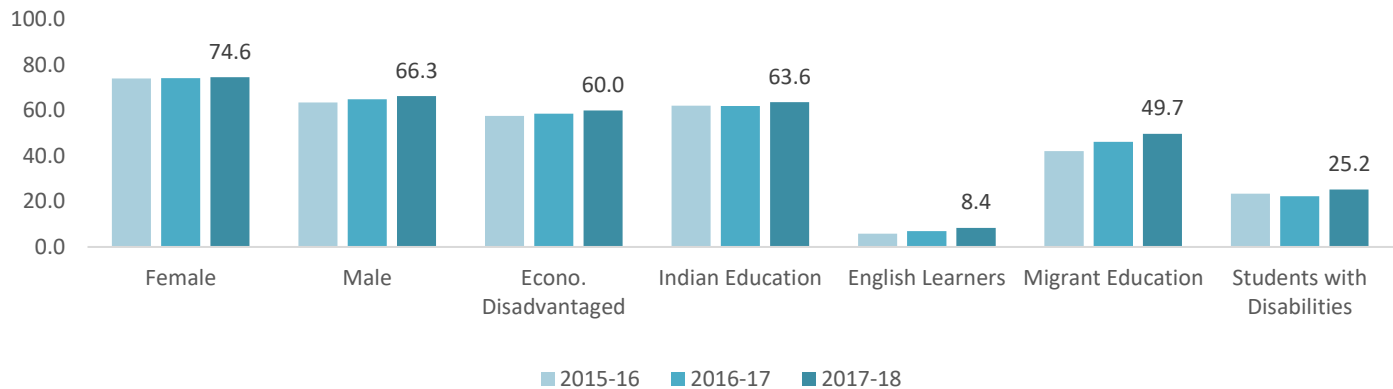
Percent of Students at Level 3 or 4 / Meets or Exceeds

High School

Percent of Students at Level 3 or 4 / Meets or Exceeds

| | English Language Arts (ELA) | Mathematics | Science |
|----------------------------------|-----------------------------|-------------|---------|
| All Students | 70% | 33% | 54% |
| Economically Disadvantaged | 60% | 22% | 42% |
| English Learners* | 8% | <5% | <5% |
| Students with Disabilities | 25% | 5% | 17% |
| American Indian/Alaska Native | 58% | 18% | 42% |
| Asian (not of Hispanic origin) | 77% | 57% | 62% |
| Black (not of Hispanic origin) | 45% | 13% | 25% |
| Hispanic origin | 58% | 20% | 34% |
| Multi-racial | 72% | 35% | 56% |
| Native Hawaiian/Pacific Islander | 54% | 19% | 31% |
| White (not of Hispanic origin) | 76% | 38% | 61% |
| Extended Assessment** | 56% | 40% | 62% |

High School (Grade 11) English Language Arts Performance



Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

* English Learners is the term for students identified as having a language other than English. This group only includes students eligible for or participating in an English Learner program in the current school year.

** Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on an alternate scale.

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT

The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), also known as "[The Nation's Report Card](#)," has conducted national assessments since 1969 in many content areas, including social studies and the arts. Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in mathematics, reading, science and writing. The [National Center for Education Statistics](#) within the U.S. Department of Education is responsible for carrying out NAEP. The independent, non-partisan [National Assessment Governing Board](#) oversees and sets policy for NAEP.

Differences between NAEP and Oregon State Assessments

Unlike Oregon state assessments, NAEP does **not** provide individual scores for students, schools or districts in Oregon for several reasons:

- NAEP is a survey assessment, so results are based on samples of students representative of the state or nation;
- Each student takes a small part of the overall assessment, so only when the scores are aggregated for groups of students are the data considered valid and reliable estimates of what students know and can do in the content area;
- Federal law requires that NAEP data remain confidential, so no personally identifiable information about students is linked to the NAEP assessment data.

There are other important differences between NAEP and Oregon state assessments. NAEP produces state results only for 4th and 8th graders, while Oregon state assessments report results for students in elementary, middle and high school grade levels. The content tested in a NAEP assessment is determined by a national panel of experts convened by the National Assessment Governing Board. Oregon state assessments test the knowledge and skills laid out in the content standards adopted by the Oregon State Board of Education.

NAEP Assessment Schedule

This report includes results from the 2016-17 NAEP state mathematics and reading assessments, as well as from the most recent NAEP state science assessment. In 2016-17, for the first time, the NAEP state mathematics and reading assessments were delivered digitally, on tablet computers brought in by NAEP in every state. For 2018-19, NAEP will again conduct state mathematics and reading assessments at grades 4 and 8, as well as a national science assessment at grades 4, 8 and 12 and national assessments in mathematics and reading at grade 12. Results from these assessments will be reported beginning in Fall 2019.



National Assessment of Educational Progress: Reading, Grade 4, 2017

NAEP reports achievement levels and average scale scores. Average scale scores for reading are expressed on a 0-500 scale. NAEP has three achievement levels: Basic, Proficient and Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Achievement Levels:

| | |
|------------|--|
| Basic | Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade |
| Proficient | Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter |
| Advanced | Superior performance beyond proficient |

| 2017 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates | | Advanced % | Proficient % | Basic % | Below Basic % | Participating % |
|--|---------------|------------|--------------|---------|---------------|-----------------|
| All Students | Oregon | 8 | 26 | 30 | 37 | 99 |
| | United States | 9 | 27 | 31 | 33* | 98* |
| Economically Disadvantaged | Oregon | 4 | 19 | 30 | 48 | ~ |
| | United States | 3 | 18 | 32 | 46 | ~ |
| English Learners | Oregon | # | 4 | 18 | 78 | 97 |
| | United States | 1 | 8* | 23 | 68* | 92* |
| Students with Disabilities | Oregon | 2 | 11 | 15 | 72 | 93 |
| | United States | 2 | 9 | 18 | 71 | 88* |
| Female | Oregon | 10 | 27 | 30 | 32 | 99 |
| | United States | 10 | 28 | 32 | 30 | 98* |
| Male | Oregon | 5 | 24 | 29 | 42 | 98 |
| | United States | 8* | 25 | 30 | 36* | 97 |
| American Indian/Alaska Native (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 3 | 18 | 28 | 51 | 98 |
| Asian (not of Hispanic origin) | Oregon | 13 | 34 | 31 | 21 | ~ |
| | United States | 22* | 36 | 25 | 16 | ~ |
| Black (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 3 | 16 | 31 | 50 | 97 |
| Hispanic origin | Oregon | 3 | 15 | 27 | 56 | 98 |
| | United States | 4 | 18 | 32* | 46* | 97* |
| Native Hawaiian or other Pacific Islander (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 4 | 22 | 30 | 44 | ~ |
| Two or more races (not of Hispanic origin) | Oregon | 10 | 29 | 30 | 32 | 100 |
| | United States | 11 | 29 | 32 | 28 | 98* |
| White (not of Hispanic origin) | Oregon | 10 | 30 | 31 | 30 | 99 |
| | United States | 12 | 34* | 32 | 22* | 98 |

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Reading, Grade 8, 2017

| 2017 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates | | Advanced % | Proficient % | Basic % | Below Basic % | Participating % |
|--|---------------|------------|--------------|---------|---------------|-----------------|
| All Students | Oregon | 4 | 32 | 40 | 24 | 98 |
| | United States | 4 | 31 | 41 | 25 | 98 |
| Economically Disadvantaged | Oregon | 2 | 24 | 43 | 31 | ~ |
| | United States | 1 | 20* | 43 | 36* | ~ |
| English Learners | Oregon | # | 1 | 12 | 87 | 93 |
| | United States | # | 5 | 27* | 68* | 89 |
| Students with Disabilities | Oregon | # | 6 | 27 | 66 | 87 |
| | United States | # | 7 | 27 | 66 | 88 |
| Female | Oregon | 6 | 37 | 39 | 18 | 98 |
| | United States | 5 | 35 | 40 | 20 | 98 |
| Male | Oregon | 2 | 27 | 41 | 29 | 97 |
| | United States | 3 | 27 | 41 | 29 | 97 |
| American Indian/Alaska Native (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 1 | 20 | 42 | 37 | 97 |
| Asian (not of Hispanic origin) | Oregon | 9 | 47 | 32 | 12 | ~ |
| | United States | 12 | 45 | 30 | 13 | ~ |
| Black (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 1 | 16 | 42 | 41 | 97 |
| Hispanic origin | Oregon | 1 | 18 | 43 | 38 | 97 |
| | United States | 1 | 21 | 44 | 34 | 97 |
| Native Hawaiian or other Pacific Islander (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 2 | 21 | 41 | 36 | ~ |
| Two or more races (not of Hispanic origin) | Oregon | 6 | 34 | 44 | 16 | 98 |
| | United States | 5 | 35 | 41 | 20 | 99 |
| White (not of Hispanic origin) | Oregon | 5 | 38 | 39 | 18 | 98 |
| | United States | 5 | 39 | 40 | 17 | 98 |

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

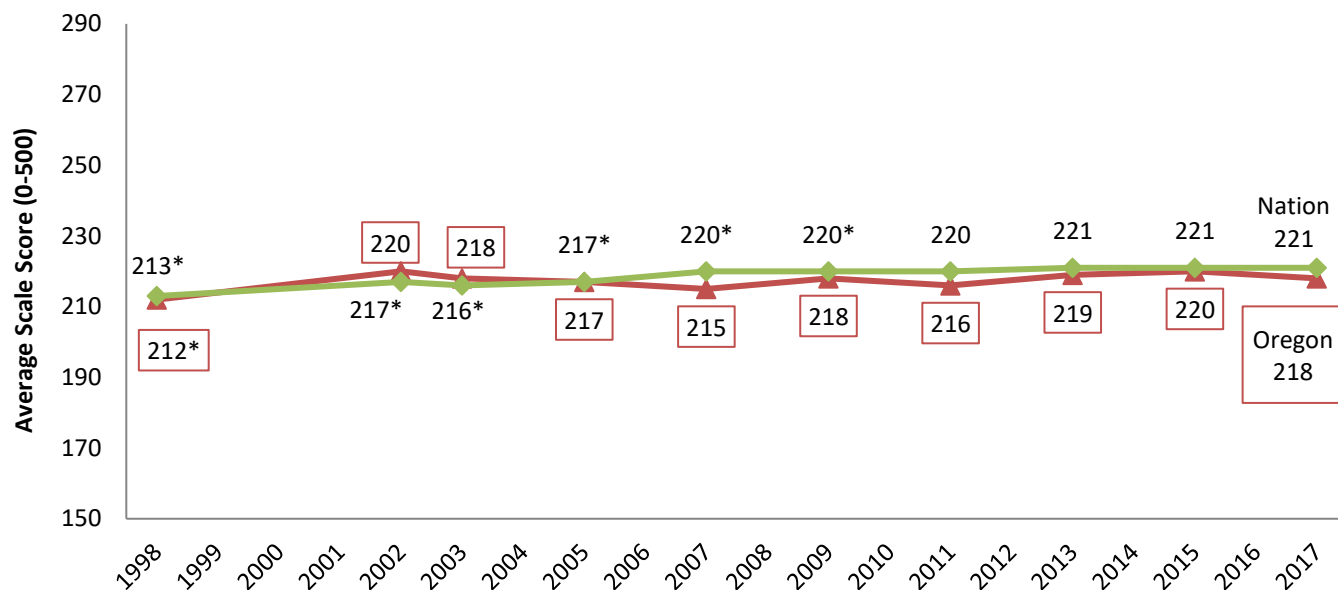
Achievement level results from the 2017 NAEP reading assessment show that a larger percentage of all Oregon 4th graders performed at the "Below Basic" level than 4th graders in the nation's public schools. This was also true for Oregon English Learners, male students, Hispanic students and White students. A smaller percentage of Oregon Hispanic 4th graders performed at the "Basic" level than their peers in the nation's public schools. Smaller percentages of Oregon English Learners and White students performed at the "Proficient" level than their peers nationally, and smaller percentages of Oregon male students and Asian students reached the "Advanced" level than their peers in the nation's public schools.

In 8th grade, a smaller percentage of Oregon Economically Disadvantaged 8th graders performed at the "Below Basic" level than Economically Disadvantaged 8th graders in the nation's public schools. However, a larger percentage of Oregon English Learners performed at the "Below Basic" level and a smaller percentage performed at the "Basic" level than their peers nationally. A larger percentage of Economically Disadvantaged 8th graders in Oregon performed at the "Proficient" level in comparison with their peers in the nation's public schools.

National Assessment of Educational Progress: Reading

Grade 4 Average Scale Scores 1998 - 2017: Oregon and the Nation

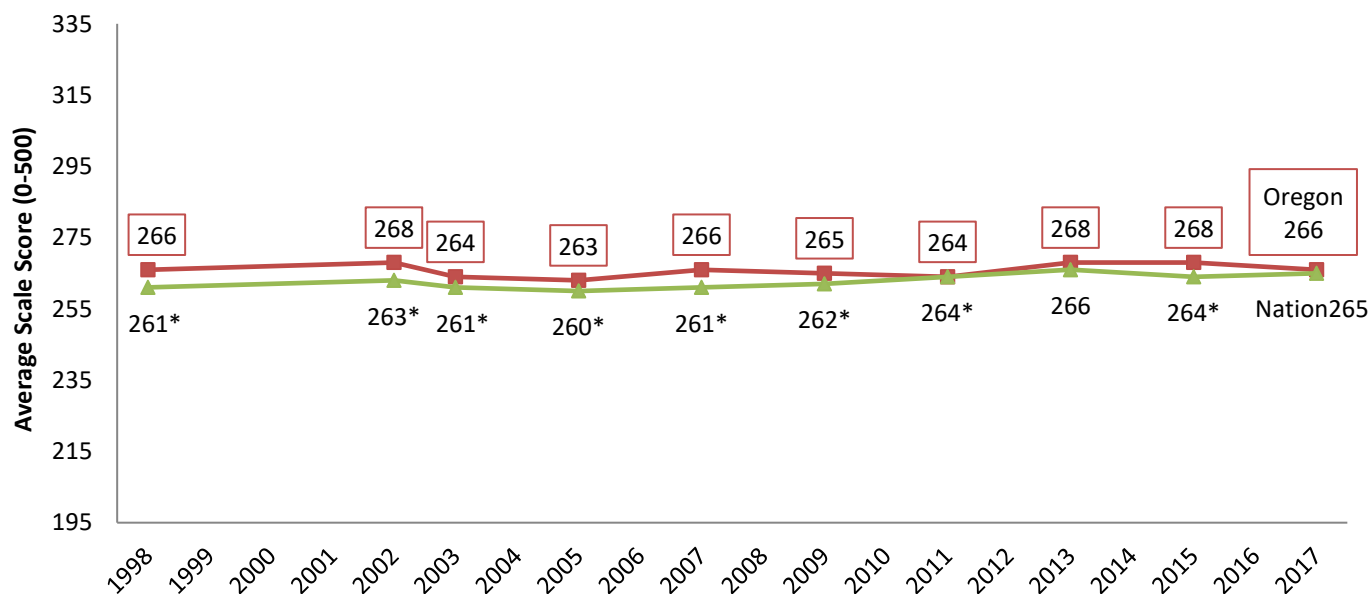
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2017, Oregon's 4th graders scored 218, which was statistically lower than 4th graders in the nation's public schools (221).



* Value is significantly different from the value for the same jurisdiction in 2017.
Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 1998 - 2017: Oregon and the Nation

In 1998, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2017, Oregon's 8th graders scored 266, which was statistically the same as 8th graders in the nation's public schools (265).



* Value is significantly different from the value for the same jurisdiction in 2017.
Values for Oregon are indicated with a box around the label.

National Assessment of Educational Progress: Mathematics, Grade 4, 2017

NAEP reports achievement levels and average scale scores. Average scale scores for math are expressed on a 0-500 scale. NAEP has three achievement levels: Basic, Proficient and Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Achievement Levels:

| | |
|------------|--|
| Basic | Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade |
| Proficient | Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter |
| Advanced | Superior performance beyond proficient |

| 2017 NAEP Grade 4 Math Results Achievement Levels & Participation Rates | | Advanced % | Proficient % | Basic % | Below Basic % | Participating % |
|---|---------------|------------|--------------|---------|---------------|-----------------|
| All Students | Oregon | 7 | 27 | 40 | 27 | 98 |
| | United States | 8 | 32* | 39 | 21* | 98 |
| Economically Disadvantaged | Oregon | 3 | 20 | 42 | 36 | ~ |
| | United States | 3 | 22 | 44 | 31* | ~ |
| English Learners | Oregon | # | 5 | 32 | 63 | 96 |
| | United States | 2 | 13* | 39* | 47* | 93* |
| Students with Disabilities | Oregon | 3 | 10 | 25 | 61 | 91 |
| | United States | 2 | 12 | 31 | 55 | 89 |
| Female | Oregon | 5 | 25 | 41 | 28 | 99 |
| | United States | 7 | 31* | 42 | 21* | 98 |
| Male | Oregon | 8 | 28 | 38 | 26 | 98 |
| | United States | 9 | 32* | 37 | 21* | 98 |
| American Indian/Alaska Native (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 3 | 22 | 44 | 31 | 98 |
| Asian (not of Hispanic origin) | Oregon | 18 | 35 | 33 | 14 | ~ |
| | United States | 26 | 41 | 25 | 8 | ~ |
| Black (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 2 | 17 | 44 | 37 | 97 |
| Hispanic origin | Oregon | 2 | 17 | 36 | 44 | 98 |
| | United States | 3 | 23* | 44* | 30* | 97 |
| Native Hawaiian or other Pacific Islander (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 4 | 23 | 43 | 30 | ~ |
| Two or more races (not of Hispanic origin) | Oregon | 6 | 26 | 46 | 22 | 97 |
| | United States | 10 | 34 | 39 | 16 | 98 |
| White (not of Hispanic origin) | Oregon | 8 | 31 | 41 | 20 | 99 |
| | United States | 11* | 40* | 37* | 12* | 99 |

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Mathematics, Grade 8, 2017

| 2017 NAEP Grade 8 Math Results Achievement Levels & Participation Rates | | Advanced % | Proficient % | Basic % | Below Basic % | Participating % |
|---|---------------|------------|--------------|---------|---------------|-----------------|
| All Students | Oregon | 9 | 24 | 36 | 30 | 99 |
| | United States | 10 | 24 | 36 | 31 | 98 |
| Economically Disadvantaged | Oregon | 4 | 18 | 37 | 40 | ~ |
| | United States | 3 | 15* | 37 | 45* | ~ |
| English Learners | Oregon | 1 | 2 | 16 | 82 | 97 |
| | United States | 1 | 5 | 23 | 72* | 90* |
| Students with Disabilities | Oregon | 2 | 7 | 19 | 72 | 90 |
| | United States | 1 | 5 | 20 | 74 | 89 |
| Female | Oregon | 9 | 23 | 37 | 31 | 99 |
| | United States | 9 | 24 | 37 | 31 | 99* |
| Male | Oregon | 10 | 26 | 35 | 30 | 98 |
| | United States | 11 | 23 | 34 | 31 | 98 |
| American Indian/Alaska Native (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 4 | 15 | 38 | 43 | 98 |
| Asian (not of Hispanic origin) | Oregon | 27 | 32 | 25 | 15 | ~ |
| | United States | 32 | 32 | 24 | 12 | ~ |
| Black (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 2 | 11 | 34 | 54 | 98 |
| Hispanic origin | Oregon | 3 | 14 | 38 | 46 | 98 |
| | United States | 3 | 16 | 37 | 43 | 97 |
| Native Hawaiian or other Pacific Islander (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 5 | 18 | 39 | 38 | ~ |
| Two or more races (not of Hispanic origin) | Oregon | 15 | 26 | 28 | 31 | 98 |
| | United States | 12 | 24 | 36 | 28 | 99 |
| White (not of Hispanic origin) | Oregon | 10 | 29 | 37 | 23 | 99 |
| | United States | 13* | 30 | 37 | 20* | 98 |

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

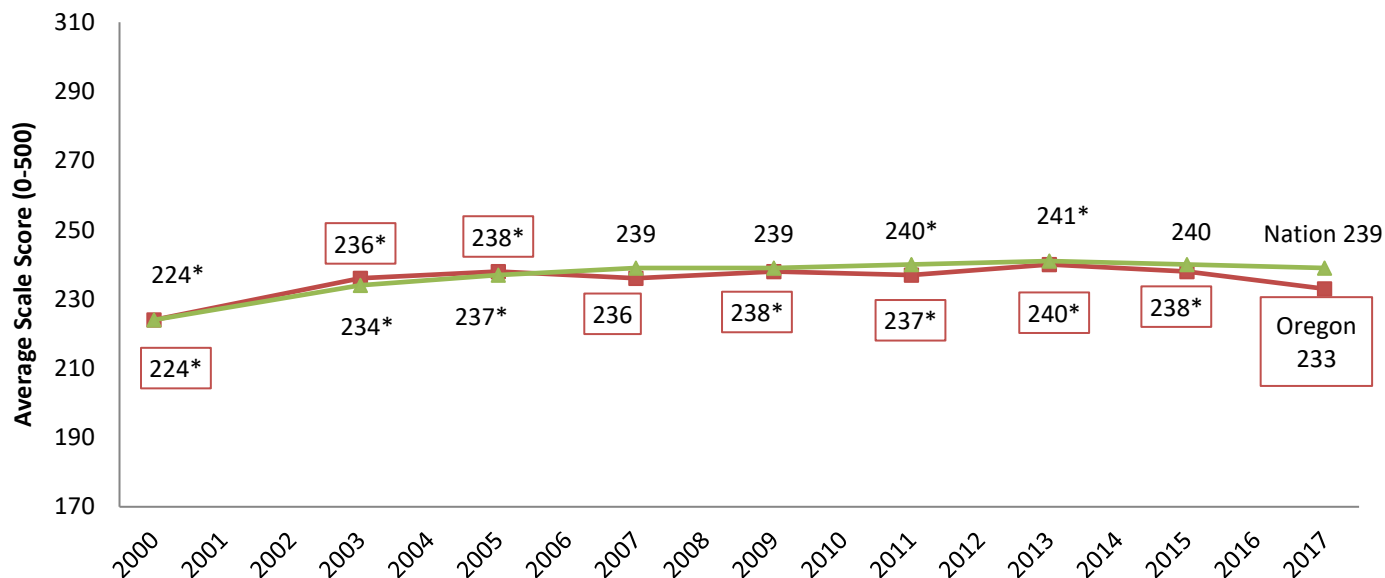
Achievement level results from the 2017 NAEP mathematics assessment show that a larger percentage of all Oregon 4th graders performed at the "Below Basic" level than 4th graders in the nation's public schools. This was also true for Economically Disadvantaged students, English Learners, female students, male students, Hispanic students and White students in Oregon. Smaller percentages of Oregon English Learners and Hispanic students, and a larger percentage of Oregon White students, performed at the "Basic" level than their peers in the nation's public schools. Smaller percentages of all Oregon 4th graders, English Learners, female students, male students, Hispanic students and White students performed at the "Proficient" level, and a smaller percentage of Oregon White students reached the "Advanced" level, than their peers in the nation's public schools.

In 8th grade, a smaller percentage of Oregon Economically Disadvantaged students performed at the "Below Basic" level and a larger percentage at the "Proficient" level than their peers in the nation's public schools. Larger percentages of Oregon English Learners and White students performed at the "Below Basic" level, and a smaller percentage of Oregon White students reached the "Advanced" level, than their peers in the nation's public schools.

National Assessment of Educational Progress: Mathematics

Grade 4 Average Scale Scores 2000 - 2017: Oregon and the Nation

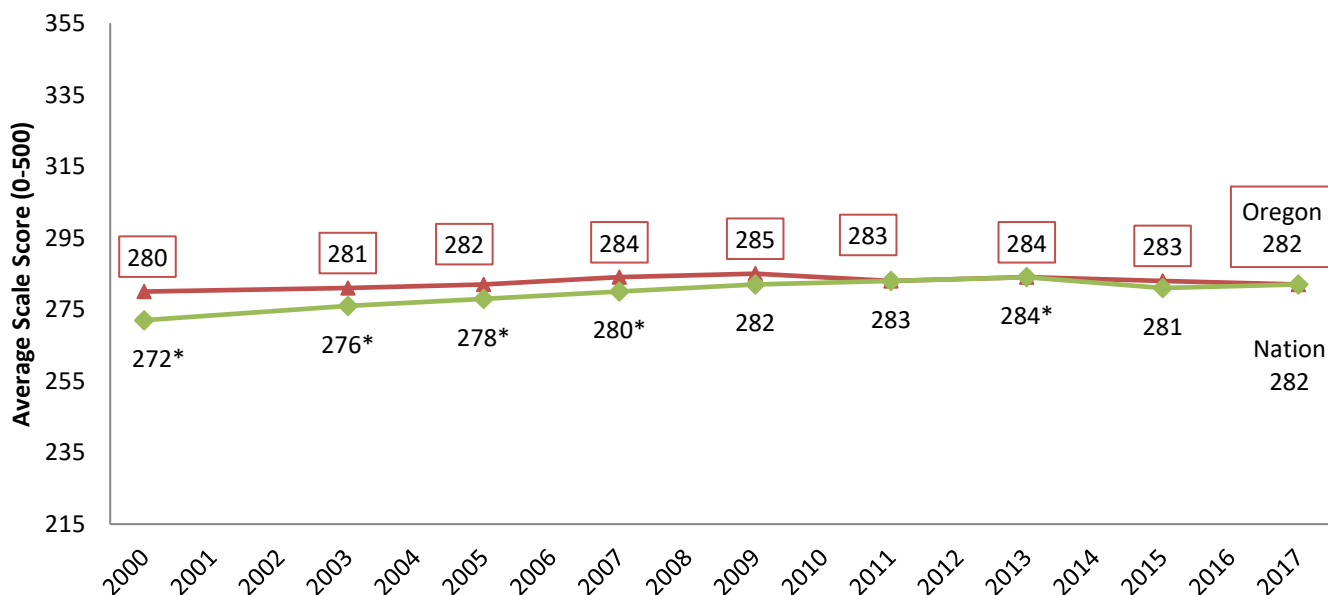
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2017, Oregon's 4th graders scored 233, which was statistically lower than 4th graders in the nation's public schools (239).



* Value is significantly different from the value for the same jurisdiction in 2017.
Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 2000 - 2017: Oregon and the Nation

In 2000, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2017, Oregon's 8th graders scored 282, which was the same as 8th graders in the nation's public schools.



* Value is significantly different from the value for the same jurisdiction in 2017.
Values for Oregon are indicated with a box around the label.

National Assessment of Educational Progress: Science, Grade 4, 2015

NAEP reports achievement levels and average scale scores. Average scale scores for science are expressed on a 0-300 scale. NAEP has three achievement levels: Basic, Proficient and Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Achievement Levels:

| | |
|------------|--|
| Basic | Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade |
| Proficient | Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter |
| Advanced | Superior performance beyond proficient |

| 2015 NAEP Grade 4 Science Results Achievement Levels & Participation Rates | | Advanced % | Proficient % | Basic % | Below Basic % | Participating % |
|--|---------------|------------|--------------|---------|---------------|-----------------|
| All Students | Oregon | 1 | 36 | 39 | 25 | 98 |
| | United States | 1 | 36 | 39 | 25 | 98 |
| Economically Disadvantaged | Oregon | # | 23 | 43 | 34 | ~ |
| | United States | # | 22 | 41 | 37* | ~ |
| English Learners | Oregon | # | 3 | 31 | 65 | 92 |
| | United States | # | 9* | 32 | 59 | 96* |
| Students with Disabilities | Oregon | # | 20 | 31 | 49 | 87 |
| | United States | # | 16 | 34 | 50 | 91 |
| Female | Oregon | 1 | 36 | 39 | 24 | 98 |
| | United States | 1 | 35 | 40 | 25 | 99 |
| Male | Oregon | 1 | 36 | 38 | 25 | 97 |
| | United States | 1 | 37 | 37 | 25 | 98 |
| American Indian/Alaska Native (not of Hispanic origin) | Oregon | # | 10 | 40 | 49 | 91 |
| | United States | # | 21 | 42 | 36 | 98* |
| Asian (not of Hispanic origin) | Oregon | 2 | 48 | 32 | 17 | ~ |
| | United States | 3 | 51 | 32 | 13 | ~ |
| Black (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | # | 14 | 39 | 47 | 98 |
| Hispanic origin | Oregon | # | 14 | 39 | 47 | 97 |
| | United States | # | 20* | 41 | 39* | 98 |
| Native Hawaiian or other Pacific Islander (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | # | 25 | 39 | 36 | ~ |
| Two or more races (not of Hispanic origin) | Oregon | 1 | 42 | 36 | 22 | 98 |
| | United States | 2 | 39 | 39 | 20 | 99 |
| White (not of Hispanic origin) | Oregon | 1 | 44 | 39 | 16 | 99 |
| | United States | 1 | 49* | 38 | 12* | 99 |

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Science, Grade 8, 2015

| 2015 NAEP Grade 8 Science Results Achievement Levels & Participation Rates | | Advanced % | Proficient % | Basic % | Below Basic % | Participating % |
|--|---------------|------------|--------------|---------|---------------|-----------------|
| All Students | Oregon | 1 | 35 | 36 | 28 | 98 |
| | United States | 2 | 31* | 34 | 33* | 98 |
| Economically Disadvantaged | Oregon | 1 | 25 | 37 | 38 | ~ |
| | United States | # | 18* | 33* | 48* | ~ |
| English Learners | Oregon | # | 2 | 8 | 90 | 89 |
| | United States | # | 3 | 15 | 82 | 92 |
| Students with Disabilities | Oregon | # | 11 | 24 | 65 | 87 |
| | United States | # | 8 | 21 | 71 | 90 |
| Female | Oregon | 1 | 32 | 38 | 29 | 98 |
| | United States | 1 | 29 | 35 | 35* | 99 |
| Male | Oregon | 2 | 38 | 34 | 26 | 97 |
| | United States | 2 | 33* | 32 | 32* | 98 |
| American Indian/Alaska Native (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | # | 16 | 36 | 47 | 98 |
| Asian (not of Hispanic origin) | Oregon | 4 | 46 | 32 | 18 | ~ |
| | United States | 4 | 44 | 32 | 20 | ~ |
| Black (not of Hispanic origin) | Oregon | # | 14 | 27 | 58 | 95 |
| | United States | # | 11 | 29 | 60 | 98 |
| Hispanic origin | Oregon | # | 15 | 35 | 49 | 99 |
| | United States | 1 | 17 | 33 | 49 | 98 |
| Native Hawaiian or other Pacific Islander (not of Hispanic origin) | Oregon | ~ | ~ | ~ | ~ | ~ |
| | United States | 1 | 16 | 30 | 53 | ~ |
| Two or more races (not of Hispanic origin) | Oregon | 3 | 46 | 29 | 23 | 99 |
| | United States | 3 | 34 | 35 | 28 | 99 |
| White (not of Hispanic origin) | Oregon | 2 | 42 | 37 | 19 | 98 |
| | United States | 3 | 43 | 35 | 19 | 99* |

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

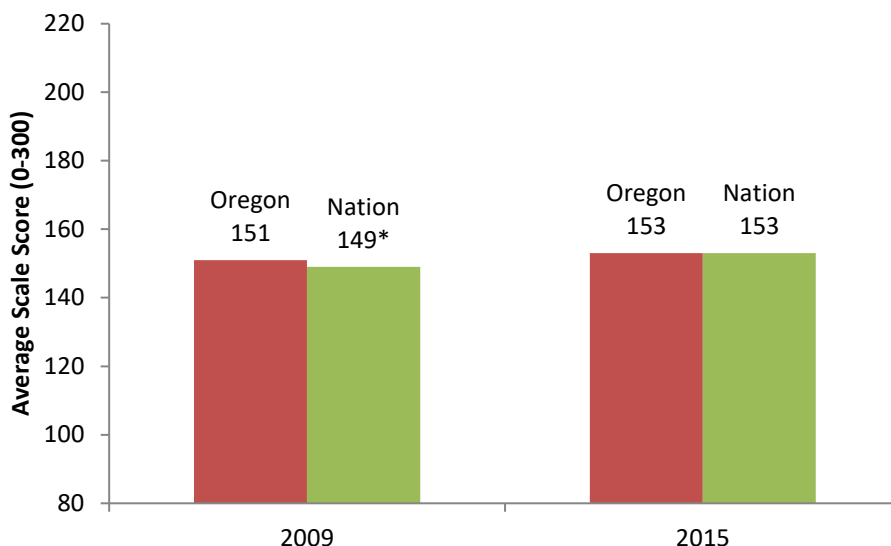
Achievement level results from the 2015 NAEP grade 4 science assessment show that, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon 4th grade Economically Disadvantaged students performed at the "Below Basic" level. However, larger percentages of Oregon Hispanic 4th graders and White 4th graders performed at the "Below Basic" level and smaller percentages at the "Proficient" level than Hispanic and White students in the nation as a whole. Also, a smaller percentage of Oregon English Learners performed at the "Proficient" level than their peers in the nation's public schools.

Achievement level results from the 2015 NAEP grade 8 science assessment show that smaller percentages of all Oregon 8th graders as well as Economically Disadvantaged, female students, and male students performed "Below Basic" than their peers in the nation as a whole. A larger percentage of Oregon Economically Disadvantaged students performed at the "Basic" level than their peers in the nation's public schools. Larger percentages of all Oregon 8th graders as well as Economically Disadvantaged and male students reached the "Proficient" level than their peers in the nation as a whole. A larger percentage of Oregon Economically Disadvantaged students performed at the "Basic" level than their peers in the nation's public schools.

National Assessment of Educational Progress: Science

Grade 4 Average Scale Scores 2009 and 2015: Oregon and the Nation

In 2009, Oregon's 4th graders scored statistically higher than the nation's 4th graders. In 2015, Oregon's 4th graders scored 153, the same as 4th graders in the nation's public schools.



* Value is significantly different from the value for the same jurisdiction in 2015.

Grade 8 Average Scale Scores 2009, 2011, and 2015: Oregon and the Nation

In 2009, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2015, Oregon's 8th graders scored 156, which was statistically higher than 8th graders in the nation's public schools (153).



* Value is significantly different from the value for the same jurisdiction in 2015.

FREE AND REDUCED PRICE LUNCH

Oregon Public Schools Number and Percent of All Students Eligible

October 1, 2017 Enrollment

| School Type and Level | Total Number of Students Eligible for Free and Reduced Price Lunch | Total Number of All Students 10/1/2017 | Free and Reduced Price Lunch Eligible Students as a Percent of All Students |
|---|--|--|---|
| REGULAR | | | |
| Elementary | 139,653 | 261,637 | 53% |
| Middle/Jr. High | 51,741 | 104,536 | 49% |
| High | 68,602 | 158,910 | 43% |
| Combined ² | 2,887 | 7,018 | 41% |
| ALTERNATIVE | | | |
| Elementary | 352 | 689 | 51% |
| Middle/Jr. High | -- | -- | -- |
| High | 1,980 | 2,909 | 68% |
| Combined ² | 418 | 925 | 45% |
| CHARTER | | | |
| Elementary | 2,850 | 8,203 | 35% |
| Middle/Jr. High | 43 | 365 | 12% |
| High | 925 | 1,575 | 59% |
| Combined ² | 3,157 | 6,666 | 47% |
| ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below) | | | |
| Elementary | 142,855 | 270,529 | 53% |
| Middle/Jr. High | 51,784 | 104,901 | 49% |
| High | 71,507 | 163,394 | 44% |
| Combined² | 6,462 | 14,609 | 44% |
| Total | 272,608 | 553,433 | 49% |

Source: Oregon Department of Education

¹Note: Includes October 1 Membership (column B) for the schools and programs in the [2017-18 report](#) which reported at least one student eligible for free or reduced lunch. **Students attending schools that did not report free/reduced lunch data are not included in the totals.**

²Combined schools serve high school grades as well as grades 7 and below.

THE OREGON DIPLOMA

In June 2008, the State Board of Education adopted new graduation requirements. These requirements are designed to better prepare each student for success in college, work and citizenship. To earn a diploma, students will need to successfully complete the credit requirements, demonstrate proficiency in essential skills and meet the personalized learning requirements. Students also have the option to earn credit by demonstrating proficiency.

In addition to the Oregon Diploma, districts must also offer the Modified diploma. Students are eligible for a Modified diploma only if they have demonstrated the inability to meet the full set of academic content standards for the Oregon diploma even with reasonable modifications and accommodations. The requirements for the modified diploma are also included in the table below.

Credit Requirements

| Subject Areas* | Credit Requirements | Modified Diploma |
|-----------------------|--|------------------|
| English/Language Arts | 4 | 3 |
| Mathematics | 3 - Algebra I & above* | 2 |
| Science | 3 - Scientific Inquiry & Lab Experiences** | 2 |
| Social Sciences | 3 | 2 |
| Physical Education | 1 | 1 |
| Health | 1 | 1 |
| Second Language | 3 | 1 |
| The Arts | | |
| Career & Technical Ed | | |
| Electives | 6 | 12*** |
| Total Credits | 24** | 24 |

*Applied and integrated courses aligned to standards can meet credit requirements.

** These are the minimum graduation requirements set by the state. Individual districts may have additional requirements. Please check with your school district to confirm local graduation requirements.

***School districts and public charter schools shall be flexible in awarding the remaining 12 credits which can include professional technical education, electives, career development, demonstrated proficiency in an area, or can include credits from other regular or modified courses.

♦ Lab experiences (2 credits) can take place outside of the school in field-based experiences.

Credit for Proficiency

Students can earn credits by successfully demonstrating knowledge and skills defined by standards that meet or exceed defined levels of performance. The State Board adopted revised [OAR 581-022-2025](#) Credit Options in July of 2017.

Essential Skills

All students must demonstrate proficiency in the [Essential Skills](#) before awarded a diploma. Students master these skills by earning at or above a cut score on one of the approved assessment options in their district.

Personalized Learning

These requirements personalize the diploma for each student and help prepare them for their post-high school goals.

Education Plan and Profile: Students develop an Education Plan and Profile to guide their learning and document academic achievement and progress toward their personal, career and post-high school goals.

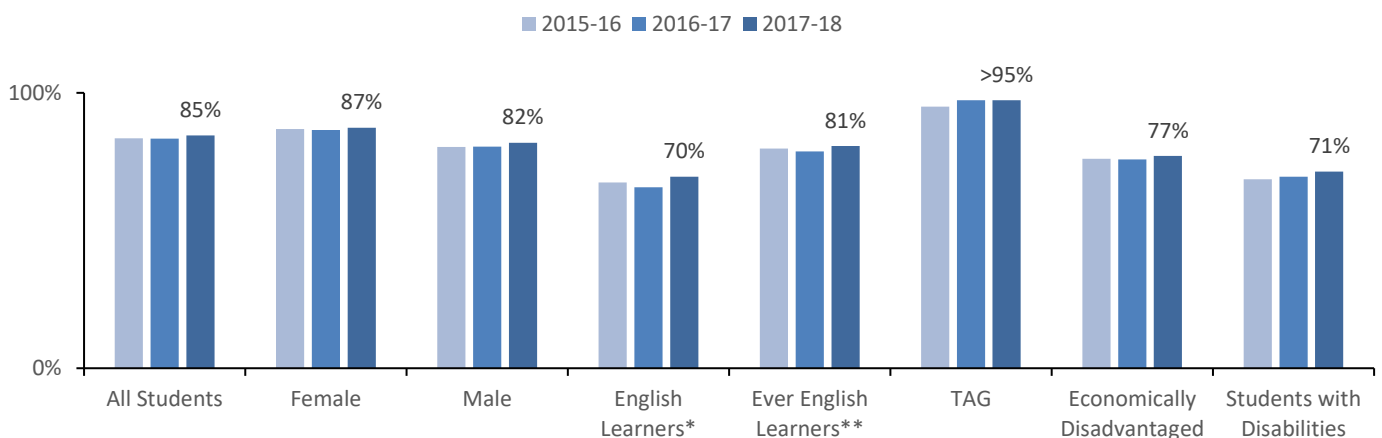
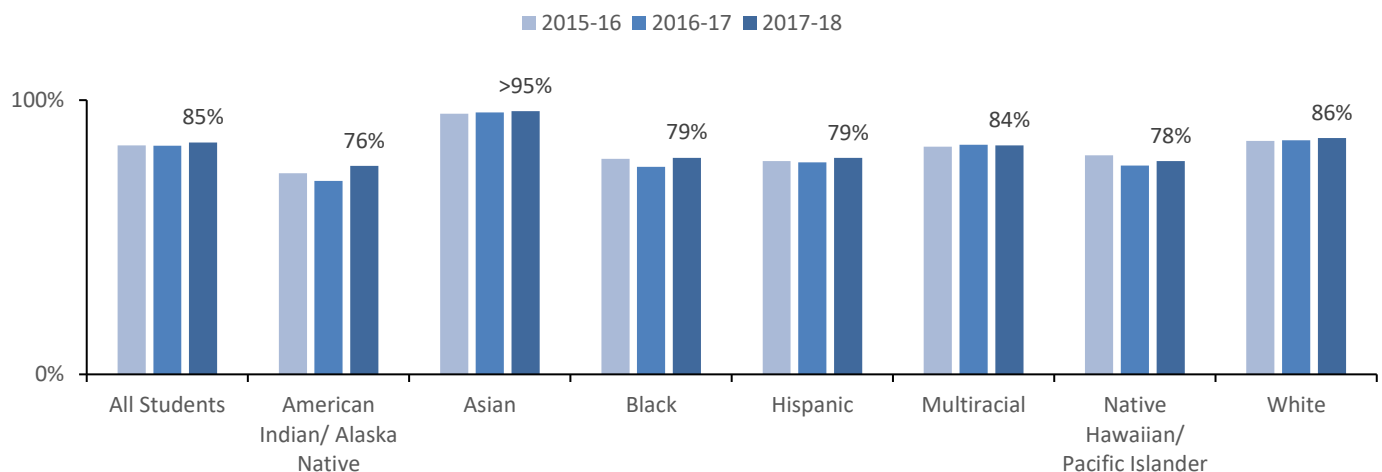
Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving or inquiry in real world contexts.

9th Grade On-Track

Students in their first year of high school, who have been enrolled in the same district for at least half of the school year, are considered on-track when they have accrued at least 25 percent of the credits required for high school graduation. This includes credits awarded for advanced work before beginning high school, credits earned during the 9th grade year, and credits earned during the summer after the 9th grade year.

9th Grade On-Track data is displayed at the school and district level on Oregon's [school and district report cards](#). In 2017-18, the 9th Grade On-Track indicator was added to the ODE's accountability system. ODE established [measures of interim progress](#) (MIP) for the indicator and a statewide long-term goal of 95 percent. Over the last three years, the percent of students on-track to graduate increased for all student groups.

Percent 9th Grade On-Track by Student Group



*English Learners is defined as students eligible for participating in a program to acquire academic English in the current school year.

**Ever English Learners is defined as students who have ever been English Learners, in the present school year or in past school years beginning in 2006-07.

>95 indicates that the student group percentage is greater than 95% but the exact percentage is not displayed to protect student confidentiality.

Essential Skills

The Essential Skills are cross-disciplinary skills necessary for success in college and career. They are embedded in the content standards and skill sets that guide Oregon education and students build these skills across their school experiences. There are nine Essential Skills; the first three are already incorporated into the graduation requirements.

The State Board of Education approved four assessment options for students to demonstrate Essential Skill proficiency: (1) state test (OAKS or Smarter Balanced assessments), (2) work samples (local performance assessments scored against official state scoring guides; two required), (3) other approved standardized assessments, e.g., SAT, ACT, etc., or (4) local assessment option. Options 3 and 4 are collapsed with Unknown in the graphs due to the low number of students who use these options.

| Required Essential Skills: Determined by year of first enrollment in grade nine. | Remaining Essential Skills: Timeline for phasing in to be determined. |
|--|---|
| <ul style="list-style-type: none"> • Read and comprehend a variety of texts • Write clearly and accurately • Apply mathematics in a variety of settings | <ul style="list-style-type: none"> • Think critically and analytically • Use technology to learn, live and work • Demonstrate civic and community engagement • Demonstrate global literacy • Demonstrate personal management and teamwork skills • Listen actively and speak clearly and coherently |

The report (data) can be referenced on the next page.

Find information on [Essential Skills assessment](#) options online.

Methods Used to Demonstrate Proficiency in the Essential Skills of Reading, Writing, and Math 2012-13 Five-year Cohort* Earning Regular High School Diplomas

| | Reading | | | Writing | | | Math | | |
|--------------------------------------|------------|--------------|-------|------------|--------------|-------|------------|--------------|--------|
| | State Test | Work Samples | Other | State Test | Work Samples | Other | State Test | Work Samples | Other |
| All Students | 84.78% | 8.85% | 6.38% | 63.13% | 28.81% | 8.06% | 68.87% | 21.48% | 9.65% |
| English Learner | 39.75% | 52.50% | 7.75% | 25.44% | 70.74% | 3.82% | 32.62% | 58.71% | 8.67% |
| Ever English Learner | 77.17% | 18.50% | 4.33% | 53.42% | 43.32% | 3.25% | 58.32% | 34.76% | 6.92% |
| Economically Disadvantaged | 82.81% | 12.37% | 4.82% | 58.49% | 36.83% | 4.67% | 61.78% | 28.74% | 9.48% |
| Students w/ Disabilities | 67.28% | 26.49% | 6.23% | 39.12% | 57.39% | 3.49% | 37.17% | 52.15% | 10.68% |
| American Indian/Alaska Native | 84.88% | 9.07% | 6.05% | 59.30% | 37.67% | 3.02% | 59.53% | 28.37% | 12.09% |
| Asian | 84.00% | 10.42% | 5.58% | 70.06% | 20.55% | 9.39% | 81.27% | 12.79% | 5.94% |
| Black | 65.30% | 27.14% | 7.55% | 39.69% | 55.31% | 4.99% | 40.72% | 50.83% | 8.45% |
| Hispanic | 80.35% | 14.29% | 5.36% | 56.06% | 40.12% | 3.81% | 57.91% | 32.78% | 9.31% |
| Multi-racial | 85.14% | 7.96% | 6.90% | 64.95% | 26.47% | 8.58% | 70.89% | 18.90% | 10.21% |
| Pacific Islander | 71.43% | 20.48% | 8.10% | 57.14% | 39.05% | 3.81% | 56.67% | 36.19% | 7.14% |
| White | 86.85% | 6.51% | 6.64% | 65.45% | 25.17% | 9.38% | 72.22% | 17.79% | 9.98% |

* The Five-year Cohort includes the students who earned a diploma during or before 2016-17, including four-year graduates.

**Methods Used to Demonstrate Proficiency in the Essential Skills of Reading, Writing, and Math
2013-14 Four-year Cohort* Earning Regular High School Diplomas**

| | Reading | | | Writing | | | Math | | |
|--------------------------------------|------------|--------------|--------|------------|--------------|--------|------------|--------------|--------|
| | State Test | Work Samples | Other | State Test | Work Samples | Other | State Test | Work Samples | Other |
| All Students | 82.54% | 9.10% | 8.37% | 65.13% | 27.25% | 7.62% | 66.62% | 21.45% | 11.93% |
| English Learner | 45.20% | 46.01% | 8.79% | 24.86% | 72.14% | 3.01% | 29.71% | 57.92% | 12.37% |
| Ever English Learner | 75.90% | 17.87% | 6.24% | 55.15% | 41.51% | 3.34% | 54.40% | 34.83% | 10.77% |
| Economically Disadvantaged | 80.65% | 12.78% | 6.57% | 60.51% | 35.20% | 4.29% | 59.38% | 28.97% | 11.65% |
| Students w/ Disabilities | 63.88% | 28.22% | 7.90% | 36.99% | 59.93% | 3.08% | 34.33% | 53.48% | 12.19% |
| American Indian/Alaska Native | 81.18% | 11.29% | 7.53% | 57.65% | 39.29% | 3.06% | 55.29% | 33.41% | 11.29% |
| Asian | 80.53% | 9.09% | 10.38% | 69.16% | 20.27% | 10.57% | 76.89% | 12.42% | 10.69% |
| Black | 64.40% | 26.70% | 8.90% | 42.02% | 53.27% | 4.71% | 39.53% | 49.61% | 10.86% |
| Hispanic | 79.49% | 14.35% | 6.16% | 58.94% | 37.62% | 3.45% | 55.87% | 32.55% | 11.58% |
| Multi-racial | 82.88% | 8.05% | 9.07% | 68.97% | 22.65% | 8.37% | 69.99% | 19.11% | 10.90% |
| Pacific Islander | 72.48% | 21.56% | 5.96% | 58.72% | 35.78% | 5.50% | 54.59% | 36.70% | 8.72% |
| White | 84.27% | 6.91% | 8.82% | 67.30% | 23.94% | 8.76% | 69.96% | 17.76% | 12.28% |

* The Four-year Cohort includes the students who earned a diploma during or before 2016-17, including four-year graduates.

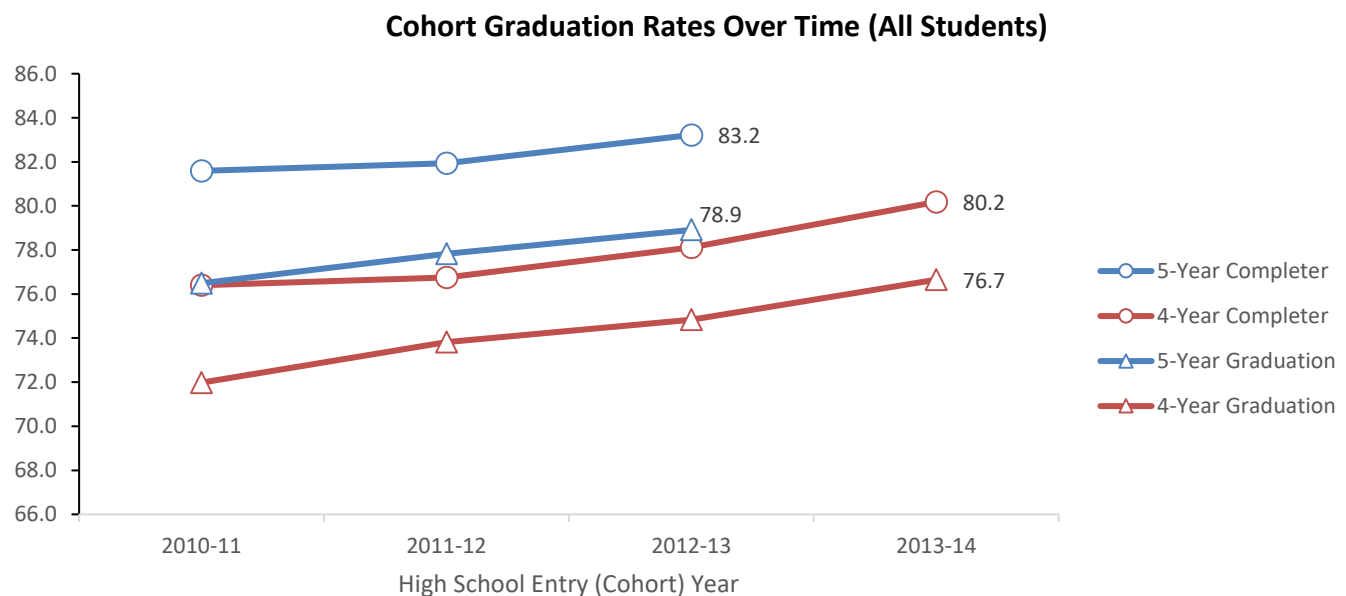
OREGON GRADUATION RATES

Summary of Cohort Graduation Rates

Cohort graduation rates begin with a group of students entering high school for the first time in a given school year. The cohort is adjusted for students who move into or out of the system, emigrate or are deceased. The graduation rate is calculated by taking the number of students in the cohort who earned a regular or modified diploma within four years and dividing that by the total number of students in the cohort.

Oregon schools increasingly offer the option to remain enrolled in high school for a fifth year in order to pursue college credit options through partnerships with community colleges and universities. [Legislation](#) that took effect in the 2016-17 school year placed limits on this practice. Beginning with the 2013-14 cohort graduation rates, students who had met all requirements for an Oregon (regular) or Modified Diploma were counted as graduates, even if the diploma was not awarded, in order to allow the student to remain enrolled for a fifth year. Because of this significant change, rates from 2013-14 and later are not comparable to rates prior to 2013-14. For four and five year rates by all student groups, and historical data, see the [Cohort Media Files](#). The files also provide district and school-level data, including counts of students with other outcomes, such as GEDs or continuing enrollment.

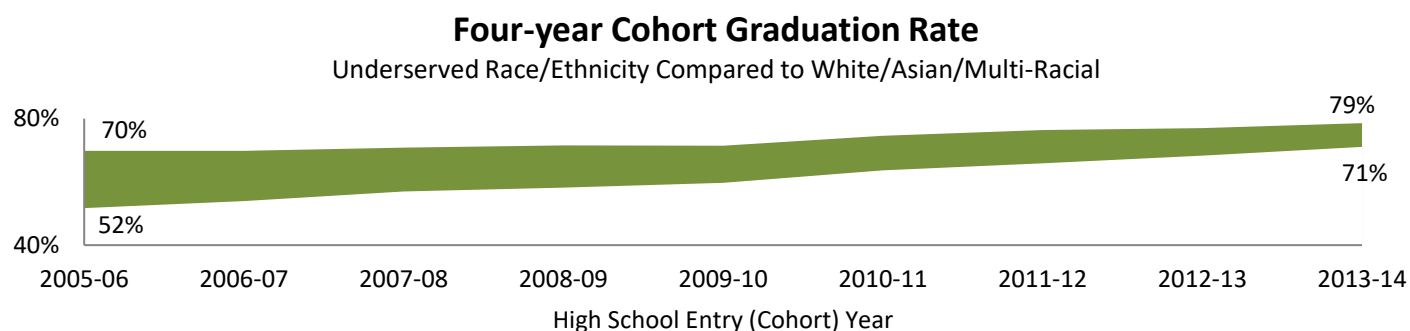
The chart below shows the increase in 4 and 5 year graduation and completer rates based on the students' first year in high school. The rate of 76.7 in this chart shows that 76.7% of students who began their high school career in the 2013-14 school year graduated within four years (by the end of the 2016-17 school year).



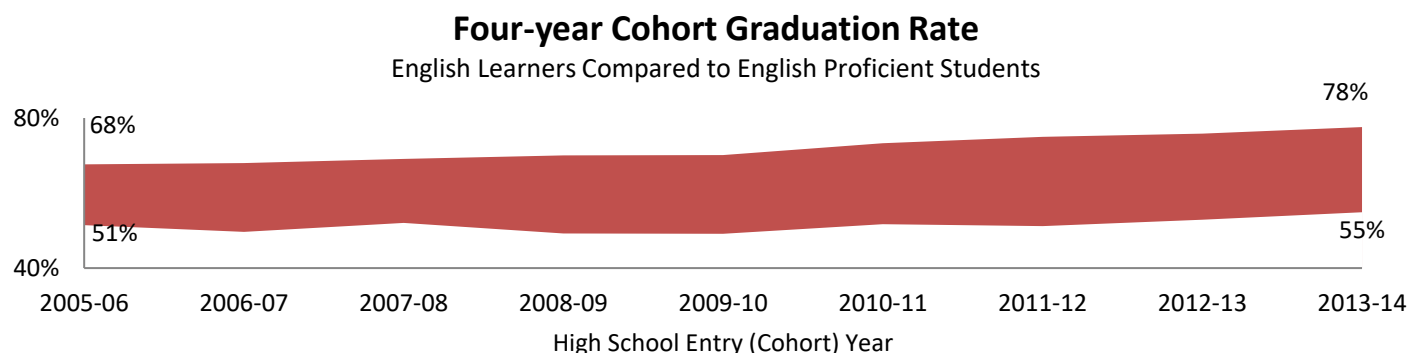
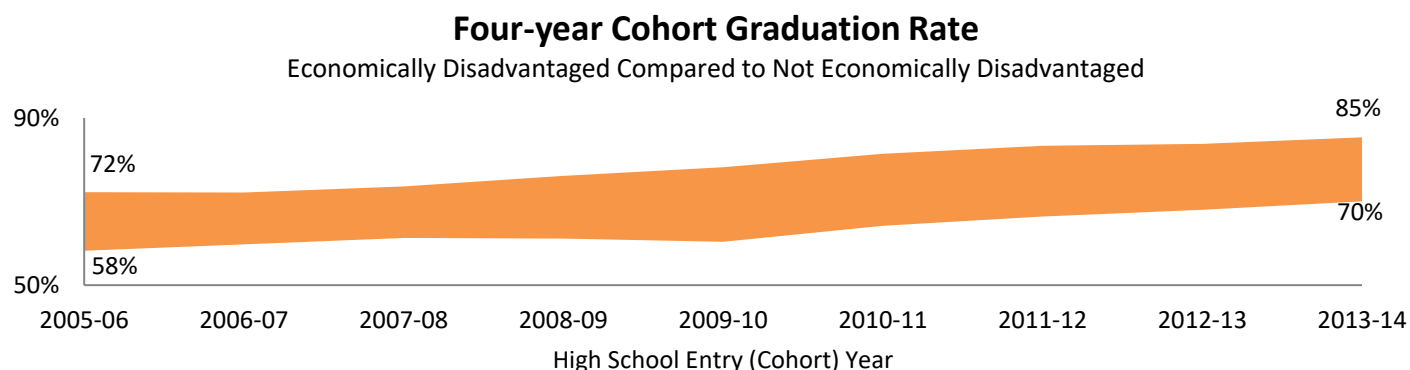
¹See [Expanded Options Program](#) page for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

Achievement Gaps

In cohort graduation rates, the gap between students of historically underserved races/ethnicities (Black/African American, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander) and other students (White, Asian, and Multiracial) has been cut in half, from more than 18 percentage points to less than 8 percentage points.



Other gaps have remained wide (economically disadvantaged students graduate at rates about 15 points lower than the rates for students who were not economically disadvantaged in high school), or are broadening. Rates for students who are not yet proficient in English by the time they enroll in high school are almost 23 percentage points below rates for students with English proficiency, wider than the 16 percentage point gap eight years earlier.

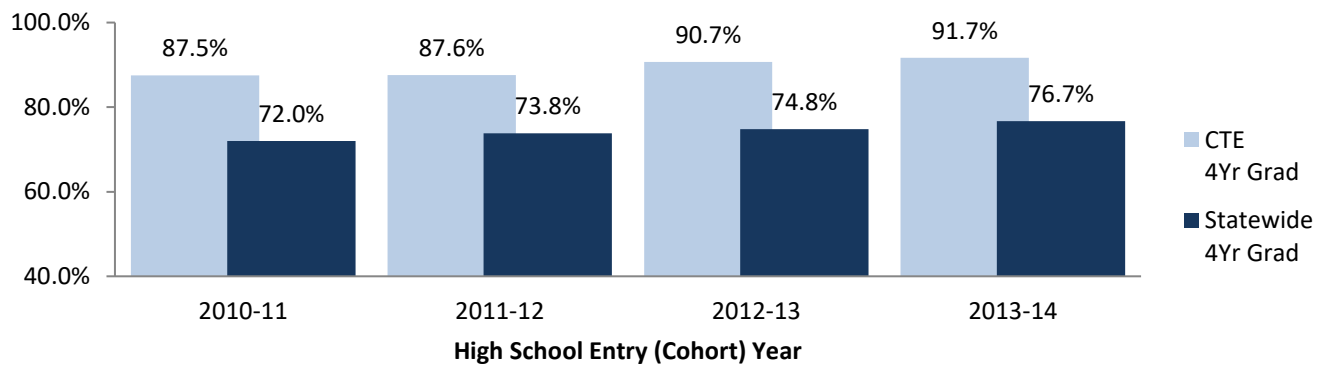


Oregon Career and Technical Education (CTE) Information: 2017 Graduation Results

The Oregon Department of Education (ODE) collects data from Oregon schools and community colleges on the enrollment and performance of students who complete courses in [state-approved Career and Technical Education \(CTE\) Programs of Study](#). CTE means content, programs, and instructional strategies based on business and industry workplace skills and technical skill sets and needs. Instruction incorporates standards-based academic content, technical skills and workplace behaviors necessary for success in careers of the 21st century. The CTE instruction reflected in Oregon's published results happens exclusively in the context of ODE approved Programs of Study and State Recognized Programs. CTE Programs of Study are designed by secondary and postsecondary partners to be a series of complete, yet non-duplicative career focused courses.

Descriptive analysis of this data reveals consistently higher graduation rates among CTE concentrators¹ relative to all students statewide.² Among students beginning secondary school in 2013-2014, CTE concentrators were 15 percentage points more likely to graduate high school in four years than students statewide.

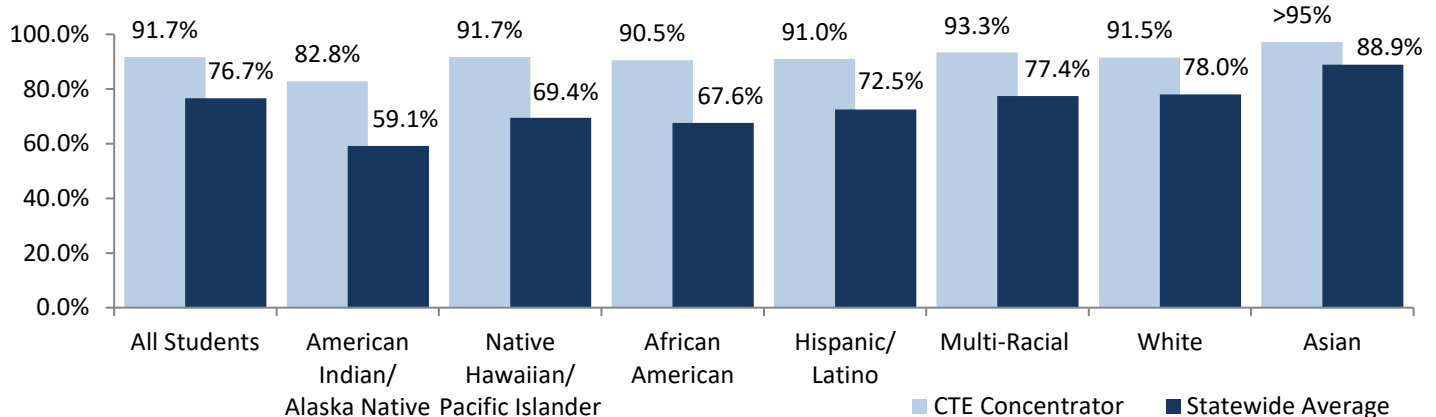
CTE Concentrator and Statewide Four-Year Cohort Graduation Rates over Time



Not only did CTE concentrators graduate at higher rates than students in the same population statewide, they graduated above the statewide average of 76.7 percent in every racial/ethnic student population measured.

CTE and Statewide Four-Year Graduation Rates, 2013-14 High School Cohort

Outcomes as of the 2016-17 school year



¹A CTE concentrator is defined as, "[a]ny secondary student who has earned one or more credits in technical skill-based courses as part of an Oregon state-approved CTE program, of which at least one-half credit must be designated as a required course." For more information, go to the [Secondary CTE Data Collection and Reporting](#) webpage. ²CTE graduation rates and statewide graduation are not perfectly comparable. As noted in the "CTE Report Card" "Oregon statewide cohort graduation rates include every first year student (net of students moving into/out of the state, etc.)." CTE graduation rates include students who meet the definition of a CTE concentrator (see footnote one).

DROPOUT RATES

Dropout Rate Formula: The one-year statewide dropout rate calculation is made by dividing the number of dropouts (for grades 9-12) by the number of students reported as enrolled on the first school day in October in grades 9-12.

Note that unlike the cohort graduation rates, the dropout rate includes all events within a *single year*, irrespective of the year a student began high school.

Oregon Statewide Dropout Rate Calculation

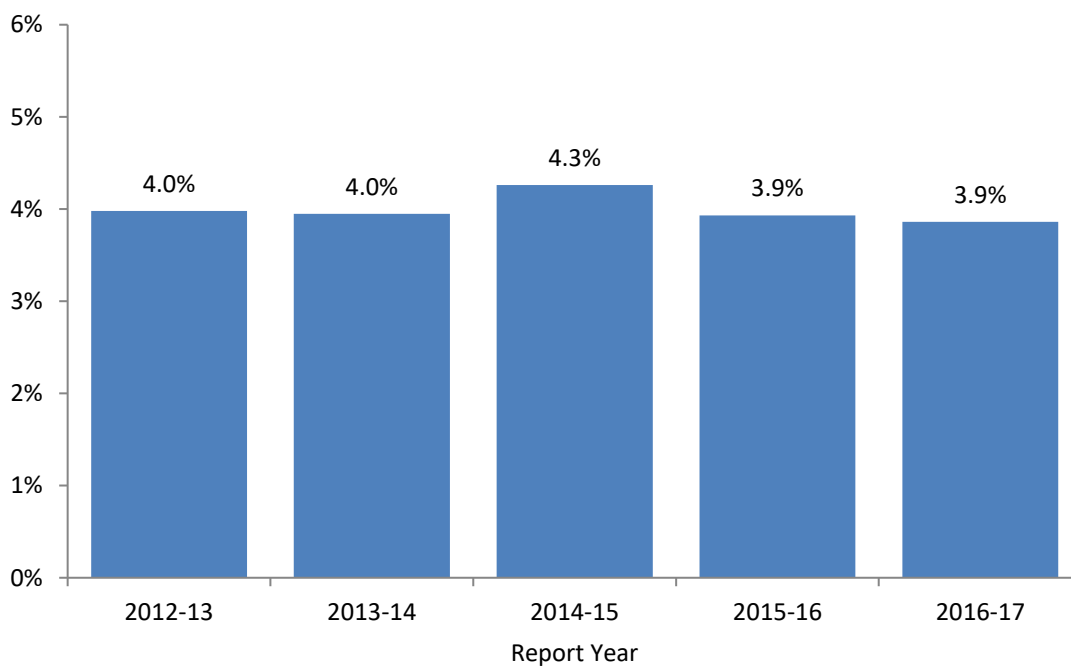
For a given school year:

$$\frac{\text{Number of Dropouts for Grades 9 – 12}}{\text{First School Day in October Enrollment for Grades 9 – 12}}$$

Dropout rates are also calculated for schools and districts.

More information is available on the [Dropout Rates in Oregon High Schools](#) webpage.

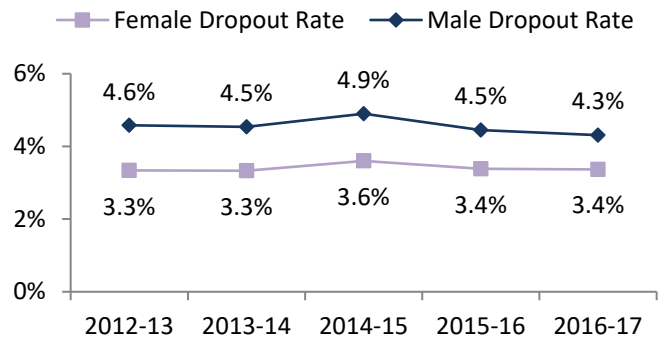
Oregon High School Dropout Rates



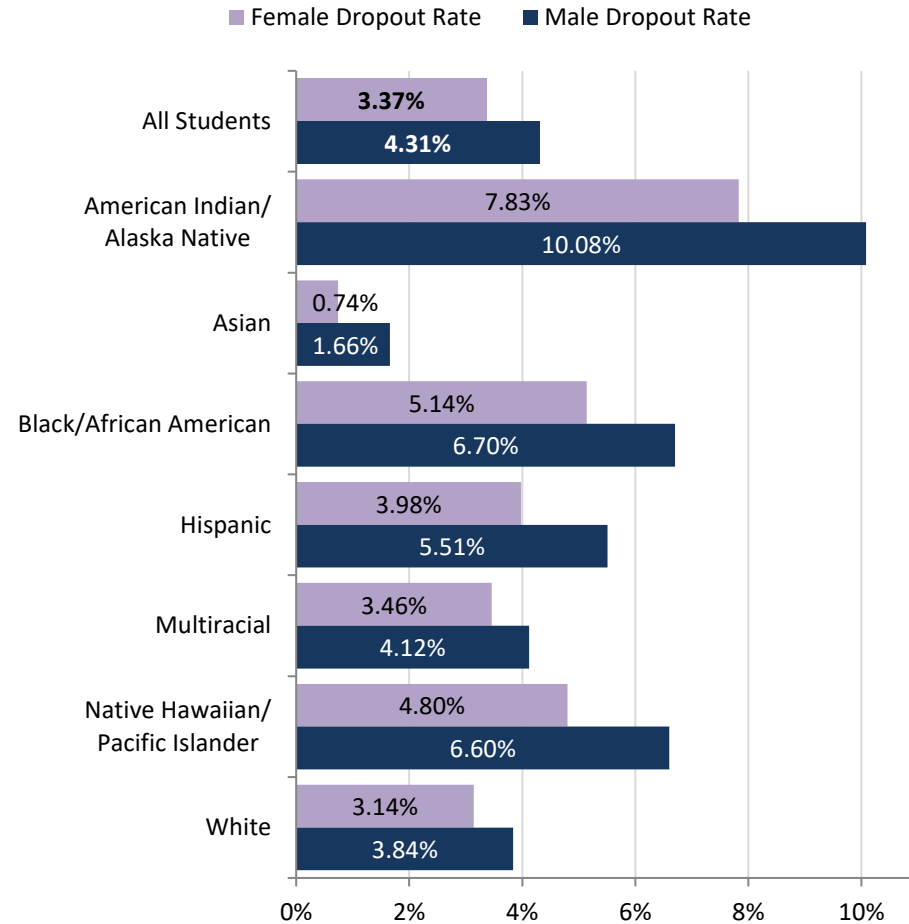
Oregon Dropout Rates by Gender

Male students in 2016-17, as in prior years, dropped out at a higher rate than female students. Male students of every ethnicity dropped out at a higher rate than female students of the same ethnicity. American Indian/Alaska Native and Black/African American male students have the highest dropout rates, while Asian male and female students have the lowest rates.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.



Dropout Rates by Race/Ethnicity and Gender Grades 9-12 2016-17

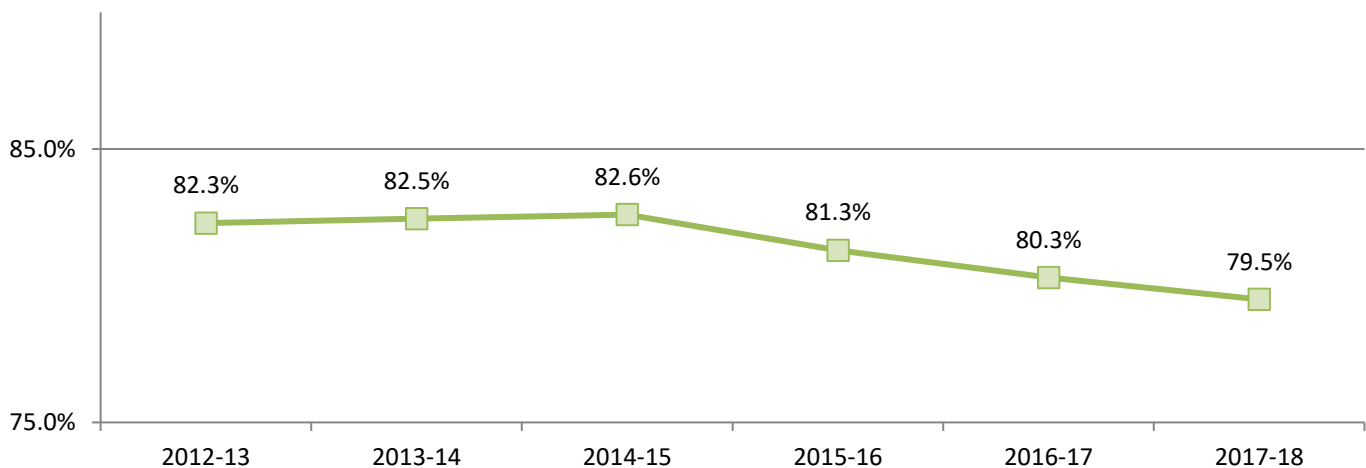


REGULAR ATTENDERS

Regular Attenders (formerly Not Chronically Absent) is the measure of the percent of students who were present for more than 90 percent of their total enrolled days. Conversely, a student is considered to be chronically absent if they are absent for 10 percent or more of their total enrolled days. Note that the definition of Regular Attenders was updated in 2016-17 to align with Oregon's [chronic absenteeism plan](#). In prior years, students were considered a regular attender if they were present for 90 percent or more of their total enrolled days (as opposed to more than 90% starting in 2016-17). Regular Attenders data is displayed at the school and district level on Oregon's [school and district report cards](#). The Regular Attender measure is included in the ODE's accountability system. In the 2017-18 school year, the ODE established [measures of interim progress \(MIP\)](#) for the indicator and a statewide long-term goal of 93 percent.

The Regular Attenders rate only includes students in standard enrollment, whose attendance is tracked on a daily basis. Students taking college coursework, part-time online courses or some types of alternative education programs are not included.

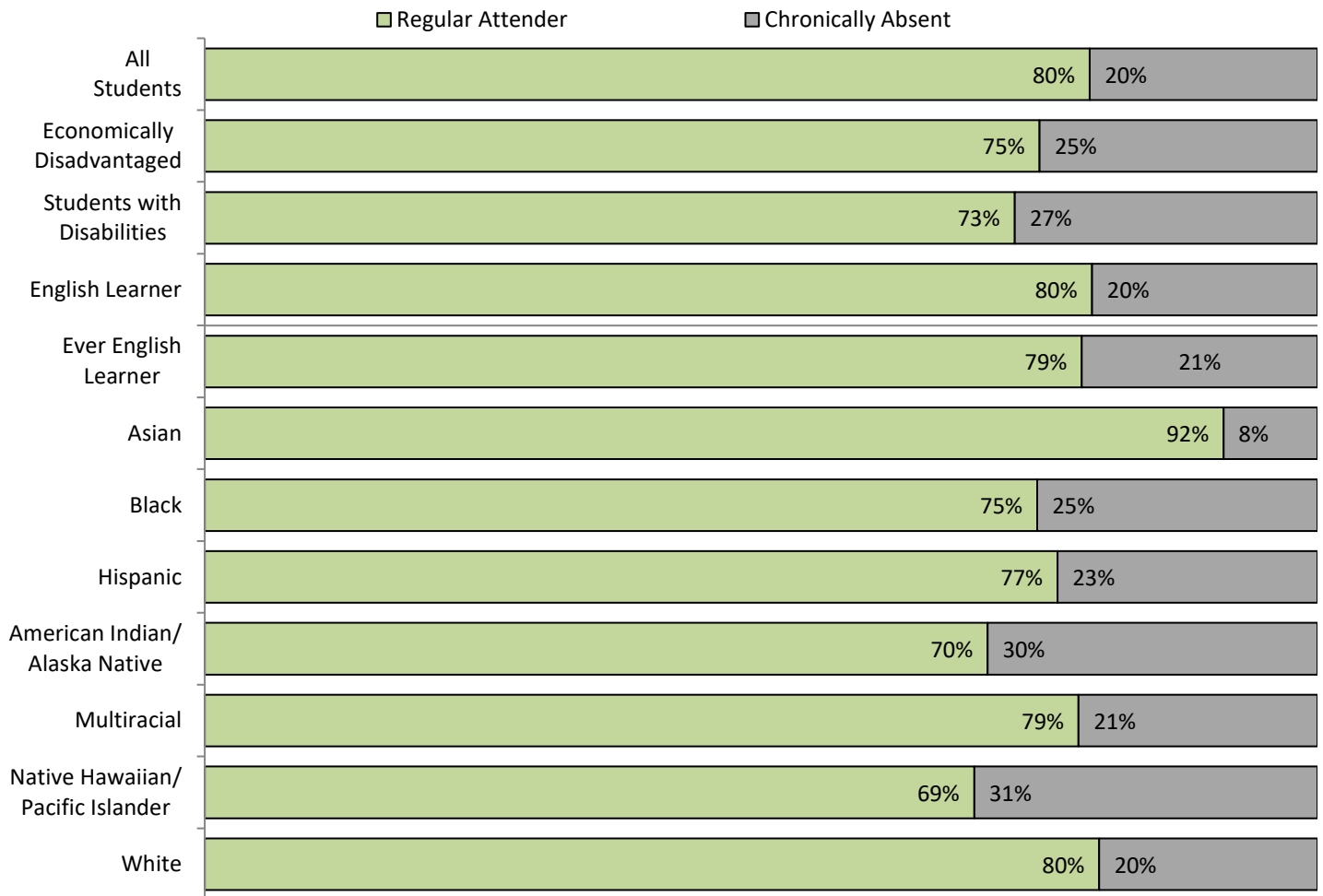
Statewide Percent Regular Attenders
By Year



Note: Due to data quality concerns, the percent regular attenders is not reported for the 2013-14 year. The placeholder represents the mean of the 2012-13 and 2014-15 reporting years.

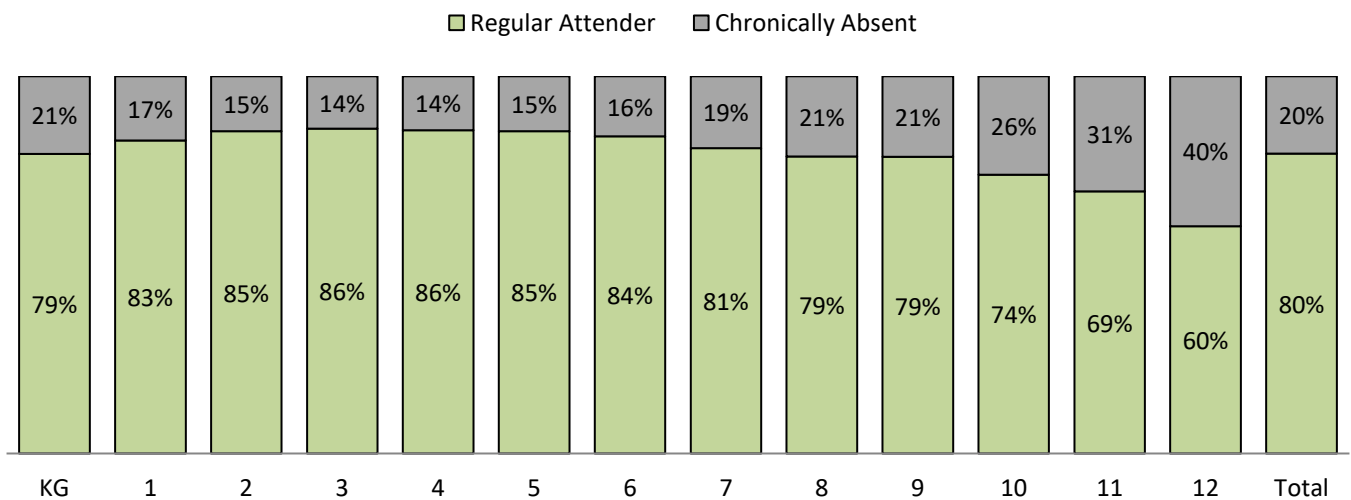
Percent Regular Attenders

By Student Group, 2017-18



Percent Regular Attenders

By Grade Level, 2017-18



Chronic absenteeism increases significantly in high school grades, particularly 12th grade.

SPECIAL PROGRAMS

Many Oregon students receive additional services through special programs to assist them in school.

Special Education

The number of Oregon students receiving special education services through the federal Individuals with Disabilities Education Act (IDEA) has averaged 13.39 percent of total enrollment over the last five years.

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------------------|---------|---------|---------|---------|---------|---------|
| Special Education | 74,793 | 75,363 | 75,927 | 76,820 | 77,964 | 78,867 |
| Total Enrollment | 563,714 | 567,098 | 570,857 | 576,407 | 578,947 | 580,690 |
| % of Total Enrollment | 13.3% | 13.3% | 13.3% | 13.3% | 13.5% | 13.6% |

Sources: December Special Education Child Count, Fall Membership

Each special education student in Oregon has at least one of the eleven different disabilities listed for school age students in the federal Individuals with Disabilities Education Act.

Over time, several disability categories have shown an increase in the number of identified students. These changing percentages reflect trends in the field and require that the Department of Education, Office of Student Services keep up with the ever-changing needs of Oregon's children.

Number of Students with Disabilities (Ages 5-21)

| Type of Disability | 2012-13 Number of Students | 2017-18 Number of Students | Percent Change |
|--------------------------------------|----------------------------|----------------------------|----------------|
| Autism Spectrum Disorder | 8,216 | 9,718 | 18.3% |
| Deaf/Blindness | 11 | 14 | 27.3% |
| Emotional Disturbance | 4,550 | 5,156 | 13.3% |
| Hearing Impairment | 864 | 895 | 3.6% |
| Intellectual Disability* | 3,883 | 4,140 | 6.6% |
| Other Health Impairment | 11,090 | 14,121 | 27.3% |
| Orthopedic Impairment | 755 | 671 | -11.1% |
| Specific Learning Disability | 26,893 | 25,304 | -5.9% |
| Visual Impairment | 318 | 293 | -7.9% |
| Speech or Language Impairment | 17,953 | 18,264 | 1.7% |
| Traumatic Brain Injury | 260 | 291 | 11.9% |
| Total | 74,793 | 78,867 | 5.4% |

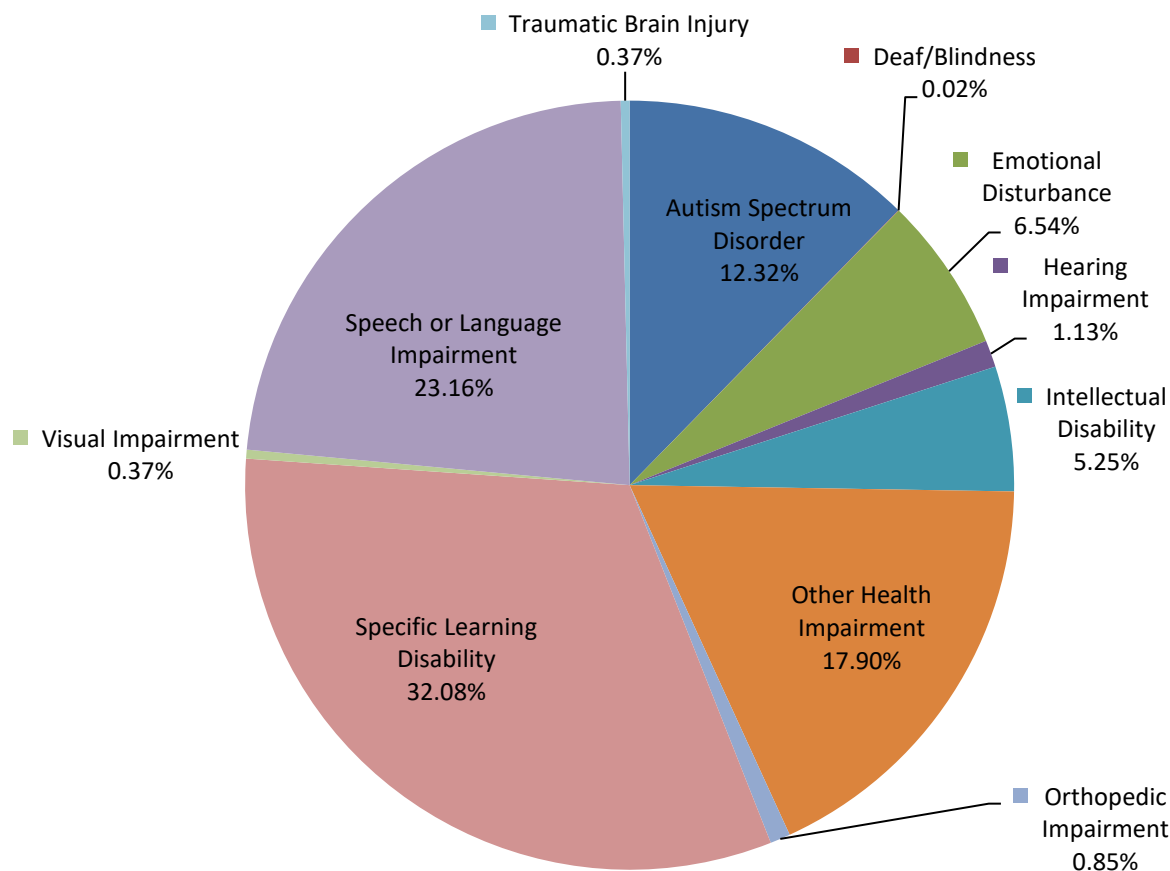
Source: December Special Education Child Count

*Before 2010-11, this category was labeled "Mental Retardation"

School Age Students with Disabilities Receiving Special Education Services

2017-18 School Year

Total: 78,867 Students



Placement of School Age Special Education Students by Disability – 2017-18

| | Regular Class 80% or Greater | Regular Class 40% -79% | Regular Class < 40% | Other* |
|---|---------------------------------|---------------------------|------------------------|--------|
| Autism Spectrum Disorder | 49.87% | 19.03% | 28.12% | 2.98% |
| Deaf/Blindness | * | * | * | * |
| Emotional Disturbance | 57.54% | 17.82% | 16.83% | 7.80% |
| Hearing Impairment | 68.49% | 9.39% | 8.83% | 13.30% |
| Intellectual Disability** | 16.09% | 36.62% | 45.05% | 2.25% |
| Other Health Impairment | 74.00% | 14.75% | 8.72% | 2.52% |
| Orthopedic Impairment | 35.17% | 16.10% | 43.52% | 5.22% |
| Specific Learning Disability | 85.15% | 13.03% | 1.00% | 0.83% |
| Visual Impairment | 91.01% | 5.02% | 2.05% | 1.92% |
| Speech or Language Impairment | 68.26% | 10.24% | 17.75% | 3.75% |
| Traumatic Brain Injury | 60.48% | 20.27% | 17.53% | 1.72% |
| Total Special Education Population | 73.95% | 13.77% | 9.90% | 2.37% |

* This category includes students in corrections, home school, separate schools, parentally placed in private schools, hospital programs, homebound, public and private facilities.

**Before 2010-11, this category was labeled "Mental Retardation"

Percentages reflect the portion of students with the listed disability in each placement.

Note: not all rows sum to total due to rounding.

Early Childhood - Oregon Head Start Pre-Kindergarten Program

Oregon Head Start Pre-Kindergarten (OHS PreK) is a high-quality, comprehensive, early childhood program serving children ages three to five from families living at or below the federal poverty level. The program offers integrated services to support school readiness in the areas of:

- Early childhood education and development
- Child health and nutrition
- Parent education and family support

There are 28 Oregon Head Start Prekindergarten (OHS PreK) and nine Preschool Promise programs receiving state funds. Together, these programs serve children in all 36 counties in Oregon. Programs receive funding from the Federal Office of Head Start, the Oregon Department of Education, or both. A state and federal partnership agreement allows grantees to blend funding to provide a seamless, integrated program that is tailored to meet the needs of children and families in their community.

Preschool Promise is a model for a publicly-funded, high-quality preschool system. Preschool Promise leverages high-quality, local and culturally-relevant early child care and education programs and makes them available to children living at 200 percent of the poverty level. By incorporating a mixed delivery approach which recognizes that high quality early learning experiences can take place in a wide variety of settings, Preschool Promise provides opportunities for families to access and choose the preschool setting which best meets their needs. Preschool Promise is offered through nine different Early Learning Hub regions.

OHS PreK programs serve children with the highest needs from families living at or below the federal poverty level. Children ages 3-5 living in poverty are considered eligible for Head Start. Children in foster care and children who are homeless are automatically income eligible. At least 10 percent of enrollment is reserved for children with disabilities. While federal law allows up to 10 percent of Head Start slots to be filled by children from over-income families who meet locally based need criteria, OHS PreK services are free for qualifying children.

The 2017-2018 legislatively approved budget for Oregon Prekindergarten and Preschool Promise slots was \$90,451,613, and this year it funded 9,556 enrollment slots for children in 28 OHS PreK programs and nine Early Learning Hubs coordinating services with 93 Preschool Promise programs. When combined with Federal and other funding sources, total OHS PreK and Preschool Promise funded enrollment for 2017-2018 was 14,696. An estimated 11,184 of the enrollment slots were filled by age eligible children living at or below the federal poverty level. The remaining slots were filled by children with other identified risk factors.

| School Year | Number of Children Eligible for Services* | Number of Eligible Children Served | Number of Eligible Children Not Served | Percent of Eligible Children Served | Percent of Eligible Children Not Served |
|-------------|---|------------------------------------|--|-------------------------------------|---|
| 2010-2011 | 17,894 | 11,368 | 6,526 | 63.5% | 36.5% |
| 2011-2012 | 19,605 | 12,523 | 7,082 | 63.9% | 36.1% |
| 2012-2013 | 25,161 | 12,545 | 12,092 | 50.0% | 50.0% |
| 2013-2014 | 24,766 | 12,293 | 12,473 | 49.6% | 50.4% |
| 2014-2015 | 22,150 | 12,257 | 9,893 | 55.3% | 44.7% |
| 2015-2016 | 20,695 | 12,201 | 8,484 | 59.0% | 41.0% |
| 2016-2017 | 19,613 | 12,215 | 7,398 | 62.3% | 37.7% |
| 2017-2018 | 17,721 | 11,184 | 6,537 | 63.1% | 36.9% |

* State population and poverty rates for children ages 3-4 were provided by Kanhaiya Vaidya, Senior Demographer for the Office of Economic Analysis, based on age group numbers from the 2010 Decennial Census and poverty characteristics from the 2009 American Community Survey. 2010-2011 data were revised when the 2010 census data became available and reflect an increase in the number of young children in Oregon living in poverty due to significant economic factors in the past several years.

Source: Oregon Department of Education, Early Learning Division
Oregon Head Start Prekindergarten Annual Estimates of Eligible 3 and 4 Year-Olds

Talented and Gifted

Talented and Gifted (TAG) children are defined by the State of Oregon as “those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential” in one of the recognized areas of giftedness (ORS 343.391). Oregon statutes and administrative rules require school districts to identify TAG students and to provide TAG students with instruction that is designed to meet their assessed levels of learning and accelerated rates of learning (OAR 581-022-2500).

School districts are required to identify TAG students in the categories of Intellectually Gifted, Academically Talented—Reading, Academically Talented—Mathematics and Potential to Perform at the 97th Percentile. The definition of Potential to Perform at the 97th Percentile may be determined locally by individual districts. The Oregon Department of Education defines the categories Intellectually Gifted and Academically Talented in either Reading or Mathematics. Districts also have the option to identify students in three other areas: creativity, leadership and visual and performing arts. All TAG identification is based on a body of evidence and multiple data points.

Oregon Talented and Gifted Students 2017-18 Statewide

Total: 37,462 Students*

State-defined:

- **Intellectually Gifted:**
16,589
- **Academically Talented:**
 - Reading: 15,571
 - Math: 16,213

District-defined:

- **Potential to Perform at the 97th Percentile:** 5,185

District Option to Identify**:

- **Creativity:** 50
- **Leadership:** 48
- **Visual and Performing Arts:** 22

*It is possible for individual students to have multiple areas of TAG identification.

**Districts may choose to identify students in these TAG categories. It is permissible for a student to be identified in one of these three optional categories who was not in one of the four required TAG identifications. Source: Spring Student Membership TAG data.

***Students may be TAG-identified while also being identified for Special Education, or “Dual-Identified” Source: All student data based on Spring Student Membership

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

| Student Group | Number of TAG Students | Percent of TAG Students | Number of All Students | Percent of All Students | Percent of Student Group Identified as TAG |
|---------------------------------------|------------------------|-------------------------|------------------------|-------------------------|--|
| Total | 38,173 | 100.00% | 573,542 | 100.00% | 6.66% |
| Gender | | | | | |
| Male | 20,325 | 53.24% | 294,919 | 51.42% | 6.89% |
| Female | 17,848 | 46.76% | 278,623 | 48.58% | 6.41% |
| Race/Ethnicity | | | | | |
| White | 26,442 | 69.27% | 356,897 | 62.23% | 7.41% |
| Hispanic | 4,014 | 10.52% | 132,704 | 23.14% | 3.02% |
| Native American | 159 | 0.42% | 7,485 | 1.31% | 2.12% |
| Asian | 4,209 | 11.03% | 23,237 | 4.05% | 18.11% |
| African American | 368 | 0.96% | 13,349 | 2.33% | 2.76% |
| Pacific Islander | 112 | 0.29% | 4,226 | 0.74% | 2.65% |
| Multi-Ethnic | 2,869 | 7.52% | 35,644 | 6.21% | 8.05% |
| Other | | | | | |
| Economically Disadvantaged | 10,152 | 26.59% | 310,676 | 54.17% | 3.27% |
| Not Economically Disadvantaged | 28,021 | 73.41% | 262,866 | 45.83% | 10.66% |
| Special Education** | 1,419 | 3.72% | 84,132 | 14.67% | 1.69% |
| Not Special Education | 36,754 | 96.28% | 489,410 | 85.33% | 7.51% |

Complete [TAG Oregon Revised Statute](#) and Oregon Administrative Rule information is available from the Oregon Department of Education website.

| School Year | TAG Graduates | All Graduates |
|------------------------|---------------|----------------|
| 2013-14 (10-11 cohort) | 4,022 (92.4%) | 32,877 (72.0%) |
| 2014-15 (11-12 cohort) | 3,890 (93.2%) | 33,347 (73.8%) |
| 2015-16 (12-13 cohort) | 3,900 (92.7%) | 34,678 (74.8%) |
| 2016-17 (13-14 cohort) | 3,772 (94.2%) | 35,380 (76.6%) |

Source: [Cohort Graduation Rates](#).

Alternative Education Programs

An “alternative education program” means a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state (ORS 336.615).

School districts provide alternative education programs for students who need

- additional academic supports because they do not meet state academic standards
- additional academic supports because they are exceeding academic standards
- additional behavioral supports

Alternative education programs are also provided for students who

- are pregnant or are parenting
- have been expelled from school
- have dropped out of school, or are at risk of dropping out
- need additional supports to earn a diploma

In general, Oregon student enrollment in alternative education remained at similar levels as compared with past years, while there continued to be a decline in the number of programs and services. Districts report that on average they serve an estimated 13,300 students in alternative education statewide.

Alternative Education Services in Oregon
By Type of Program Service -- Number of Students

| Type of Operation | 2016 | | 2017 | | 2018 | |
|------------------------------------|--------------------|------------------------|--------------------|------------------------|--------------------|------------------------|
| | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students |
| Resident School District | 13,855 | 84.80% | 11,255 | 81.51% | 11,126 | 83.71% |
| Another School District | 29 | 0.18% | 67 | 0.49% | 92 | 0.69% |
| Private Program | 1,279 | 7.83% | 1,443 | 10.45% | 1,077 | 8.10% |
| Community College | 819 | 5.01% | 847 | 6.13% | 843 | 6.34% |
| Educational Service District (ESD) | 101 | 0.62% | 63 | 0.46% | 56 | 0.42% |
| Other Program | 256 | 1.57% | 133 | 0.96% | 97 | 0.73% |
| Terminated Program | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total | 16,339 | 100.00% | 13,808 | 100.00% | 13,808 | 100.00% |

Source: ODE Alternative Education Data Collection

District alternative schools and programs, such as small learning communities (programs within schools), charter and magnet schools and programs of choice are utilized to meet individualized student learning and socio-emotional needs. School report cards report summative data for students enrolled at these schools and districts. Some districts may offer a variety of guidance and career counseling services, tutoring, small-group instruction, online/blended learning, career related learning and proficiency credit options to support improved student achievement according to their education plan.

Alternative education is included in school district improvement planning and goal setting as we continue to support schools in need. Private or charter alternative schools are annually evaluated by their contracting districts to assure they are comprehensive, aligned with content standards and essential skills and offering the courses required for high school graduation. An annual evaluation and site visit is required to result in Division 22 assurances that support school boards in their annual approval of programs. A growing number of annual program evaluations are making use of a more formative evaluation method that seeks to support "quality" academic and scheduling programming. These evaluations are required to include the review of an annual statement of expenditures to ensure that the program enhances the ability of the district and its students to achieve district and state standards (ORS 336.655).

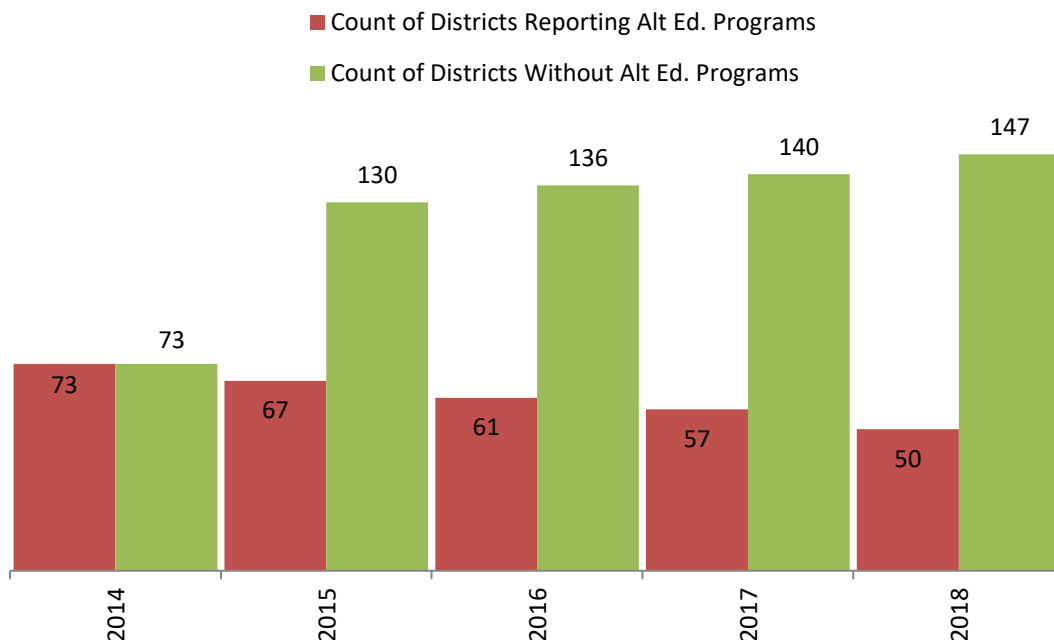
Alternative Education Services in Oregon
by Type of Program Service -- Number of Programs

| | 2016 | | 2017 | | 2018 | |
|------------------------------------|--------------------|---------------------|--------------------|---------------------|--------------------|---------------------|
| Type of Operation | Number of Programs | Percent of Programs | Number of Programs | Percent of Programs | Number of Programs | Percent of Programs |
| Resident School District | 138 | 49.64% | 120 | 52.63% | 121 | 57.89% |
| Another School District | 11 | 3.96% | 6 | 2.63% | 5 | 2.39% |
| Private Program | 60 | 21.58% | 46 | 20.18% | 31 | 14.83% |
| Community College | 39 | 14.03% | 32 | 14.04% | 29 | 13.88% |
| Educational Service District (ESD) | 14 | 5.04% | 10 | 4.39% | 9 | 4.31% |
| Other Program | 4 | 1.44% | 3 | 1.32%% | 3 | 1.44% |
| Terminated Program | 12 | 4.32% | 11 | 4.82% | 11 | 5.26% |
| Total | 278 | | 228 | | 209 | |

Source: ODE Alternative Education Data Collection

The majority of alternative education in Oregon is estimated to occur in schools and programs operated by the student's resident school district (58%), but a consistent percentage of alternative program services have been offered by community colleges (14%), whereas there has been a consistent decline in alternative program services offered by private organizations (15%). The remaining programs are operated by the Education Service District (ESD) or in another district, school or program.

Districts with Reported Alternative Education Programs, 2014-2018



Type of Program Services Statewide

Alternative education programs must continue to be designed and evaluated for quality as well as compliance to assure they address the diverse student needs the social behaviors they are designed to address. Alternative programs need to address the development of knowledge/skills with a level of rigor that will enable youth to be successful in post-secondary education and careers. The National Alternative Education Association (NAEA) describes youth attending alternative education programs as students who were found to have not been succeeding in the traditional education setting. Traditional school staff are left to respond to the needs of an increased number of students that might benefit from alternative programs and attempt to do so through personalized learning experiences in accordance with a student's education plan and profile. A number of school districts have responded by offering differing types of online/blended learning and intervention programs on site at traditional schools (schools within schools) which accounts for the decrease in the number of programs. Alternative schools offer innovative and non-traditional approaches to teaching and learning which helps to prevent these students from becoming dropouts and assists the state and district in serving all students.

Alternative Education Services in Oregon By Type of Program Service -- Number of Services

| Types of Program Services Statewide | Number of Services Provided 2014 | Number of Services Provided 2015 | Number of Services Provided 2016 | Number of Services Provided 2017 | Number of Services Provided 2018 |
|--------------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Students with at-risk Behaviors | 217 | 196 | 177 | 140 | 124 |
| Remediation, Credit Recovery, or GED | 207 | 204 | 172 | 138 | 124 |
| Pregnant or Parenting Students | 80 | 70 | 58 | 51 | 50 |
| Students Advanced Beyond Standards | 54 | 48 | 54 | 50 | 44 |
| Other Programs | 41 | 39 | 34 | 34 | 25 |
| Total | 599 | 557 | 495 | 413 | 367 |

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon By Grade Range – Number of Students

| | Number of Students Using Services 2014 | Number of Students Using Services 2015 | Number of Students Using Services 2016 | Number of Students Using Services 2017 | Number of Students Using Services 2018 |
|--------------|--|--|--|--|--|
| Secondary | 13455 | 13714 | 14056 | 11,392 | 11,037 |
| Elementary | 1463 | 2126 | 2283 | 2,416 | 2,254 |
| Total | 14918 | 15840 | 16339 | 13,808 | 13,291 |

Source: ODE Alternative Education Data Collection

Links to Reference Documents

[Oregon Alternative Education](#)

RESOURCES

Visit the webpages below for additional information on key education topics.

School and District Accountability

Elementary and Secondary Education Act

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/default.aspx>

Unsafe School Choice Option (USCO) and Persistently Dangerous Schools

<http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Safe-and-Drug-Free-Schools.aspx>

Oregon School & District Report Cards

<http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx>

Quality Education Model

<http://www.oregon.gov/ode/reports-and-data/taskcomm/Pages/QEMReports.aspx>

Accountability Reports

<http://www.oregon.gov/ode/reports-and-data/dataresources/Pages/Quick-Links-to-Accountability-Information.aspx>

Report Cards

<http://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx>

School Funding and Finance

State School Fund

<http://www.oregon.gov/ode/schools-and-districts/grants/Pages/School-District-and-ESD-payment-Statements.aspx>

Special Education Funding

<http://www.oregon.gov/ode/schools-and-districts/Pages/Special-Education-Funding.aspx>



Student Information

Fall Membership Report

<http://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx>

English Learners

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Pages/default.aspx>

School Nutrition/Free and Reduced Price Lunch

<http://www.oregon.gov/ode/students-and-family/childnutrition/Pages/default.aspx>



Teacher Information

Teacher Licensure

<http://www.oregon.gov/ode/educator-resources/Pages/default.aspx>

Highly Qualified Teachers

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IIA/Pages/default.aspx>

Resources for Teachers

<http://www.oregon.gov/ode/educator-resources/Pages/default.aspx>



Special Programs and Information

Alternative Education

<http://www.oregon.gov/ode/learning-options/schooltypes/AltEd/Pages/default.aspx>

Charter Schools

<http://www.oregon.gov/ode/learning-options/schooltypes/charter/Pages/default.aspx>

Early Childhood

<http://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/default.aspx>

Homeless Students

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx>

Special Education Programs

<http://www.oregon.gov/ode/rules-and-policies/Pages/Individuals-with-Disabilities-Education-Act.aspx>

Talented and Gifted

<http://www.oregon.gov/ode/learning-options/TAG/Pages/default.aspx>



Title I

Title I-A: Improving Basic Programs

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Pages/default.aspx>

Title I-C: Migrant Education

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Migrant/Pages/default.aspx>

Title I-D: Neglected and Delinquent or At-Risk Children

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/ID/Pages/default.aspx>

Student Achievement

Oregon Statewide Assessment

<http://www.oregon.gov/ode/educator-resources/assessment/Pages/default.aspx>

Statewide Test Results

<https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx>

National Assessment of Education Progress (NAEP)

<http://www.oregon.gov/ode/educator-resources/assessment/NAEP/Pages/default.aspx>
<http://nces.ed.gov/nationsreportcard>

Cohort Graduation Rate

<http://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

Dropout Reports

<http://www.oregon.gov/ode/reports-and-data/students/Pages/Dropout-Rates.aspx>

Essential Skills

<http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx>

Data Collections

<https://district.ode.state.or.us/apps/info/>



Appendix 2.1

Appendix 2.1A

Oregon Extended Assessment 2014-15

Decisionmaking Related to Scaled Scores

The purpose of the ORExt is to provide the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities. Students participate in the ORExt and earn a scaled score each year and teachers can interpret the results in ways to address (a) Annual Performance, (b) Growth Across Years, and (c) Rated Observations for Very Low Performing Students. Each of these areas is addressed below.

Annual Performance

All students receive a scaled score that places them into one of four performance levels (Level 1, Level 2, Level 3, or Level 4). Performance at Level 3 or 4 is considered proficient, while performance at Level 1 or 2 is not considered proficient. Each of the four performance levels defined for the ORExt includes not only the scaled score ranges that categorize student performance (quantitative cut scores), but also text descriptions what student should likely know or be able to do at that performance level, referred to as Achievement Level Descriptors (ALDs). The ALDs are organized by grade, content area, and domains and are available at the following link (see Achievement/ Performance Standards section).


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

Consider an example of a 5th Grade student who earned a scaled score of 215 in mathematics. Consulting the cut scores for the ORExt shows that this score places the student in Level 3 (see below).

TABLE 2: MATHEMATICS**Ranges of Scale Scores by Category**

| 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 |

A 215 scaled
score is at
Level 3



Performance at Level 3 in 5th grade mathematics means that the student is likely able to:

| | |
|---|--|
| Operations and Algebraic Thinking | Solve expressions involving add/subtract of 11-20. |
| | Match two-operation numerical expressions using addition and subtraction of 11-20. |
| | Identify missing numeral in +2 +3, +4, +5, and +10 patterns (2-40). |
| Number & Operations in Base Ten | Identify the relation between the place values for the double-digit numbers 11, 22, 33, 44, 55. |
| | Identify numbers that are ten times the numbers 4-6 and identify the relationship between digits in the numbers 11.1 and 22.2. |
| | Identify whole numbers 21-40. |
| | Compare magnitudes of numbers 21-40 using <, =, and >. |
| | Identify location of 4.5, 5.5, 6.5, and 7.5. |
| | Multiply whole numbers with solutions 11-30. |
| | Identify 1/4 of multiples of 4 up to 20. |
| | Add and subtract numbers 11-20. |

| | |
|---------------------------------------|--|
| Number & Operations - Fractions | Compare magnitudes of $\frac{1}{4}$ and whole numbers. |
| | Add and subtract numbers 11-20. |
| | Identify products of whole numbers with solutions 11-30. |
| | Use unit squares to determine areas from 6-20 square yards. |
| | Identify scaling when provided with a multiplication problem involving factors -2 to -5. |
| | Add and subtract numbers 11-20, $\frac{1}{2}$, and $\frac{1}{4}$. |
| Measurement & Data | Convert inches into feet using $\frac{1}{4}$ -inch increments (3 inches, 6 inches, 9 inches, 12 inches, 15 inches, 18 inches). |
| | Use a line plot to add/subtract (11-30). |
| | Solve problems involving volumes 11-20. |
| | Solve problems involving volumes 11-20. |
| Geometry | Identify location of a point when provided verbal directions to its location in the coordinate plane. |
| | Match a description of a square or circle with a square or circle figure. |

The content and structure of the ALDs should help all stakeholders to interpret what performance on the ORExt means for each student.

Interpreting Reading & Writing Sub-scores

The ELA assessments are composed of 48 total items, with 30 items that target reading, 12 items that target writing, and 6 items that target language. Sub-scores for reading and writing are available, but do not have cut score ranges matched to a specific performance level or ALDs to support their interpretation. Because reading and writing sub-scores are generated from a reduced number of items, they do not have the same level of reliability as the total ELA score and, as a consequence, should not be used to make high stakes decisions. Rather, they should only be used for low stakes diagnostic purposes related to instruction. For example, the scores can be used as part of a comprehensive Present Levels of Academic and Functional

Performance (PLAAFP) statement or as one indicator of progress related to annual Individualized Education Program (IEP) goals.

Education teams may also use the Reading and Writing sub-scores for Essential Skills determinations, which may affect high school graduation. When used in this manner to support making high stakes decisions, teams need to consider the standard error (SE) of the cut scores and the associated 95% confidence intervals. At Grade 11, the proficient cut score in reading and writing is 920. The SE in Reading is 6.3, while the SE in Writing is 10.7. Students who get at least a 914 Reading scaled score ($920 - 6.3 = 913.7$, which rounds to 914) or 909 Writing score ($920 - 10.7 = 909.3$, which rounds to 909). These are the corrected (adjusted for SE) scores that need to be considered for meeting the standard of proficiency for Grade 11 Essential Skills requirements.

Growth Across Years

Because students answered common items above and below their grade levels, ORExt scores could be vertically scaled in English Language Arts (ELA) and Mathematics in Grades 3-8. This design allowed development of a common scale that reflects increased expectations across Grades 3-8 in ELA and mathematics. These vertical scales are centered on 200 and allow stakeholders to monitor annual growth. For example, a student who earns a 219 in Grade 6 ELA and a 225 in Grade 7 ELA increased by 6 scaled score units. To compare the change in scaled scores from one year to the next, at least two years of data are needed. We therefore require one more year of performance (scores from 2016) in order to monitor change across time.

Rated Observations for Very Low Performing Students

Some students cannot access the ORExt test items, even though they have been reduced in terms of depth, breadth, and complexity and are designed according to the principles of universal design for assessment in order to increase student access to test content. The ORExt includes a new component for these students who often have only taken the minimum number of items (20) to qualify for participation. For

these students the Observational Rating Assessment (ORA) can be administered. The ORA is composed of two domains: Level of Independence (LOI) and Communication (COM). Each of these two domains is further composed of two subdomains. The LOI is composed of the Engagement and Math Concepts subdomains, while the COM is composed of receptive and expressive subdomains. The ORA results should provide stakeholders with information that can be used to track student progress at pre-academic levels.

Contact ODE

If you have questions about the use and interpretation of scores from the ORExt, please contact Brad Lenhardt at Brad.Lenhardt@state.or.us.

Appendix 2.1B

Oregon Extended Assessment Test Blueprint 2018-19

The following three tables highlight the balance of standard representation by grade level for English language arts, mathematics, and science on the ORExt. The representation ratios can be calculated by dividing the standards by the total within each respective column. For example, in Grade 3 Reading, approximately 25% of the items are in the Reading Standards for Literature domain, as that domain has 4 written Essentialized Standards (ES) out of the total of 16 ($4/16 = 25\%$).

As mentioned, the test blue prints below directly correspond to the number of ES written in each domain within the Essentialized Assessment Frameworks (EAF) spreadsheets. There are additional grade level standards addressed by the ES, as some ES link to multiple grade level content standards. However, the blueprints below reflect only the written ES and are thus an underrepresentation of the breadth of grade level content addressed by the ORExt.

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.

Appendix 2.1C

Oregon Extended Assessment Item Development Process

Behavioral Research & Teaching (BRT)

University of Oregon



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Oregon Extended Assessment Development Process Item/Test Development Guide

Step 1: Standards

Essentializing Common Core State Standards (CCSS), OR Science Standards (ORSci), and Next Generation Science Standards (NGSS)

1. Locate CCSS, ORSci, and NGSS Excel spreadsheets.
2. Review all grade level standards and target those standards that were most important to teach, demonstrated the greatest opportunity to learn, and required content knowledge and skills that remained important across grades 3-8 & 11. Standards that were not included are highlighted red. Standards that are included as part of the essentialization for a related standard are highlighted green, with the associated essentialized standard ID noted.
3. Once standards were selected, implement the essentialization process to generate Essentialized Assessment Frameworks (EAFs), which are composed of Essentialized Standards (ES) written at three different levels of complexity (Low/Medium/High)
 - a. Essentialization process (see "EssentializationProcess_V6")
 - b. Essentialized Assessment Frameworks (see EAF documents in English language arts, mathematics, and science)
4. Linking study – All ES were reviewed by our item writers in order to gather documentation regarding our selection of standards as well as the level of linkage between the ES and the grade level standards. The linking study report will be included in the 2014-15 ORExt technical report. The average rates of agreement are very high regarding standard selection (98%) and linkage ratings are also strong.

Step 2: Item Development

1. All teachers and content experts involved in item development were trained using the materials found in the Training PPTs folder (see "ItemWriter_Training_2014_V4").
2. Training materials included Test Specifications that explained our approach to assessment, provided example items, and also addressed accommodations (see "Test Specifications/ORExtTestSpecs_2014_V6")
3. Teachers were provided copies of the EAFs where each ES had an exemplar item, in which the level of complexity was stratified across all standards (L/M/H).
4. Project leads worked closely with each item writer, reviewing and providing feedback on initial batches of 20-30 items to ensure that writers were on the right track. Review of items and communication with item writers continued throughout item development.
5. We used 8 item writers in ELA, 7 in Math, and 6 in Science. All item writers had MA degrees or higher with one exception who was a PhD student.

Step 3: Item Review

Distributed Item Review (DIR) by Oregon Teachers (<http://brtitemreview.com>).

1. Once items were written to align to all ES and the three different levels of complexity (L/M/H), items, standards and graphics were uploaded into the Distributed Item Review (DIR) website review system. Item reviewers were trained in person (see "ItemReviews_Fall2014_V5")
2. CSV spreadsheet templates were used to upload test items into the DIR with the following column headings: Item ID, Group (grade), Standards (ES code), Item Information (the item prompt, as written for the Scoring Protocol), Prompt (the item prompt, as written for the Student Materials), and Option A, Option B, and Option C (answer choices), and Correct (correct answer choice location [a, b, or c]).
3. There was also a spreadsheet template (created in Excel and saved as a .csv) for uploading ES into the DIR, with the following column headers: Standard ID, Subject (English, Math, or Science), Domain (the ES), and Description (the L/M/H complexity descriptors).
4. A zipped folder containing graphics files (.png), associated with items as well as graphics location (e.g., which part of the item the graphic goes with—stem, answer a, b, or c) through the developed coding system, was used to upload and associate all items and graphics. The coding system was critical to the above procedures as it was the means to link items with standards with graphics. Additionally, each code provided information as to the grade, subject, ES, complexity level (see 5-7 below).
5. Standards Coding: We coded ES using this approach: M03NOF1.2a. The first letter is the subject (M = Math), the second two numerals are the grade (03 = grade 3), the next three letters are the domain (NOF = Numbers & Operations with Fractions), and the final portion is the standard identifier (including sub-standard, where relevant, the "a" at the end).
6. Items Coding: We matched the item code to the standard it was linked to and then added the complexity level and item number. To tie in with the above example, we would have written: M03NOF1.2aL04. This tells us that it is a low complexity item, and the fourth low item written to the ES. The number of items written to each ES was dependent on the number of ES at a particular grade-level, with L/M/H complexity stratified as evenly as possible across all grade-level ES.
7. Graphics Coding: We matched the graphics code to the item code and the location of the graphic. For example, item S05LFS2.1M21 had graphics associated with the stem and three answer choices (a, b, and c). Thus, the graphics files were named S05LFS2.1M21.png, S05LFS2.1M21_A.png, S05LFS2.1M21_B.png, and S05LFS2.1M21_C.png, respectively. Again, we cannot emphasize how important this coding system became, particularly as we needed to automatize the process using *R* and *InDesign/Illustrator* toward the end. It was probably the singularly most important factor in terms of our efficiency and accuracy.

8. The questions we used for the ORExt DIR review were the following:
 - a. Rate the strength of alignment between the item and the standard(s) (0 = insufficient alignment, 1 = sufficient alignment, and 2 = strong alignment)
 - b. Item is free of bias (Yes/No)
 - c. Item is accessible to SPED students (Yes/No)
 - d. Comments (asked reviewers to comment on any "0" or "No" ratings, particularly with suggested improvements)
9. We used 21 reviewers in ELA and Math and 10 reviewers in Science (3 reviewers per grade level; two SPED and one GenED cohorts). Science had four reviewers per grade level, the fourth a content specialist from ODE, who reviewed items from all three grades (5, 8, and 11). All reviewers were from Oregon and had at least five years of teaching experience.

Step 4:

Review all OR teacher feedback and update items

1. The DIR system generates CSV spreadsheets with the ratings for each reviewer, for each item. Reviews were organized by grade level within each content area. Reviewer ratings and comments were organized into a single spreadsheet (by grade and content area) and analyzed for the degree of alignment, bias, and accessibility, typically examining means, counts and percentages of ratings across all items.
2. Every comment for every reviewer was digested (close to 28,000 lines of text for ELA and Math, and about 12,000 for Science). We documented all of our (editing) decisions related to reviewer comments within the spreadsheets within the BRT Response column.
3. All items requiring editing (text, graphics, or otherwise) were edited within Excel, using the DIR as a means to examine items "*in situ*", and saved on Infostore within the DIR folder identified in Step 3.

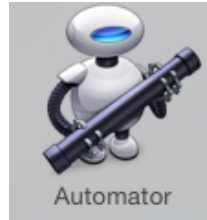
Step 5: Scaling/Item Selection

1. The vertical scaling plan was a balanced design resulting in a vertical scale in grades 3-8 in ELA and Mathematics.
2. Test blueprints were used to determine balance of items (see "ORExt_TestBlueprint_2015").
3. The Excel spreadsheets identified above were then parsed into separate grade levels and forms in a CSV format.

Step 6:

Creating CSV files for merging into *InDesign*

1. Copy multiple file paths to the clipboard using Automator Tool (Finder – Applications – Automator) and paste into Text Editor. Automator tool is a Mac function and looks like this:



Here is the link to all of the instructions for setting up your Automator. Once it's set up, you will never have to do this again as it system service available by highlighting files and right-clicking:

<http://www.macyourself.com/2011/12/31/copy-file-or-folder-path-to-the-clipboard-in-mac-os-x-lion/>

2. All files will be copied on your clipboard. Open your Text Editor and use CMD-V to paste your filepath names into an Excel/text file.

NOTE: After realizing how long the process of organizing test form information into spreadsheets was taking, *R* programming was used to run all of the functions you see below. Thus, it is best to use our *R* package for this purpose. However, here are the steps if it must be done by hand.

3. Copy/paste the file path names from your text file into a new Excel spreadsheet, and save as something like "Gr3FilePaths" (i.e., the file path spreadsheet).
4. Open spreadsheet with item information.
5. Create new spreadsheet with template headers (see Shawn's Science example G5SCI15_form1_v1).
6. Copy/paste list of form IDs from vertical scale document into template spreadsheet (i.e., G5SCI15_form1_v1).
7. Using Find command (CMD + F) locate the first item in the item information spreadsheet. Hit escape (Esc) to close Find dialog as a shortcut once item file path is found.
8. Select all item information (Shift + CMD + right arrow).
9. Copy/paste selected item information into template spreadsheet under Group column heading – it's okay at this point to have the item ID repeated b/c we'll use it as a double-check later.
10. Repeat this Find – Copy/paste for remaining items in the test form. You may quickly switch between the item information spreadsheet and template spreadsheet using keyboard shortcut (CMD + ~), which allows you to toggle between windows within a given program (i.e., Excel).
11. If necessary, delete column of item changes comments.
12. Highlight column C, and insert a blank column, and use Exact function to double check that your item IDs match. Enter "=Exact(A2,B2)" and drag formula down for entire column. You want to see all "TRUE"s. If you see a FALSE, it may still match, but be an all-caps issue.
13. Delete this information from Exact function column we just created, as it's no longer needed.

14. Under Group column, replace item IDs with grade for all 48 items in test form.
15. Under Item column enter 1 through 48 to indicate items 1-48 on test form.

All 48 test items and all item information for a given test form is now entered into the template spreadsheet. The last step is to find and copy/paste the file paths into the last four columns, as needed, based on the item.

16. Close item information spreadsheet because you will not need it again until you create and populate the next template spreadsheet (i.e., form 2, 3...)
17. Using Find command (CMD + F) locate the first item's file path in the file path spreadsheet. Hit escape (ESC) to close Find dialog as a shortcut once item file path is found.
18. Copy/paste selected file path(s) for the given item into template spreadsheet under appropriate column heading (i.e., @Graphics_Stem, @Graphics_A, @Graphics_B @Graphics_C) – BE CAREFUL, based on how the file path spreadsheet is sorted because they maybe be out of order (i.e., the stem file path will be after paths for answer options A, B, and C in some cases for Math and Science).
19. Copy/paste special (or cut/paste if it's only a stem graphic file path) into item template spreadsheet using keyboard shortcut (CTRL + CMD + V), which brings up Paste Special dialog box, click Transpose and OK to paste into appropriate cells in item template spreadsheet.
20. Repeat this Find – Copy/paste special for remaining items in the test form. Again, you may quickly switch between the item file path spreadsheet and template spreadsheet using keyboard shortcut (CMD + ~), which allows you to toggle between windows within a given program (i.e., Excel).
21. Clear file paths as you finish each item and return to the file path spreadsheet
this is personal preference, but it makes selecting multiple file paths a little easier, and lets you keep track of progress.

Step 7: Data Merge

Note: Graphics need a ":" instead of "/" in csv spreadsheet. Using CMD + F to conduct replacement of only those columns worked very well as a procedure.

Creating Student Materials templates:

1. Create a new *InDesign* document (File > New > Document) – uncheck 'Facing Pages.'
2. Under the Pages menu on the right hand side, top of the Pages menus, you will have a "none" and a "Master A" template already. Begin with the Master A – double click on the Master A page to format.
3. Create text and graphics boxes using the toolbars, placing placeholder boxes on your Master page. If more than one Master is needed, use the small arrow at the top right of the pages menu and select "New Master."

4. Repeat steps above using the toolbars to places text and graphic boxes where needed.
5. Next, select 'Data Merge' from the 'Utilities' menu. Select your data source. You will now see all of your header fields listed within the data merge menu. You can either click inside the box in which you wish the field to appear, or drag and drop the appropriate field header into the box on your Master template of choice.
6. Within each text box you can center/format font/size, etc. to make them uniform using the font and paragraph formatting in the top tool bar of *InDesign*.
7. To center text and graphics within the boxes:
 - Select Object Styles
 - Create New style (square to the left of the trash can)
 - Double click on new (Object Style 1) – rename (Sev called these graphic frame or text frame depending on what she was formatting)
 - Under Basic Attributes, double click on Text Frame General Options, at the bottom in the Vertical Justification drop down menu select 'Center'
 - Then double click on Frame Fitting Options (last item in Basic Attributes) and in the Content Fitting drop down menu select 'Fit Content Proportionally'
 - Select boxes that include text or graphics and click on the new object style to apply to these boxes

Before actually merging the document, be sure to create an actual document page for each Master template. Click on Page 1 in the lower section of the Pages menu. Go to the small triangle menu in the right hand corner and select 'Apply Master to Pages' – selecting appropriate master. If there is more than one Master, create a page 2 using the small paper icon in the bottom right of the pages menu next to the trash can symbol. Double click on page 2 and select 'Apply Master to Pages' – selecting the next Master template. Repeat this until you have one actual document page for each Master page. This will create one Master template for each item once merged so you can then go back through, select the appropriately formatted page, and delete the unneeded pages.

Scoring Protocol Formatting

1. Because we want multiple records per page, do not create an actual master page. Put the formatting for the first record on page 1. The master page will have the header/footer continued on each page.
2. For the prompt/item information box, go to the paragraph menu (top left hand tool bar) and make sure hyphenate is not selected.
3. For the data merge select multiple records in the drop-down menu.
4. Multiple Record Layout – make sure 'Rows First' is selected.
5. Options – In the 'Image Placement' menu, select 'fit images proportionally.' Make sure the following are selected:
 - a. Center in Frame

- b. Link Images
 - c. Remove Blank Lines for Empty Fields
6. After Data Merge you will get a notification if there are any graphics or text that are larger than the boxes. If you go through the document in 'Normal' mode the areas with overset text/graphics will have a red +. These will need to be resized by hand.

Note: When using an existing template for a data merge, be sure to remove the existing data source and add your new source. You will see a pop-up telling you the fields may not be the same, but as long as all of our spreadsheets have the same header rows the templates apply across all spreadsheets.

1. Format Spreadsheet

- Replace periods (.) with spaces in head rows
- Add a single apostrophe and the at symbol ('@) before header in graphics columns
- Delete all paragraph returns in prompt column
- Check answer options (some show up as dates instead of fractions, special symbols and exponents are lost and need to be denoted, etc.)
- Find/replace graphics file paths (swap colons for forward-slashes)
- If you close or re-open file, add as single apostrophe (') in the graphics headers again

2. Data Merge for Student Materials

- Open template, when prompted select 'Don't update links' because you will be using a different spreadsheet.
- 'Data Merge' can be found in the Window menu under 'Utilities'.
- Use the small triangle on the top, right-hand corner to pull down the data merge menu. Remove data source. Then Select new data source.
- Click the 'Merge records' option at the bottom right of the data merge menu. It will automatically tell you if you have any overset text or if the program cannot locate any graphics, in which case you have to go back to your spreadsheet and graphics folders and track down the graphics. Overset text can be formatted by hand as you edit the SM document, so don't address that yet.
- 'Save As' right away after the merge is complete. Select the pages menu and go through by hand to decide which template you want to keep per item, then drag the un-needed pages into the trash (bottom right of pages menu). Make sure that you select the appropriate template for each item, as it is time-consuming to rebuild the item if the template is not selected correctly. We always ended up with 48 pages total, when finished.
- Once the necessary pages are selected, go back through each and added back in the soft returns where needed (a space in between paragraph returns is included) and resize the 'square' graphics.

- Go to each of your master pages and update the grade level in the header, if necessary, as you proceed.
- Add a page in the beginning just as a placeholder title page (this will appear as page 2, so drag to the left of page 1 to get this as the first page) – select apply master then select 'None'. The subject and grade, form number, and SP or SM, are on the title page.
- Done! Now export to PDF either under File – Export or (CMD + E).

3. Data Merge for Scoring Protocol

- Open template, when prompted select 'Don't update links' because a different spreadsheet is used.
- 'Data Merge' can be found in the Window menu under 'Utilities'.
- Use the small triangle on the top right hand corner to pull down the data merge menu. Remove data source. Then, select new data source.
- This will most likely have overset text, which must be formatted by hand.
- 'Save As' right away again.
- Now go through by hand and edit the overset text boxes. There will be a red + on the right side of the box when the text is overset. It may be necessary to shift the answer options and scoring boxes to fit the text in the item information box. Note: It was a good indicator that items had too much text if they did not fit in the SP template, however.
- Go to each master page and update the grade level in the header if necessary.
- Now that all is formatted, go back to page 1 – do the same as SM and create placeholder title page. Insert new page, drag to right of pg. 1 to get to appear first. Select 'Apply master to pages' – 'None'. Then create placeholder title page with subject/grade/form/SP.
- And SP is done! Export (CMD + E) to PDF.

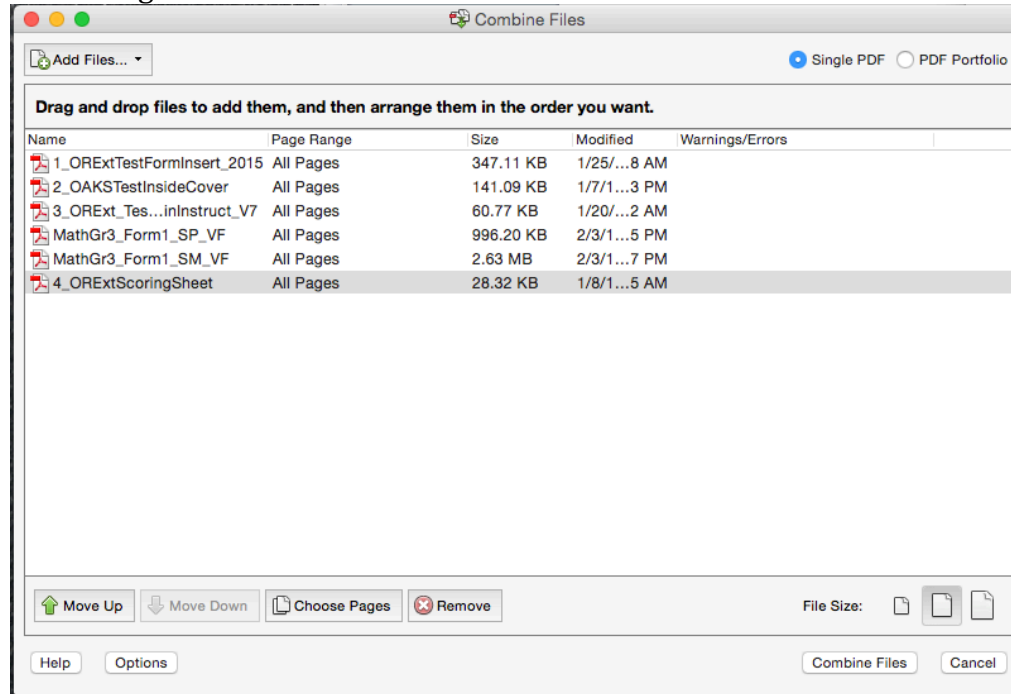
NOTE: All final graphics that resulted from many rounds of editing are housed within a common folder on our server.

Step 8:

Final Test Package Creation Process

1. Open *Adobe Acrobat Pro X* (the directions are a bit different in XIV)
2. Select "Combine Files into PDF"
3. Drag/place the first insert, "1_ORExtTestFormInsert_2015.pdf"
4. Drag/place the second insert, "2_OAKSTestInsideCover.pdf"
5. Drag/place the third insert, "3_ORExt_TestAdminInstruct_V7.pdf"
6. Drag/place the relevant Scoring Protocol
7. Drag/place the relevant Student Materials

8. Drag/place the fourth insert, "4_ORExtScoringSheet.pdf" It should now look something like this:



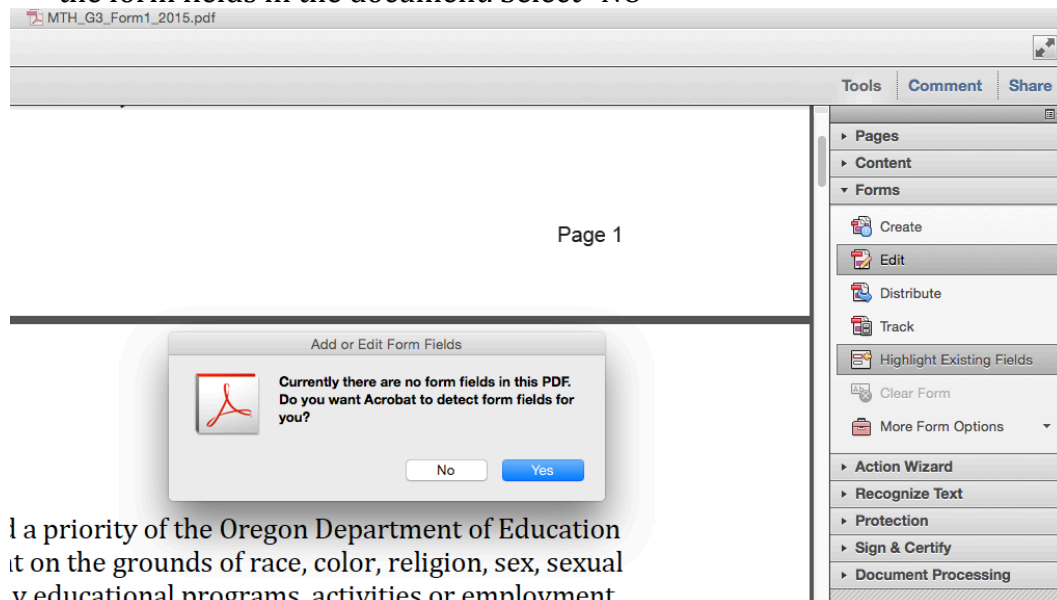
9. Select "Combine Files"

Adobe Acrobat Pro will generate a "Binder" Save the Binder file using the following convention, subject, grade, form number, year. Here is an ELA, Grade 3, Form 1 example: "ELA_G3_Form1_2015"

10. Select "Tools" then "Pages" then "Header and Footer" Insert a page number in the right-hand footer (Arial, size 8). Add the text "Page" and one space prior to the number with the double less than and greater than signs (Page <<1>>). Your

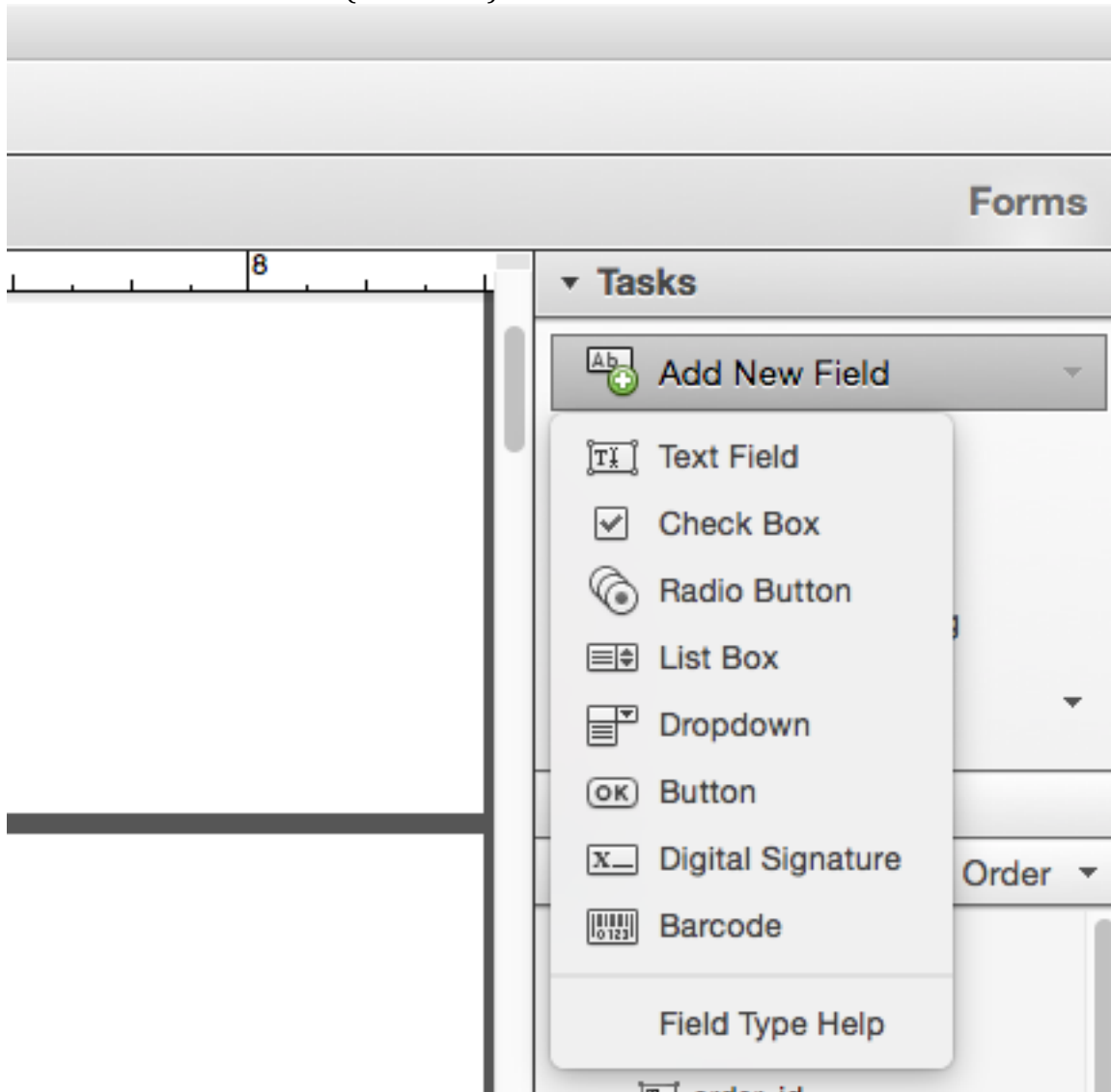
command bar will now look like this (see below). Click OK

11. Select Forms, then select "Edit". You will be asked if you want Acrobat to find the form fields in the document. Select "NO"

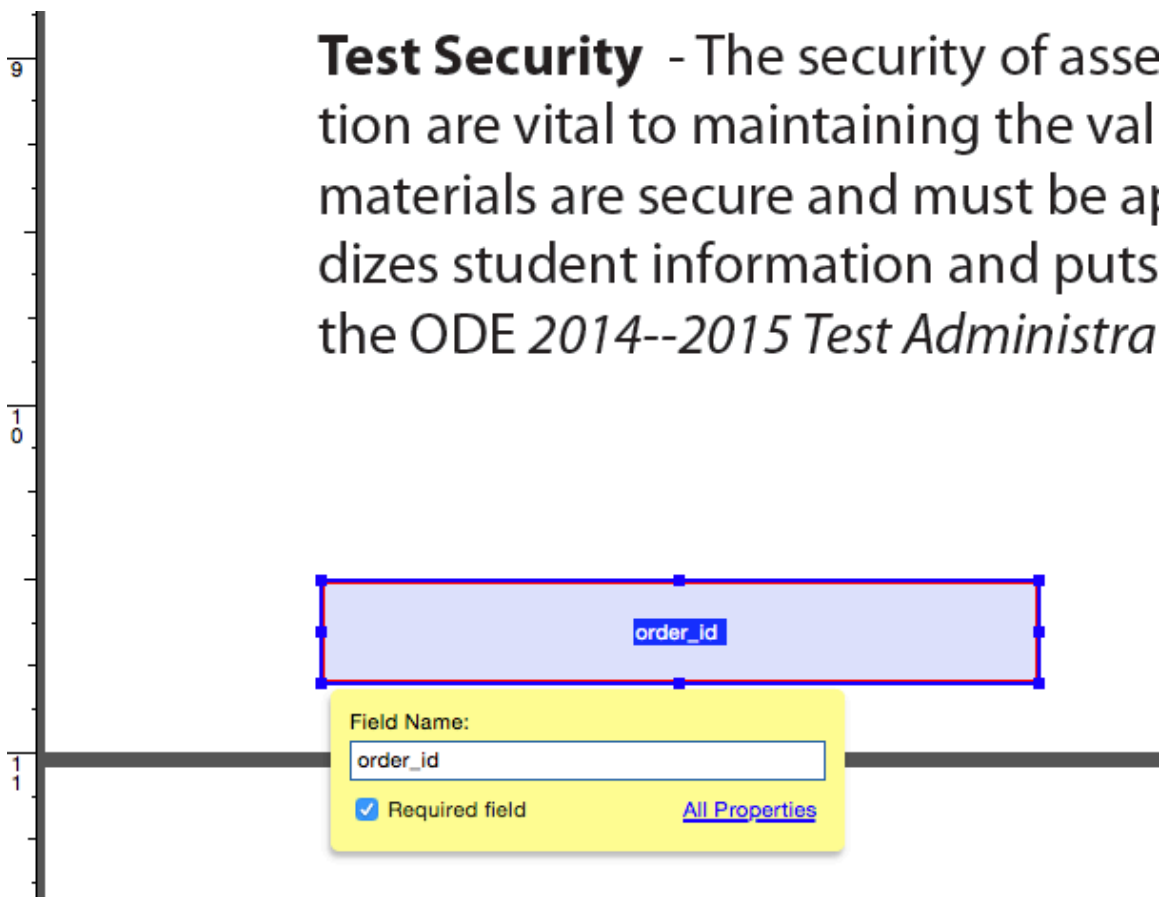


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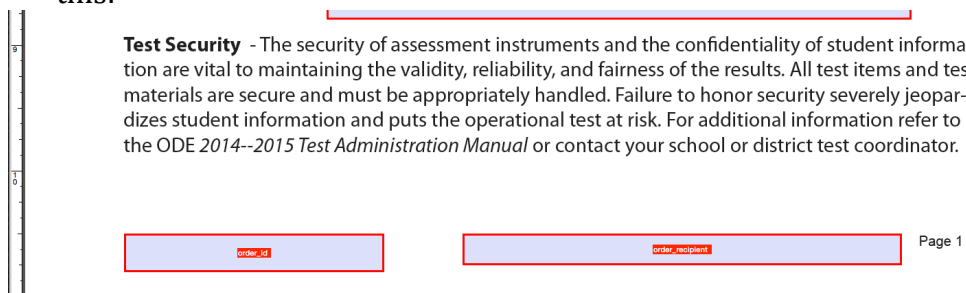
12. Add two form fields in the footer. First, you will select "Add New Field" then select "Text Field" (see below).



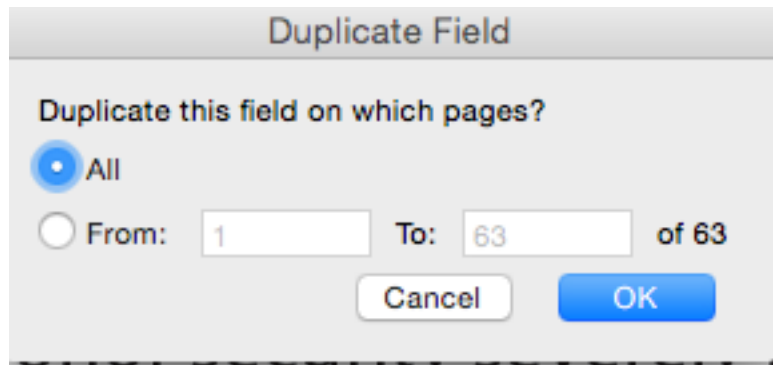
13. Now, this part is a bit more complicated. On the first page, scroll down to the bottom. The top of the first text box must have its top at 10.5" and its bottom at 10.75" (this makes the field .25 inches high). The left side of this text box is right where the Secure Test notice text above begins. The right side extends to 3". Once the box is placed and sized, enter "order_id" as the field name and select the "Required field" setting (it may be necessary to right click and select "Rename field" to be able to change the name if it isn't automatic). It should look just like this now:



Now, enter the second footer box. This box has the exact same height settings as the first, but runs from 3.5" to 7" on the width. This places it just to the left of the page number you entered earlier. Name this text field "order_recipient" and then save the document again. It will now look like this:



14. This is the final step before an overall QA of the document. All that is needed once "order_id" and "order_recipient" are spelled exactly as they are on the first page next to Test Form ID and Assessor Name, simply duplicate this test form field across every page of the document. This is done by right-clicking and selecting "Duplicate". When asked, select OK, which performs this operation to the default setting, which is All pages. It should look like this:



The document should now have this footer on every page. Select "Close Form Editing" to exit the form editing portion of Acrobat Pro.

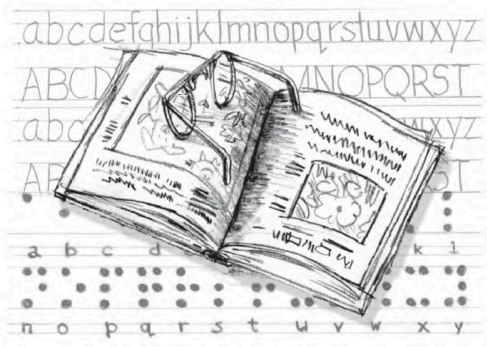
15. Verify overall document contents:
 - a. There should be 63 total pages.
 - b. The test should be cover page, ODE inside cover, two-page test administration instructions, SP, SM, then scoring sheet.
 - c. Make sure that everything looks good, editing as needed/appropriate.
16. Save a copy to Infostore and save a copy on your laptop.
17. Move on to the next form!

Oregon Extended Assessment

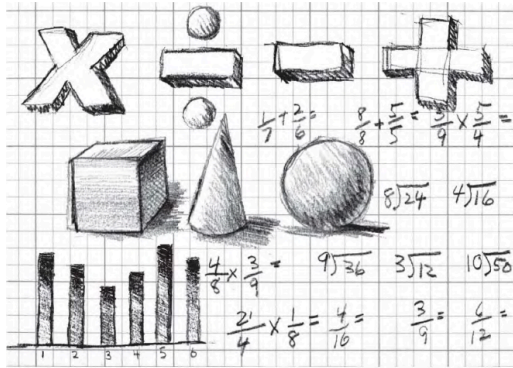
Item Development Information & Specifications

2014-2015

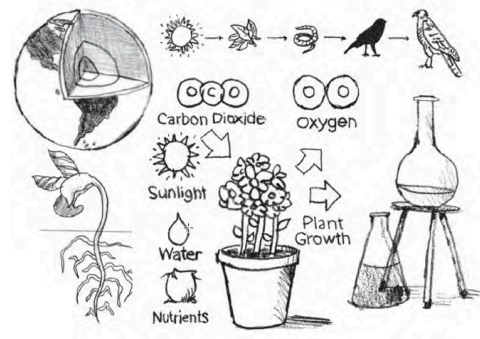
English Language Arts – Reading, Writing, & Language



Mathematics



Science



Oregon Extended Assessment

Background

In this document, we consider test specifications for the Oregon Extended Assessment (ORExt) to be an encompassing term that refers to multiple components, including subject area domain attributes and definitions, test development considerations, content standards, essentialized standards, and finally, a blueprint for sampling standards. These components are clearly interconnected and interact with each other. The ORExt is Oregon's Alternate Assessment Based on Alternate Achievement Standards, or AA-AAS, and is administered only to students with the most significant cognitive disabilities, or SWSCDs (U.S. Department of Education, 2005).

Reduction in Depth, Breadth, and Complexity

Due to the Title 1 Federal Regulations published on December 9, 2003 (USED), steps were taken to increase the cognitive accessibility of all items on the Oregon Extended Assessments, both in terms of test design as well as reducing the depth, breadth, and complexity (RDBC) of the test items.

Reductions in depth, which is generally defined by Anderson's revision of Bloom's Taxonomy – Remember, Understand, and Apply (Anderson et al., 2001), were accomplished by limiting the process verbs to simpler tasks (recognize, identify, match, understand are used; verbs like analyze, develop, evaluate, and create are not used).

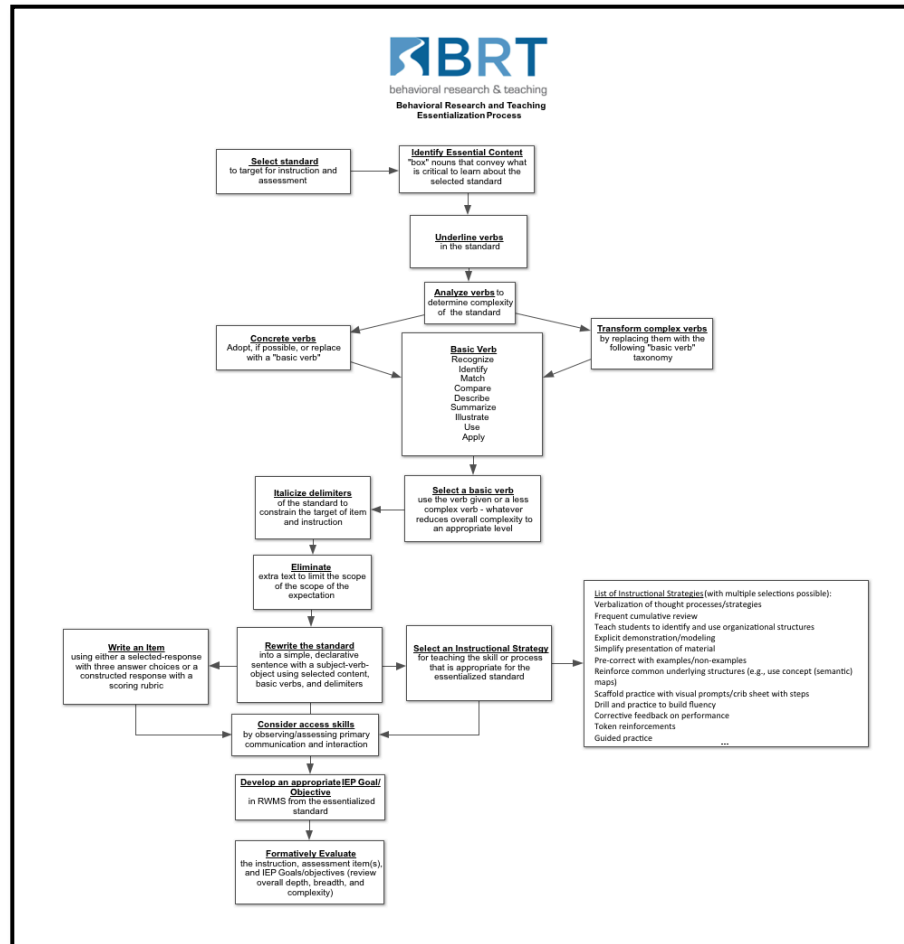
Reductions in breadth, which can be defined in terms of how broad a student's domain of knowledge must be to answer a specific item, were accomplished by limiting the item content to accessible domains. We defined accessibility in terms of both opportunity to administer a test in any format and in terms of depth of content coverage. Format focused on the physical and sensory skills necessary to respond. Depth of content addressed an appraisal of the likelihood that the content would be represented in a student's school day (whether in general or special education classes). For example, while a general education assessment might target the process of implementing a laboratory experiment in science, the extended assessment might ask the student to define a term that is critical to the experiment given that participation in a lab requires physical and sensory skills that students with the most significant disabilities may not have. The content may be relevant, but the performance demand does not require a wide knowledge set to answer appropriately. Reductions in depth and complexity, which is generally how difficult (or abstract the test content is, were accomplished by limiting the difficulty of the content (e.g., adding single-digit integers is much easier than adding imaginary numbers, though the process verb, to add, is the same).

It is critical to mention that depth, breadth, and complexity are intertwined and work together to determine overall item difficulty. They are simply three lenses we look through to systematically address and make items more accessible from a test content perspective. We operationalized RDBC into one process called "essentialization."

Essentialized Assessment Frameworks

The standards have been “essentialized” by analyzing the content, the intellectual operation being requested, and the delimiters to the content. Structurally, this can be seen in the manner in which standards are written with the content identified by nouns, the intellectual operation by verbs, and the delimiters by either conditional phrases or as placed as the object of the sentence. In following the system for “essentialization” below, the following conventions have been used: (a) content (nouns) is boxed, (b) intellectual operations (verbs) are underlined (with complex verbs bold), and (c) delimiters (of content or intellectual operations) are *italicized*.

The essentialization process involves RDBC of the Common Core State Standards (CCSS), Oregon's Science Standards, and the Next Generation Science Standards (NGSS) in order to establish a performance expectation that is relevant and accessible for students who participate in the ORExt, while maintaining the highest possible standards of rigor (the science tests will thus be dual-aligned to both the Oregon Science Standards and the NGSS). Complexity is reduced by: 1) focusing on essential content; 2) simplifying the process verb; and, 3) eliminating inappropriate delimiters. For the ORExt, all essentialized standards were written at three levels of complexity, which feeds the population of the Low, Medium, and High difficulty forms. The essentialized standards that will be assessed on the ORExt are called Essentialized Assessment Frameworks (EAFs). The essentialization process is displayed below.



Content

The ORExt in ELA and mathematics is aligned to the CCSS-founded essentialized assessment frameworks (EAFs) that have been developed and reflect appropriate expectations for the English language arts knowledge and skills that SWSCDs must have in a vertically aligned system. In science, the assessment is aligned to the NGSS-founded EAFs. The EAFs were written to provide consistent, vertically aligned content targets for assessment development in order to support access for SWSCDs. Non-secure representations of these documents will be posted the ORExt Training & Proficiency website used in the fall, 2014 (ork12test.com).

English Language Arts

The construct of English language arts (ELA) for the ORExt is founded in the CCSS, which include the following domains in grades 3-8 and 11: reading standards for literature, reading standards for informational text, foundational skills, writing, and language. The ORExt assessment plan for ELA does not include speaking and listening, or literacy in history/social studies, science, and technical subjects.

Mathematics

The construct of mathematics for the ORExt is grounded in the CCSS, which include the following domains: operations and algebraic thinking, number and operations in base ten, number and operations – fractions, measurement and data, and geometry in grades 3-5. In grades 6-8, the focus shifts to ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. In high school the domains include: number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

Science

The construct of science for Oregon's alternate assessment is determined by Oregon's Science Standards and the NGSS, which include life science, physical science, Earth/space science, and engineering design, in the following areas in grades 5, 8, and 11: matter and its interactions, motion and stability: forces and interactions, energy, structure and processes of molecules and organisms, interaction, energy, and dynamics of ecosystems, Earth's place in the universe, Earth's systems, Earth and human activity, and engineering design.




ORExt Test Design

The planned operational test design for the new ORExt includes a determination of the student's Level of Independence (LoI) with a 5-item assessment, a 15-item placement test, and a 25-item content prompts assessment. The LoI assessment determines the level of support needed to bring the student to success. The LoI assessment yields a global score (20 total points), termed the LoI score. The LoI score is based on a 4-point scale, with a 4 denoting independent performance of the item, a 3 that the student requires additional verbal/gestural support to access the item a 2 that the student required physical contact to access the item (e.g., touching on the hand to remind), and a 1 that the student required full physical support to access the item (e.g., hand-over-hand assistance). The LoI score provides an indication of the level of support the student is likely to need during testing in a manner that does not compromise the respective test constructs. However, the LoI score will not be used to provide a ceiling for teacher support as it has in years past. The new LoI score also includes a determination of attention and joint attention, as well as the level of communication for the student.

| Assessment | Purpose | Number and Type of Items | Used for AMO reporting |
|--|--|---|-------------------------------|
| Level of Independence Assessment | Gather information regarding student's expected level of support | 5 items (4 related to continuum of supports; 1 assessing level of communication) | No |
| Placement Test | To assign the appropriate Content Test form | 15 items (5 low difficulty, 5 medium difficulty, and 5 high difficulty) | Yes |
| Content Test | To provide an adapted test form that is consistent with a student's level of functioning | 25 items per form, with a low difficulty form, a medium difficulty form and a high difficulty form | Yes |
| Total Items that count for Annual Measurable Objective (AMO) reporting | | | 40 |

Here is an overview of the LoI assessment:

1. 4 items tied to the continuum of supports needed within a content area
2. 1 item targeting communication level
 - a. Level 1 – Pre-Symbolic: objects/attention/joint attention (affective domain)
 - b. Level 2 – Emerging Symbolic: Developing objects/picture/icon/emerging abstract symbol use
 - c. Level 3 – Symbolic: Developing icon use/developing abstract symbol use
 - d. Level 4 – Extended Symbolic: Emerging to developing abstract symbol use

| | | | |
|---|---|--|--------------------------|
|  |  |  | Apple |
| <i>Pre-Symbolic</i> | <i>Emerging Symbolic</i> | <i>Symbolic</i> | <i>Extended Symbolic</i> |

The placement test will be composed of 15 items: 5 low difficulty items, 5 medium difficulty items, and 5 high difficulty items. The student's total score on the placement test will determine which test form they participate in (Low, Medium, High) by the following matrix:

| Total Points | Distribution of Points | | | Assessment |
|--------------|------------------------|--------|--------|-----------------------|
| | Low | Mid | High | |
| 0 | 0 | 0 | 0 | <i>Placement Only</i> |
| 1 to 3 | 0 to 1 | 0 to 1 | 0 to 1 | Low |
| 4 to 5 | 1 to 2 | 1 to 2 | 0 to 1 | Low |
| 6 to 8 | 2 to 3 | 2 to 3 | 1 to 2 | Med |
| 9 to 10 | 3 to 4 | 2 to 3 | 2 to 3 | Med |
| 11 to 13 | 4 to 5 | 3 to 4 | 3 to 4 | High |
| 14 to 15 | 4 to 5 | 4 to 5 | 4 to 5 | High |

The remaining assessment is called the Content Prompts, which are academic measures of the student's knowledge and skills linked to the relevant content standards. The content prompts rate the accuracy of the student's response on a 2-pt scale, with 0 an incorrect answer and 1 a correct answer.

Scoring Protocols and Student Materials

Scoring protocols for teachers will be organized into one-page consumables for all items, with five items designed to serve as standards-based content prompts. Student materials are placed in front of the student during administration and contain graphic images and words illustrating the student's response options. There are three response options per

item in the student materials, with one being the correct answer, the second a close distractor, and the third a far distractor.

Test Structure

The ORExt test structure will no longer include tasks, but will maintain a 5 item per page approach to ensure sufficient space for assessors. These items would not be linked to the same content prompt but vary from item to item. The LoI assessment results will not be used in calculations of Annual Measureable Objectives (AMOs). However, the Placement Test will be included in the AMO calculations. Some very-low performing students will only take the Placement Test. The test structures for ELA, Math, and Science are outlined below:

| Subject | Grades | Assessment Structure |
|-----------------------|------------------------|---|
| English Language Arts | 3, 4, 5, 6, 7, 8, & 11 | <ul style="list-style-type: none"> 5-item Level of Independence Assessment 15-item Placement Test <ul style="list-style-type: none"> 5 - Low difficulty items 5 - Medium difficulty items 5 - High difficulty items 25-item Content Prompts Test <ul style="list-style-type: none"> Three forms, based upon Placement Test results (Low, Medium, High) |
| Mathematics | 3, 4, 5, 6, 7, 8, & 11 | |
| Science | 5, 8, & 11 | |

Test Development Considerations

Scoring Protocol & Student Materials Practice Test Examples

The new ORExt assessments are being developed with one version, which is similar to the Scaffold version used in the past. This version provides additional context for the student with a preamble that can be read after the prompt. All items have four components: 1) a preamble statement; 2) a prompt (question); 3) three answer choices; and, 4) explicit directions for the graphics designer. The ELA items may also include a sentence or passage that is either read to the student, or the student is expected to read. The preamble is designed to draw the student's attention to the student materials and provide a description of what the student is seeing. The prompt provides the stimulus for the student to respond to. The answer choices provide the response options for the student (one correct, one plausible near distractor, and one plausible far distractor).

English Language Arts

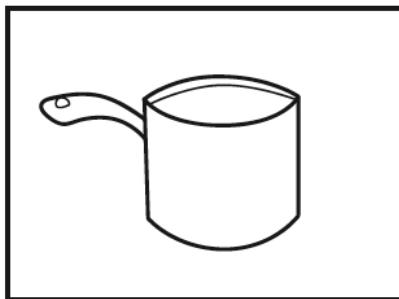
The following is a reading example that reflects embedded prompting and detailed student materials. This example includes a preamble that provides the student both a visual clue to the pictures and a verbal prompt. The student is read a passage and is asked to answer questions about the items. The three illustrations indicate three answer choices: one is a far distractor (pot), one that is a near distractor (box of oatmeal), and the correct answer (cooking oatmeal).

| Item | Content Prompts | Accuracy | | | |
|---|---|----------|--|---|---|
| Say: I will read (sign) a story to you and then ask you questions about the story. | | | | | |
| 1 | <i>Preamble:</i> Here is the story that I just read to you. | | | 0 | 1 |
| | What is the story about? | | | | |
| | [0 = incorrect/ 1 = indicates <i>cooking oatmeal</i>] | | | | |

Making Oatmeal

Bill wanted to make some oatmeal. He poured 1 cup of milk into a pot. Then he put the pot on the stove. He added some oatmeal to the pot and cooked it for 5 minutes. When it was ready to eat, he put it in a bowl. He liked the taste of oatmeal a lot. When he was done eating, he washed his bowl.

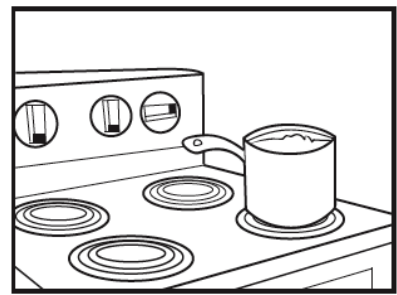
Item 1



pot



box of oatmeal



cooking oatmeal

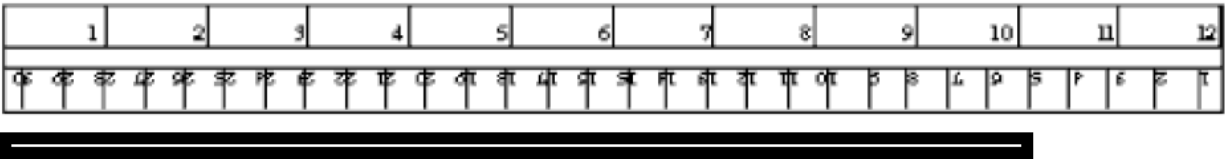
Important Administration Note: In reading, text (sentences/passages) will be read to the students for all reading items from grade 3-5. In grades 6-8 and 11, specific instructions regarding whether to read the passage to the student or if the student is expected to read the passage independently will be included at the item level. In general, the low difficulty items will include the passage being read to the student, while we will make individual

decisions based on overall complexity and the development of a scale with a sufficient ceiling in determining whether a medium or high difficulty item should be read to the student. The assessor will read answer choices to the student at **all** grade levels across all content areas except for items that are linked to the Reading Foundations standards, which specifically require reading or decoding. These items will not include the answer choices in the prompt and will have a bracketed direction, "[DO NOT READ THE ANSWER CHOICES TO STUDENT]" warning. Graphic supports will be provided for all low-difficulty items with concrete answer choices in reading.

| | | | | | |
|---|--|--|--|---|---|
| 1 | <p><i>Preamble:</i> Inches and centimeters both measure length.</p> <p>An inch is about 2 $\frac{1}{2}$ centimeters. About how many centimeters is a board that is 10 inches?</p> <p>[0 = incorrect/ 1 = indicates 25 centimeters]</p> | | | 0 | 1 |
|---|--|--|--|---|---|

Mathematics

The following is a mathematics example that also reflects embedded prompting and detailed student materials. The example includes a preamble to direct student attention to the test materials. The three illustrations present the student's answer choices, including one far distractor (5 cm) one near distractor (15 cm) and the correct answer (25cm).

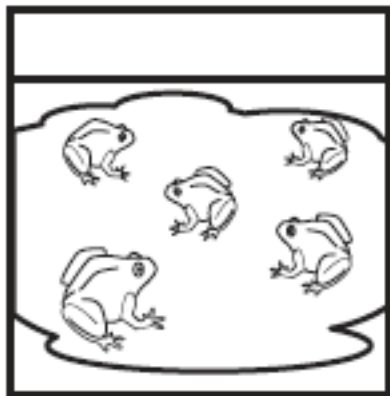
| | | |
|--|----------------|----------------|
| <p>An inch is about 2 $\frac{1}{2}$ centimeters. About how many centimeters is a board that is 10 inches?</p> | | |
|  | | |
| 5 centimeters | 15 centimeters | 25 centimeters |

Important Item Design Notes: The graphics on this item are very busy and there is not a clear separation between the answer choice options. This is part of the reason why this is a practice item. In addition, you will notice that the answer choices are in order of magnitude for this example. For all low- and medium-difficulty items, the answers in mathematics should be in order of magnitude, where applicable. The high-difficulty items can be presented in any order.

Science

The following is a science example that reflects embedded prompting and detailed student materials. This example includes a preamble that provides the student both a visual clue to the pictures and a verbal prompt. The three illustrations indicate a relationship (interdependence) between the amount of water in the pond and the number frogs. The answer choices include a near distractor (a few frogs), a far distractor (lots of frogs), and the correct answer (no frogs).

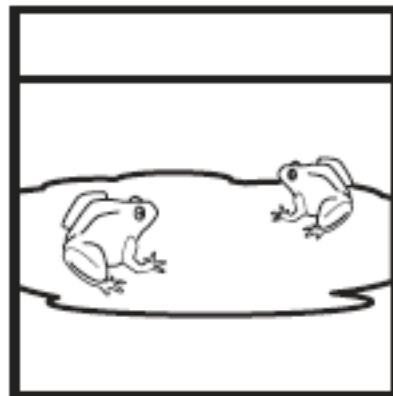
| Item | Content Prompts | Accuracy | | |
|--|---|----------|---|---|
| I will show you some pictures and ask you some questions about them. | | | | |
| 1 | <p><i>Preamble:</i> Here are pictures of a pond and frogs. Frogs live in ponds.</p> <p>What would happen to the number of frogs if the pond dried up?</p> <p>[0 = incorrect / 1 = indicates <i>no frogs</i>]</p> | | 0 | 1 |



lots of frogs



no frogs



a few frogs

Important Item Design Notes: There are frog species that can survive for long periods in dry lakebeds. This is part of the reason why this is a practice item. In terms of the order of the answer choices, the important aspect of this item is that the answer choice is in the "B" slot, in the middle. Try to rotate use of the "A" slot (where the answer is the first choice) and the "C" slot (where the answer is the final choice).

Item Specifications

The following guidelines were provided to item writers for the new ORExt to support the development of an assessment that is as accessible as possible, while maintaining and approach to assessment that is as free of bias as possible. All items contain a preamble, prompt, three answer choices (A, B, and C, arranged horizontally), and explicit graphic descriptions for the graphic designer. Specifications regarding passages are provided where necessary within the relevant EAF document.

Alignment

- The EAF documents that establish the specific performance expectation for each standard. Ensure that the items you develop at each level (low, medium, high) align to the targeted EAF (there may be situations where you want BRT to adapt the essentialized standard, particularly at the low level; please contact the project lead in this instance)

Item Structure & Content

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

Accessibility

- Write items that are accessible for SWSCDs in terms of presentation and response; consider the following:
 - Sensory accessibility (auditory, visual, tactile)
 - Shading will be used, but not color (assume a grayscale approach)
 - White space will be used appropriately
 - 18 pt font for all student materials
 - Simple, clear text and graphics
 - Cognitive accessibility (familiarity, complexity)
 - RDBC
 - Singular item format
 - Communication accessibility
 - Verbal and visual supports

Language

- Simplified language should be used in all text
 - Use high-frequency (high familiarity) words
 - Use concrete language, where feasible
 - Avoid using words with multiple meanings
 - Limit word-length (there are specific guidelines in ELA)
 - Limit sentence length
 - Use the active voice
 - If phrases are used, keep them as short and succinct as possible (noun, prepositional, etc.)

- Limit sentence structure to baseline S-V-O approach
 - Avoid using clauses (conditional, subordinate, relative)
 - Avoid the superlative case (e.g., always, never)
- Avoid the use of negation (no items where the student must determine which answer does NOT fit, etc.)
- Ensure that the text can be conveyed in other language formats (e.g., Spanish, Braille, signed languages, etc.)

Bias and Sensitivity

- Ensure that the item is free of bias in the following domains:
 - Race-ethnicity
 - Gender
 - Sexual orientation
 - Age
 - Culture
 - Politics
 - Religion
 - Value systems
 - Socio-economic status
 - Region
 - Stereotypes
- Ensure an appropriate balance of male/female names, as well as a variety of different ethnic names
- When including reference to specific events or locations within Oregon, ensure appropriate balance of regional representation

Effective Test Development

Downing's 12-steps for effective test development will be used as the framework for analyzing the appropriateness of the item development process employed (2006). The 12-step framework includes the following domains:

1. Overall Plan
2. Content Definition
3. Test Specification
4. Item Development
5. Design & Assembly
6. Test Production
7. Test Administration
8. Scoring Responses
9. Passing Scores
10. Reporting Results
11. Item Banking
12. Technical Report

Anticipated Accommodations

The universal tools and accommodations listed below have not been approved yet by the ODE Accommodations Panel and should not be considered final. The accommodations listed below are taken from the *Interim Draft - Oregon Accessibility Manual, 2014-15* (pages 33-39). However, we needed to provide them here in order for stakeholders to understand the types of test administration changes that are planned for the 2014-15 ORExt. For example, the current expectation is that all items on the ORExt will allow the use of a calculator. All of the test changes listed below are available to all students who take the ORExt. The universal tools require less planning to implement, while the accommodations generally require advanced planning (e.g., the Braille version must be ordered, etc.). The entire *Interim Draft – Oregon Accessibility Manual* is available at the following link:

<http://www.ode.state.or.us/search/page/?=487>.

Accessibility Supports for Extended Assessments

Table 1XA: Non-embedded Universal Tools

| Universal Tool | Description |
|---|---|
| <ul style="list-style-type: none"> Abacus | <p>This tool may be used in place of scratch paper for students who typically use an abacus.</p> |
| <ul style="list-style-type: none"> Auditory amplification devices, hearing aids, noise buffers | |
| <ul style="list-style-type: none"> Breaks | <ul style="list-style-type: none"> The Extended Assessment is administered during a long test window that allows for students to participate flexibly at times during the school day that are best for them. Breaks may be given after completion of any given item. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The Qualified Assessor (QA) resumes testing with the next item when feasible. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| <ul style="list-style-type: none"> Calculators | <ul style="list-style-type: none"> Calculators are allowed for all students in all grades at all times. Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators). Calculators used during testing should be those used during instruction so they are familiar to the students. Calculators with keyboards, communication functionality, and/or symbolic algebra functionality are NOT allowed. Calculators cannot be shared between students during testing. Each student will need to use their own calculator. Talking calculators may be used by students who need them, so long as the following conditions are satisfied: <ul style="list-style-type: none"> The TA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment. Prior to testing, the TA must ensure that the calculator settings comply with the accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (http://www.ode.state.or.us/search/page/?=487). |
| <ul style="list-style-type: none"> Highlighter | <ul style="list-style-type: none"> A tool for marking desired text, item questions, item answers, or parts of these with a color. |

Accessibility Supports for Extended Assessments

Table 1XA: Non-embedded Universal Tools

| Universal Tool | Description |
|---|--|
| <ul style="list-style-type: none"> • Manipulatives | <ul style="list-style-type: none"> • They should be made available to all students at all grades, if requested. <ul style="list-style-type: none"> ○ Algebra tiles ○ Balance, including "Hands-on-Math Algebra" balance ○ Base-ten blocks ○ Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten ○ Colored chips, including positive and negative chips ○ Color tiles ○ Cubes ○ Cuisenaire rods ○ Dice ○ Dominoes or checkers ○ Dot paper (square or hex) ○ Egg cartons of various sizes ○ Fraction strips or fraction pieces ○ Geoboard and rubber bands ○ Geometric shapes – 2D and 3D ○ Interlocking cubes ○ Legos ○ Marbles or colored cubes and containers ○ Measuring cups and spoons with marks and text ○ Pattern blocks ○ Patty paper (small square sheets) ○ Play money ○ Playing cards or numbered cards ○ Scissors ○ Spinners ○ Stopwatch ○ String ○ Tangrams ○ Tiles ○ Touch math cards ○ Transparent sheets, mirrors, MIRATM – symmetry tools ○ 2-D nets • Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to the students. • Manipulatives are available to help students think, not to give them answers. • Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer. • Manipulatives must be available in the test environment where students may get them if they choose to use them. • Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text). |

Accessibility Supports for Extended Assessments

Table 1XA: Non-embedded Universal Tools

| Universal Tool | Description |
|---|--|
| | <ul style="list-style-type: none"> Students are not to work with manipulatives in concert with other students. Students are not to be coached as to which manipulatives to use. |
| <ul style="list-style-type: none"> Marker, pen, and pencil | |
| <ul style="list-style-type: none"> Masks/markers | <ul style="list-style-type: none"> A tool to limit distractions |
| <ul style="list-style-type: none"> Posters | <ul style="list-style-type: none"> A tool offering students encouragement or inspiration without any specific content related to the Social Sciences content standards, for example: <ul style="list-style-type: none"> "Believe in Yourself" "Set your dreams high" |
| <ul style="list-style-type: none"> Response aids (e.g., adaptive pencils, key guards, and skins) | <ul style="list-style-type: none"> A tool for use on printed items |
| <ul style="list-style-type: none"> Rulers | <ul style="list-style-type: none"> A tool used to measure length. The ruler can have both metric and English standard units on it. |
| <ul style="list-style-type: none"> Scratch paper | <ul style="list-style-type: none"> Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards |
| <ul style="list-style-type: none"> Thermometers with numbers on scale | |
| <ul style="list-style-type: none"> Transparent sheets (clear or tinted) | <ul style="list-style-type: none"> A tool to protect test materials or to improve focus |

Table 2 XA: Non-embedded Designated Supports

| Designated Support | Description |
|--|---|
| <ul style="list-style-type: none"> Color overlays | <ul style="list-style-type: none"> Color transparencies are placed over a paper-based assessment. |
| <ul style="list-style-type: none"> Enlarged print | <ul style="list-style-type: none"> A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. |

Accessibility Supports for Extended Assessments

Table 2 XA: Non-embedded Designated Supports

| Designated Support | Description |
|---|--|
| <ul style="list-style-type: none"> Human-based read-aloud. | <ul style="list-style-type: none"> QAs are allowed to read the text, item prompts, and answer choices in all content areas when administering alternate assessments. The only exceptions are reading items that address standards involving decoding or word identification, which are not to be read aloud. Standardized test administration protocols will identify these reading items and need to be followed for all items (with appropriate test security). When providing read-aloud support to a student, other interactions between a QA and a student regarding test questions or content is not allowable and may be treated as a testing impropriety. Read aloud Designates Support must be provided individually and typically requires a separate setting. QAs must be sensitive to the student's needs when pacing the reading of an assessment. Unless otherwise indicated by the IEP, the pace of the test administration must be controlled by the student. Test items and/or answer choices may be re-read upon student request. QAs must: <ul style="list-style-type: none"> avoid giving (nonverbal or tonal) clues that either indicate the correct answer or eliminate answer choices use even pace and tone when reading so that the student does not receive any clues from the reader read test items or prompts, text, and answer choices exactly as written not clarify, elaborate, or provide assistance to students not answer questions about specific test items and/or answer choices |
| <ul style="list-style-type: none"> Interpret directions orally | <ul style="list-style-type: none"> For all assessments that do not have a side-by-side version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes. Translations must be conducted by a person whom the district has determined is qualified to administer such translation**. ** A bilingual test administrator who is trained and endorsed by a district in Spanish or the students' language of origin should provide any language translation support. |
| <ul style="list-style-type: none"> Point to or dictate multiple-choice responses to a test administrator | <ul style="list-style-type: none"> A student may point to, dictate, or otherwise indicate multiple-choice responses to a QA. The QA will use a pencil, keyboard, or mouse to input those responses exactly as indicated by the student. ELLs may respond in English or language of origin. QAs and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills. |
| <ul style="list-style-type: none"> Separate setting | <ul style="list-style-type: none"> Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may |

Accessibility Supports for Extended Assessments

Table 2 XA: Non-embedded Designated Supports

| Designated Support | Description |
|--|---|
| | be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it. |
| <ul style="list-style-type: none"> Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator | <ul style="list-style-type: none"> Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. |
| <ul style="list-style-type: none"> Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology) | <ul style="list-style-type: none"> Technology assisted writing is an designated support if the following features are disengaged: <ul style="list-style-type: none"> Formatting Grammar check Word prediction A student may use any technology device that serves as their primary mode of written communication. |
| <ul style="list-style-type: none"> Student reads test aloud or sub-vocalizes text to listener or self | <ul style="list-style-type: none"> A student who sub-vocalizes (reads aloud to him/herself) or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as a designated support. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students. A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student's part. |
| <ul style="list-style-type: none"> Support physical position of student (e.g., preferential seating, special lighting, increase/decrease | <ul style="list-style-type: none"> A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. When aides/educational assistants are |

Accessibility Supports for Extended Assessments

Table 2 XA: Non-embedded Designated Supports

| Designated Support | Description |
|--|---|
| opportunity for movement, provide position assistance, provide adaptive equipment/ furniture) | providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here. |
| <ul style="list-style-type: none"> Use of projection devices | <ul style="list-style-type: none"> This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment |
| <ul style="list-style-type: none"> Use of sensory supports or interventions to allow students to attend to task | <ul style="list-style-type: none"> As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually. |
| <ul style="list-style-type: none"> Visual magnification devices or software | <ul style="list-style-type: none"> A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment. |
| <ul style="list-style-type: none"> Written translations of oral directions | <ul style="list-style-type: none"> In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a |

Accessibility Supports for Extended Assessments

Table 2 XA: Non-embedded Designated Supports

| Designated Support | Description |
|--------------------|---|
| | written translation, including Braille. |

Table 3 XA: Non-embedded Accommodations

| Accommodation | Description |
|--|---|
| <ul style="list-style-type: none"> Braille(A221) | <p>A raised-dot code that individuals read with the fingertips. Contracted and uncontracted braille versions of the Extended Assessments are provided by ODE upon request (cf. Braille/Large Print info, deadline, and order form at http://www.ode.state.or.us/search/results/?id=178). In addition, students are allowed to use a Braille, or any appropriate expressive communication system, to generate responses as needed.</p> |
| <ul style="list-style-type: none"> Alternate response options (A302) | <ul style="list-style-type: none"> Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. |
| <ul style="list-style-type: none"> Sign items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols. (A228) | <ul style="list-style-type: none"> This accommodation is for paper-pencil based assessments only that are proctored by a qualified test administrator. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply. Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words. <p>*Cf. Appendix B: Guidelines for Signed Interpretation Support</p> |
| <ul style="list-style-type: none"> Test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication. (A220) | |

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- Downing, S. (2006). Twelve steps for effective test development. In S. Downing & T. Haladyna, M. (Eds.), *Handbook of Test Development*. Mahwah, NJ: Lawrence Erlbaum Associates.
- U.S. Department of Education. (2005). Alternate achievement standards for students with the most significant cognitive disabilities: Non-regulatory guidance.
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Published by

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<http://brt.uoregon.edu>

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Appendix 2.2.1

Oregon Extended Assessment - Item Writer Trainings

June 17-19, 2014

8AM – 12PM

Behavioral Research and Teaching

University of Oregon

Agenda

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

Housekeeping

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

Student Population

Video of Student Population of Oregon Extended Assessments



SWSCDs – Demographics

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

Essentializing the CCSS/ NGSS

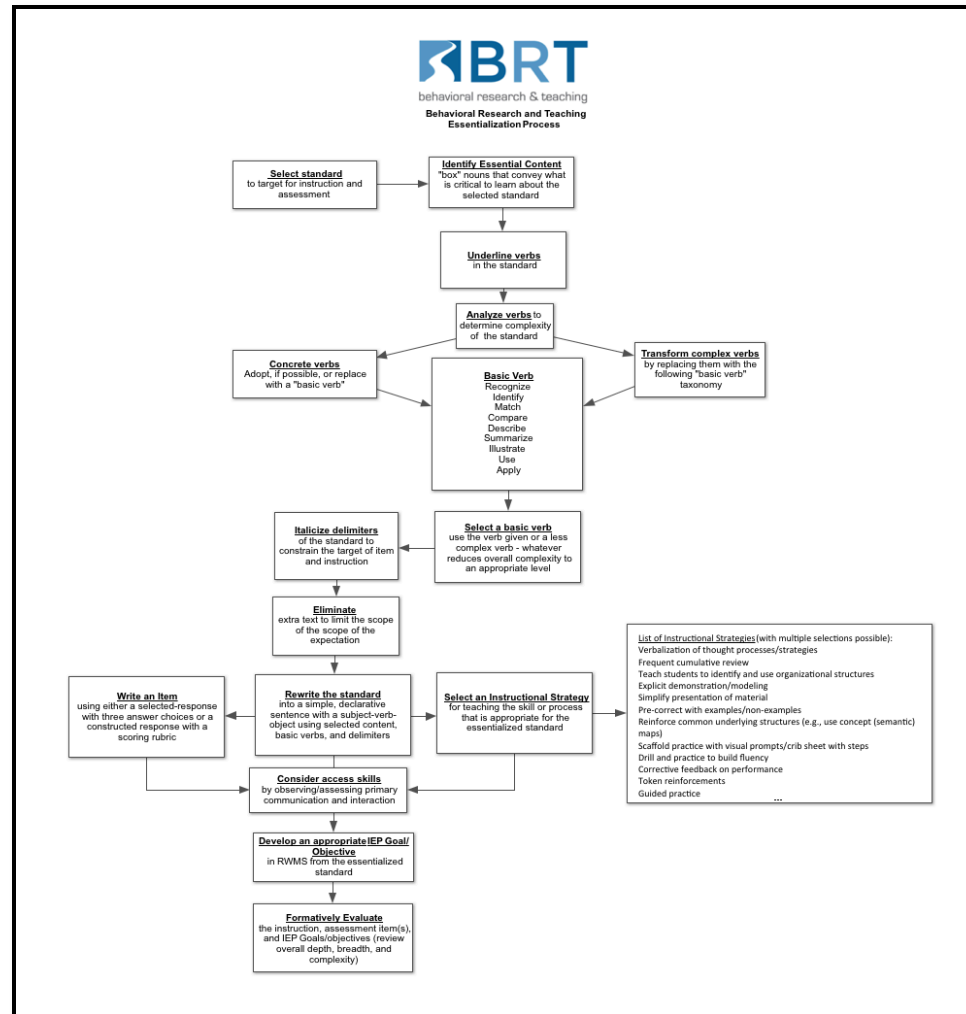
Essentializing Coding System

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

Essentialization Process

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

Essentialization Flow Chart



Example 1: How to Essentialize a Standard

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

Example 2: How to Essentialize a Standard

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

Example 3: How to Essentialize a Standard

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

Example 4: How to Essentialize a Standard

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

Example 5: How to Essentialize a Standard

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

Practice Essentialization of Standard #1

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

Practice Essentialization of Standard #1

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

Practice Essentialization of Standard #2

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

Practice Essentialization of Standard #2

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

Practice Essentialization of Standard #3

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

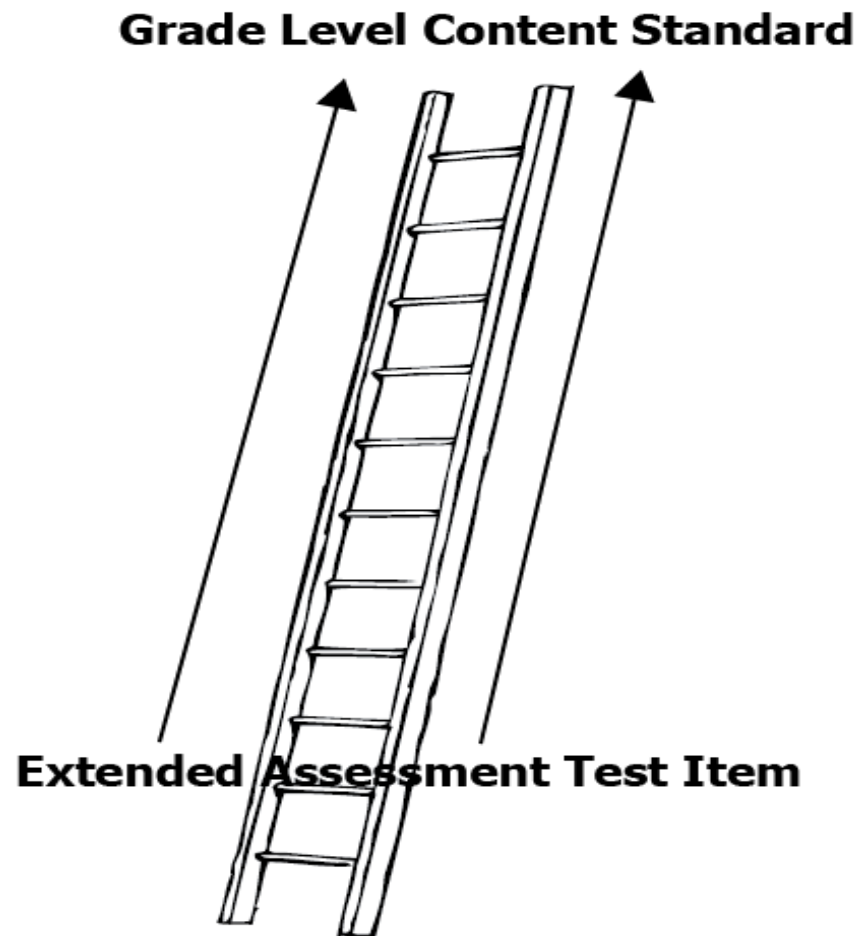
Practice Essentialization of Standard #3

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

Oregon Extended Assessments

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

Linking Content Standards with Extended Assessment Test Items



EAF Structure

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

ELA Walk Through - EAF

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

Math Walk Through - EAF

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

Science Walk Through - EAF

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

Excel Practices & Tricks of the Trade

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

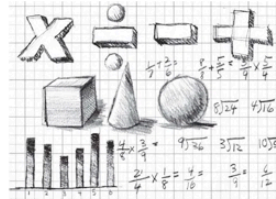
Item Development Information & Specifications

Oregon Extended Assessment Item Development Information & Specifications 2014-2015

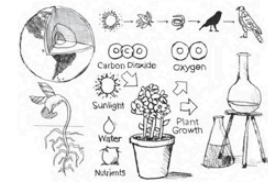
English Language Arts – Reading, Writing, & Language



Mathematics



Science



ORExt Item Development Information & Specifications

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

Alignment

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

Item Structure & Content

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

Accessibility

- Sensory
- Cognitive
- Communication
- Visual and verbal supports

Language

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

Bias/Sensitivity

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

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

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

Practice Items for Consideration

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

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

Expected Accommodations

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

Item Submission, Timelines, & Review

Item Submission Methods

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

Timelines

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

Compensation & Payment Schedule

Compensation

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

Payment Schedule

- For those who keep the established timeline, payments are expected to be mailed out by
 - 1/2 by early August
 - 1/2 by early September

Item Writing Assignments

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

Next Steps

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

Appendix 2.2.2



PART 1 – VERTICAL SCALING PLAN
VERTICAL SCALING PROJECT – OREGON EXTENDED ASSESSMENT (NOVEMBER 24, 2014)
OPERATIONAL FIELD TEST APPROACH

Goal:

- **2015-16** - Establish a computer-based vertically scaled English language arts (combined reading and writing) and mathematics test. All tests will be linked to the Common Core State Standards (CCSS), Oregon Science Standards (ORSci), and/or Next Generation Science Standards (NGSS), as appropriate.
- Ensure the test has the possibility of being administered with paper-pencil format and that this administration is comparable to the computer administered format.

General Assumptions

- Test development will occur with (a) development of test item blueprint linked to CCSS in ELA and Math, to the ORSci and NGSS in Science; (b) completion of a technical specifications document; (c) development of an item writing training document; (d) completion of prototype items, and (e) collection of items from field-based teachers that are then standardized with graphics.
- Test linkage with CCSS/ORSci/NGSS is formally analyzed using another group of teachers to participate in a distributed item review study that collects information on alignment, bias (sensitivity), and perceived difficulty.
- Vertical scaling will only occur in grades 3-8 and only in English language arts and mathematics; Grade 11 and Science do not have contiguous grade levels (before or after) to support the development of a vertical scale.
- The 2014-2015 administration will be paper-pencil with scores entered into a secure BRT data entry website. The operational field tests will be fixed PDFs that teachers can access through BRT servers after successful completion of the online training and proficiency tests. This training will include a new module for training teachers on the access and administration of the new tests.
- Operational field-testing will occur throughout the test window (February 19, 2015 through April 23, 2015) and data will be used to calculate Annual Measurable Objectives (AMO).



- Each item appearing in operational field-test will have at least 200 student responses to be used in scaling the items both horizontally and vertically.
- A balanced design will be used, with grade level forms including both upper and lower grade level items (3rd grade level forms will only link up a grade level, while 8th grade forms will only link down a grade level).
- Each operational field-testing form will be composed of 48 total items, some of which are unique, some of which are used to anchor forms horizontally, and some of which are used to anchor the scale across grades.

BRT Computer Distribution in Field Testing

- BRT has developed a computer administration algorithm to ensure temporary (operational field-testing) forms have the maximum number of students taking the operational field test items. This algorithm seeds the 'form' available for the first n (e.g., 10) teachers to take the form and then forces the next n (e.g., 10) to take the next form. This pattern continues through all 5 forms and then begins again (beginning with 'form 1'). In this way, 20 waves of teachers take the test, ensuring that each 'form' has 200 students.
- Form distribution will be nested within teachers so that the same form is administered to all students for any given teacher before moving to another form. To provide comparability in count, teachers will need to sign up for an order, specifying the number of students to be given the assessment in each grade level and subject area.
- 200 students per form is expected, depending upon grade level frequencies; a secure file sharing system automatically assigns student the assessment form that ensures that form frequencies are balanced.
-

Because 200 students are needed for every form and grade level participation shrinks as grade level increases, there will be:

- 5 forms in grades 3-5,
- 4 forms in grades 6-8, and
- 3 forms in grade 11



3rd – 5th Grade Balanced Design in English Language Arts (combined reading and writing) and Mathematics
(5 forms)

| Form | | | | | | | | | | | | Total New Grade Level Items on Form | | |
|-----------------------------------|-----------------|-------------------|------------------|-------------------|-----------------|-------------------|------------------|-------------------|-----------------|-------------------|------------------|-------------------------------------|-----------------|----|
| 1 | 6A ₅ | 6VS _{1A} | 24U ₁ | 6VS _{1B} | 6A ₁ | | | | | | | | | 30 |
| 2 | | | | | 6A ₁ | 6VS _{2A} | 24U ₂ | 6VS _{2B} | 6A ₂ | | | | | 30 |
| 3 | | | | | | | | | 6A ₂ | 6VS _{3A} | 24U ₃ | 6VS _{3B} | 6A ₃ | 30 |
| 4 | 6A ₃ | 6VS _{4A} | 24U ₄ | 6VS _{4B} | 6A ₄ | | | | | | | | | 30 |
| 5 | | | | | 6A ₄ | 6VS _{5A} | 24U ₅ | 6VS _{5B} | 6A ₅ | | | | | 30 |
| Total New Grade Level Items = 150 | | | | | | | | | | | | | | |

Note. U = unique items; V = vertically linked items (e.g., 6VS₁ Grade 8 items from Form 1 will be included in Grade 7 unique items in Form 1, etc.); A = anchor items linked to next form. The 3rd grade forms will have 30U and only link up to 4th grade. Blue Shading = New items. Green Shading = Vertically Scaled items (down one grade level) Yellow Shading = Vertically Scaled items (up one grade level)

5th Grade Science (not vertically scaled)
(5 forms)

| Form | | | | | | | | | | | | Total New Grade Level Items on Form | | |
|-----------------------------------|-----------------|--|------------------|--|-----------------|--|------------------|--|-----------------|--|------------------|-------------------------------------|-----------------|----|
| 1 | 6A ₅ | | 36U ₁ | | 6A ₁ | | | | | | | | | 42 |
| 2 | | | | | 6A ₁ | | 36U ₂ | | 6A ₂ | | | | | 42 |
| 3 | | | | | | | | | 6A ₂ | | 36U ₃ | | 6A ₃ | 42 |
| 4 | 6A ₃ | | 36U ₄ | | 6A ₄ | | | | | | | | | 42 |
| 5 | | | | | 6A ₄ | | 36U ₅ | | 6A ₅ | | | | | 42 |
| Total New Grade Level Items = 210 | | | | | | | | | | | | | | |



6-8th Grade Balanced Design in English Language Arts (combined reading and writing) and Mathematics
(4 forms)

| Form | | | | | | | | | | | | Total New Grade Level Items on Form | | |
|------|-----------------|-------------------|------------------|-------------------|-----------------|-------------------|------------------|-------------------|-----------------|-------------------|------------------|-------------------------------------|-----------------|----|
| 1 | 6A ₄ | 6VS _{1A} | 24U ₁ | 6VS _{1B} | 6A ₁ | | | | | | | | | 30 |
| 2 | | | | | 6A ₁ | 6VS _{2A} | 24U ₂ | 6VS _{2B} | 6A ₂ | | | | | 30 |
| 3 | | | | | | | | | 6A ₂ | 6VS _{3A} | 24U ₃ | 6VS _{3B} | 6A ₃ | 30 |
| 4 | 6A ₃ | 6VS _{4A} | 24U ₄ | 6VS _{4B} | 6A ₄ | | | | | | | | | 30 |
| | | | | | | | | | | | | Total New Grade Level Items = 120 | | |

Note: The 8th grade forms will have 30U and only link down to 7th grade.

8th Grade Science (not vertically scaled)
(4 forms)

| Form | | | | | | | | | Total New Grade Level Items on Form | | |
|------|-----------------|------------------|--|-----------------|------------------|--|-----------------|------------------|-------------------------------------|-----------------------------------|----|
| 1 | 6A ₄ | 36U ₁ | | 6A ₁ | | | | | | | 42 |
| 2 | | | | 6A ₁ | 36U ₂ | | 6A ₂ | | | | 42 |
| 3 | | | | | | | 6A ₂ | 36U ₃ | | 6A ₃ | 42 |
| 4 | 6A ₃ | 36U ₄ | | 6A ₄ | | | | | | | 42 |
| | | | | | | | | | | Total New Grade Level Items = 168 | |



11th Grade in English Language Arts (combined reading and writing), Mathematics, and Science (not vertically scaled)
(3 forms)

| Form | | | | | | | | | | | | Total New Grade Level Items on Form | | | |
|-----------------------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|--|--|--|--|-------------------------------------|--|--|----|
| 1 | 6A ₃ | 36U ₁ | 6A ₁ | | | | | | | | | | | | 42 |
| 2 | | | 6A ₁ | 36U ₂ | 6A ₂ | | | | | | | | | | 42 |
| 3 | | | | | 6A ₂ | 36U ₃ | 6A ₃ | | | | | | | | 42 |
| Total New Grade Level Items = 126 | | | | | | | | | | | | | | | |

Note. U = unique items; A = anchor items linked to next form. Blue Shading = New Grade Level items



PART 2 – ITEM SAMPLING PLAN

THE FOLLOWING TABLES DEMONSTRATE THE BALANCE OF REPRESENTATION PLANNED FOR EACH TEST FORM ACROSS ALL RELEVANT DOMAINS IN ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE.

ENGLISH LANGUAGE ARTS

| Domain | Grade 3 | Used F1 | Used F2 | Used F3 | Used F4 | Used F5 |
|---------------|---------|---------|---------|---------|---------|---------|
| RF | 2 | 2 | 2 | 2 | 2 | 2 |
| RI | 4 | 4 | 4 | 4 | 4 | 4 |
| RL | 4 | 4 | 4 | 4 | 3 | 4 |
| WR | 4 | 4 | 4 | 4 | 4 | 4 |
| LA | 2 | 2 | 2 | 2 | 2 | 2 |
| Needed | 16 | 16 | 16 | 16 | 16 | 16 |

| Domain | Grade 4 | Used F1 | Used F2 | Used F3 | Used F4 | Used F5 |
|---------------|---------|---------|---------|---------|---------|---------|
| RF | 2 | 2 | 2 | 2 | 2 | 2 |
| RI | 4 | 4 | 4 | 4 | 4 | 4 |
| RL | 4 | 4 | 4 | 4 | 4 | 4 |
| WR | 4 | 4 | 4 | 4 | 4 | 4 |
| LA | 2 | 2 | 2 | 2 | 2 | 2 |
| Needed | 16 | 16 | 16 | 16 | 16 | 16 |

| Domain | Grade 5 | Used F1 | Used F2 | Used F3 | Used F4 | Used F5 |
|---------------|---------|---------|---------|---------|---------|---------|
| RF | 2 | 2 | 2 | 2 | 2 | 2 |
| RI | 4 | 4 | 4 | 4 | 4 | 4 |
| RL | 4 | 4 | 4 | 4 | 4 | 4 |
| WR | 4 | 4 | 4 | 4 | 4 | 3 |
| LA | 2 | 2 | 2 | 2 | 2 | 2 |
| Needed | 16 | 16 | 16 | 16 | 16 | 16 |

| Domain | Grade 6 | Used F1 | Used F2 | Used F3 | Used F4 |
|---------------|---------|---------|---------|---------|---------|
| RI | 5 | 5 | 5 | 5 | 5 |
| RL | 5 | 5 | 5 | 5 | 5 |
| WR | 4 | 4 | 4 | 4 | 4 |
| LA | 2 | 2 | 2 | 2 | 3 |
| Needed | 16 | 16 | 16 | 16 | 16 |



| Domain | Grade 7 | Used F1 | Used F2 | Used F3 | Used F4 |
|---------------|---------|---------|---------|---------|---------|
| RI | 5 | 5 | 5 | 5 | 5 |
| RL | 5 | 5 | 5 | 5 | 5 |
| WR | 4 | 4 | 4 | 4 | 4 |
| LA | 2 | 2 | 2 | 2 | 2 |
| Needed | 16 | 16 | 16 | 16 | 16 |

| Domain | Grade 8 | Used F1 | Used F2 | Used F3 | Used F4 |
|---------------|---------|---------|---------|---------|---------|
| RI | 5 | 5 | 5 | 5 | 5 |
| RL | 5 | 5 | 5 | 5 | 5 |
| WR | 4 | 4 | 4 | 4 | 4 |
| LA | 2 | 2 | 2 | 2 | 2 |
| Needed | 16 | 16 | 16 | 16 | 16 |

| Domain | Grade 11 | Used F1 | Used F2 | Used F3 |
|---------------|----------|---------|---------|---------|
| RI | 5 | 5 | 5 | 5 |
| RL | 5 | 5 | 5 | 5 |
| WR | 4 | 4 | 4 | 4 |
| LA | 2 | 2 | 2 | 2 |
| Needed | 16 | 16 | 16 | 16 |

MATHEMATICS

| Domain | Grade 3 | Used F1 | Used F2 | Used F3 | Used F4 | Used F5 |
|--------------|---------|---------|---------|---------|---------|---------|
| OAT | 7 | 6 | 5 | 6 | 5 | 5 |
| NBT | 2 | 1 | 1 | 1 | 1 | 1 |
| NOF | 3 | 1 | 1 | 1 | 1 | 1 |
| MED | 8 | 5 | 5 | 4 | 5 | 6 |
| GEO | 2 | 1 | 2 | 2 | 2 | 1 |
| Total | 22 | 14 | 14 | 14 | 14 | 14 |

| Domain | Grade 4 | Used F1 | Used F2 | Used F3 | Used F4 | Used F5 |
|--------------|---------|---------|---------|---------|---------|---------|
| OAT | 4 | 2 | 2 | 2 | 2 | 2 |
| NBT | 6 | 3 | 3 | 3 | 3 | 3 |
| NOF | 8 | 4 | 4 | 4 | 4 | 4 |
| MED | 5 | 2 | 2 | 2 | 2 | 2 |
| GEO | 3 | 1 | 1 | 1 | 1 | 1 |
| Total | 26 | 12 | 12 | 12 | 12 | 12 |



| Domain | Grade 5 | Used F1 | Used F2 | Used F3 | Used F4 | Used F5 |
|--------|---------|---------|---------|---------|---------|---------|
| OAT | 3 | 2 | 2 | 2 | 2 | 2 |
| NBT | 8 | 4 | 4 | 4 | 4 | 4 |
| NOF | 6 | 3 | 3 | 3 | 3 | 3 |
| MED | 4 | 2 | 2 | 2 | 2 | 2 |
| GEO | 2 | 1 | 1 | 1 | 1 | 1 |
| Total | 23 | 12 | 12 | 12 | 12 | 12 |

| Domain | Grade 6 | Used F1 | Used F2 | Used F3 | Used F4 |
|--------|---------|---------|---------|---------|---------|
| GEO | 3 | 1 | 1 | 1 | 1 |
| RPR | 3 | 1 | 1 | 1 | 1 |
| TNS | 9 | 4 | 4 | 4 | 4 |
| EXE | 6 | 3 | 3 | 3 | 2 |
| STP | 5 | 3 | 3 | 3 | 2 |
| Total | 26 | 12 | 12 | 12 | 10 |

| Domain | Grade 7 | Used F1 | Used F2 | Used F3 | Used F4 |
|--------|---------|---------|---------|---------|---------|
| GEO | 3 | 2 | 2 | 2 | 2 |
| RPR | 2 | 1 | 1 | 1 | 1 |
| TNS | 7 | 5 | 5 | 5 | 5 |
| EXE | 2 | 1 | 1 | 1 | 1 |
| STP | 6 | 3 | 3 | 3 | 3 |
| Total | 20 | 12 | 12 | 12 | 12 |

| Domain | Grade 8 | Used F1 | Used F2 | Used F3 | Used F4 |
|--------|---------|---------|---------|---------|---------|
| GEO | 4 | 3 | 3 | 3 | 3 |
| TNS | 2 | 2 | 2 | 2 | 2 |
| EXE | 6 | 4 | 4 | 4 | 4 |
| STP | 3 | 2 | 2 | 2 | 2 |
| FUN | 4 | 3 | 3 | 3 | 3 |
| Total | 19 | 14 | 14 | 14 | 14 |



| Domain | Grade 11 | Used F1 | Used F2 | Used F3 |
|--------|----------|---------|---------|---------|
| NAQ | 2 | 2 | 2 | 2 |
| ALG | 2 | 1 | 1 | 1 |
| FUN | 7 | 5 | 5 | 5 |
| GCO | 2 | 1 | 1 | 1 |
| GRT | 1 | 1 | 1 | 1 |
| GPE | 3 | 2 | 2 | 2 |
| GMG | 1 | 1 | 1 | 1 |
| STP | 5 | 3 | 3 | 3 |
| Total | 23 | 16 | 16 | 16 |

SCIENCE

| Domain | Grade 5 | F1 | F2 | F3 | F4 | F5 |
|--------|---------|----|----|----|----|----|
| LFS | 5 | 4 | 5 | 5 | 4 | 4 |
| PHS | 5 | 5 | 5 | 4 | 5 | 5 |
| ESS | 5 | 5 | 4 | 5 | 5 | 5 |
| ETS | 2 | 2 | 2 | 2 | 2 | 2 |
| Total | 17 | 16 | 16 | 16 | 16 | 16 |

| Domain | Grade 8 | F1 | F2 | F3 | F4 |
|--------|---------|----|----|----|----|
| LFS | 7 | 7 | 6 | 7 | 6 |
| PHS | 4 | 4 | 4 | 4 | 4 |
| ESS | 5 | 4 | 5 | 4 | 5 |
| ETS | 1 | 1 | 1 | 1 | 1 |
| Total | 17 | 16 | 16 | 16 | 16 |

| Domain | Grade 11 | F1 | F2 | F3 |
|--------|----------|----|----|----|
| LFS | 6 | 6 | 6 | 5 |
| PHS | 6 | 6 | 5 | 6 |
| ESS | 5 | 4 | 5 | 5 |
| Total | 17 | 16 | 16 | 16 |



PART 3 – ITEM REMOVAL DECISION RULES

IN ADDITION TO REVIEWING ITEM CONTENT, THE FOLLOWING DECISION RULES WERE USED TO DETERMINE WHETHER OR NOT ITEMS SHOULD BE MAINTAINED AS PART OF THE OPERATIONAL ITEM POOL. SELECTED ITEMS WERE USED TO DEVELOP THE VERTICAL SCALE, AS WELL AS FOR ALL STANDARD SETTING ACTIVITIES.

Classical Test Theory Review

ANCHOR ITEM RULES

Anchor items were removed if they had:

1. p -value - .95 and higher on all forms
2. Point biserial < .15 on either form

UNIQUE ITEM RULES

Unique items were removed if they had:

1. p -value - .90 and higher
2. Point biserial < .15

Rasch Model Analysis Review

Items were also removed if:

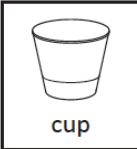


1. The outfit mean square was over 1.5 (exception: horizontal anchorss only removed if they were above 2.0)
2. Then, outfit mean square from 0-.5 on the other end of the spectrum.
3. Verify that all domains on all forms can still be represented

Appendix 2.2.3

Sample Items for the Oregon Extended Assessment (ORExt)

English Language Arts

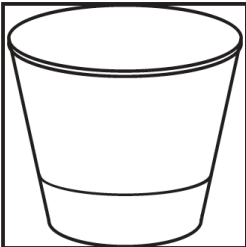

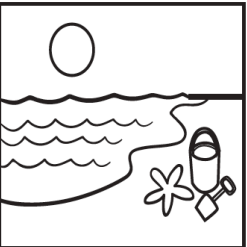
The following is an example reading item reflects embedded prompting and detailed student materials. This example includes a preamble that provides the student both a visual clue to the pictures (for students who do not respond to the prompt) and a verbal prompt (which should always be read first). The student is read a passage and is asked to answer a question about that passage. The three illustrations indicate three answer choices. Note that there are only two scoring options. The student is either correct (1) or incorrect (0). The scoring protocols also make it clear that QAs are to point to each answer choice as they read them for all answer choices that are read aloud. It is critical to follow the script provided in the Scoring Protocol, as some items are read to the student and some items demand independent reading by the student.

| Item 2 | Option: | A | B | C | Correct | Scoring (0/1) |
|--|---------|--|---|--|---------|---------------|
| L - Here are three pictures with words. (Point to each.) At a beach you can play, walk, and relax. What is this sentence about: cup, barn, or beach? | |  |  |  | c | |
| Scoring: 0 = incorrect; 1 = correct | | | | | | |

Item 2

At a beach you can play,
walk, and relax.

What is this sentence about?

cup

barn

beach

Mathematics

The following is a mathematics example that also reflects embedded prompting and detailed student materials. The example includes a preamble to direct student attention to the test materials. The three illustrations present the student's answer choices. Answer choices are presented in order of magnitude, where possible, for low difficulty items and most medium difficulty items. The high-difficulty items answer choices may be presented in any order. The scoring protocols also makes it clear that QAs are to point to each answer choice as they read them for all answer choices.

| Item 6 | Option: A | B | C | Correct | Scoring (0/1) |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| (M) Here are three boats moving at different speeds. (Point to student materials.) Boat A is going 20 miles per hour, Boat B is going 21 miles per hour, and Boat C is going 39 miles per hour. Which boat is going the fastest: A, B, or C? | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Scoring: 0 = incorrect; 1 = correct | | | | | |

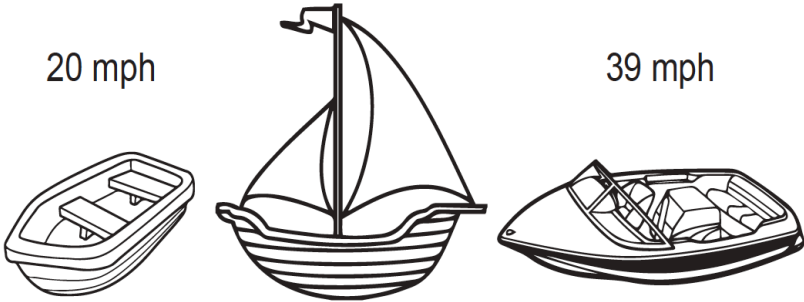
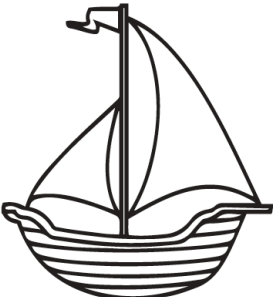

Item 6

Which boat is going the fastest?

20 mph

21 mph

39 mph

A

B

C

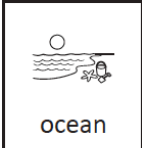
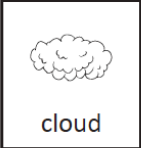

A

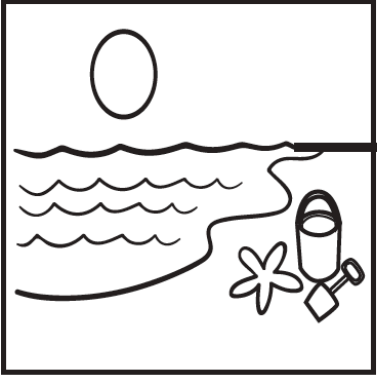
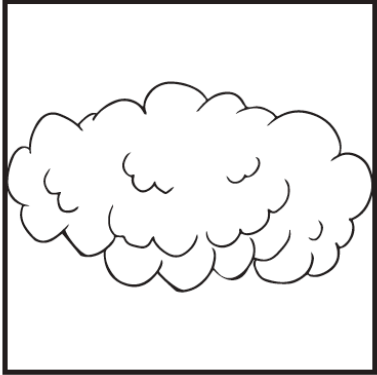

B

C

Science

The following is a science example that reflects embedded prompting and detailed student materials. This example includes a preamble to direct student attention toward test materials. The three illustrations indicate a relationship (interdependence) between the amount of water in the pond and the number frogs. Three answer choices are provided. Note the answer choices are now included as part of the prompt. The scoring protocols also makes it clear that QAs are to point to each answer choice as they read them for all answer choices.

| Item 11 | Option: | A | B | C | Correct | Scoring (0/1) |
|--|---------|---|--|---|---------|---------------|
| H - Here are three things. (Point to answer choices.) Which has the most water: ocean, cloud, or lake? | |  |  |  | a | |
| Scoring: 0 = incorrect; 1 = correct | | | | | | |

| | | |
|---|--|---|
| Item 11 | | |
| Which has the most water? | | |
|  |  |  |
| ocean | cloud | lake |

Appendix 2.3

Appendix 2.3A.1

2018-19 Oregon Accessibility Manual



Oregon Assessments of Knowledge and Skills:

- Smarter Balanced Mathematics
- Smarter Balanced English Language Arts
- Science
- Social Sciences
- English Language Proficiency
- Extended Assessments
- Kindergarten Assessment

WITH ADDITIONAL GUIDANCE FOR NAEP



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| <i>Carla Martinez</i> Administrative Specialist | <i>Ben Wolcott</i> English Language Proficiency Assessment Specialist |
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Table of Contents

| | |
|--|-----|
| 1.0 Introduction | 4 |
| 2.0 SMARTER BALANCED..... | 9 |
| 3.0 OAKS Science and Social Sciences | 28 |
| 4.0 EXTENDED ASSESSMENTS | 42 |
| 5.0 KINDERGARTEN ASSESSMENTS | 52 |
| 6.0 ELPA21 | 61 |
| Appendix A: Embedded Accessibility Support Settings | 72 |
| Appendix B: Guidelines for Signed Interpretation Support (For OAKS, Extended Assessment, and Kindergarten Assessment Only)..... | 84 |
| Appendix C: Selection, Administration, and Evaluation of Accessibility Supports (STEPS and TEACHER TOOLS) | 89 |
| APPENDIX D: OREGON’S ACCESSIBILITY PANEL..... | 111 |
| APPENDIX E: APPROVAL PROCESS FOR A NEW ACCESSIBILITY SUPPORT | 113 |
| APPENDIX F: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) | 116 |
| Smarter Balanced Resources | 116 |
| INDEX..... | 133 |
| CHANGE LOG | 134 |

1.0 INTRODUCTION

The Oregon Department of Education (ODE) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, ODE is building on a framework of accessibility for **all** students, including English Learners (ELs), students with disabilities, and ELs with disabilities. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, ODE recognizes that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations (cf. Table 1.1) when needed based on the constructs being measured by each assessment.

The Oregon Accessibility Manual (OAM) applies to the current school year and guides the selection and administration of universal tools, designated supports, and accommodations for Oregon's Statewide Assessments:

- The Smarter Balanced Assessment (Smarter Balanced) in Mathematics and English Language Arts (ELA);
- The Oregon Assessment of Knowledge and Skills (OAKS) in Science and Social Sciences;
- The Extended Assessments (XA) in Mathematics, ELA, and Science ;
- The Kindergarten Assessment (KA); and
- The English Language Proficiency Assessment for the 21st Century (ELPA21)

ODE has made a few important changes to the Oregon Accessibility Manual. These changes are captured in the "Change Log" section of this manual (cf. pp. 134ff).

Smarter Balanced ELA and Mathematics assessments are based on the Common Core State Standards (CCSS), adopted by the Oregon State Board of Education in 2010; similarly, ELPA21 is based on the new ELP standards adopted by the State Board in 2013 that correspond to the Common Core State Standards and Next Generation Science Standards. Thus, the universal tools, designated supports, and accommodations that are appropriate for these assessments may be different from those that were allowed in prior years. For Oregon's statewide assessments, districts and schools may only make available to students the universal tools, designated supports, and accommodations that are included in this OAM. Further, all accessibility supports a student receives on the statewide assessments are to mirror the supports currently being provided to that student in their classroom instruction and assessments.

Accessibility supports are intended to reduce or even eliminate the effects of a student's learning challenges during instruction and on the results of assessments. Implemented appropriately, these supports should not reduce learning expectations, nor should they give a student an unfair advantage over his or her classmates. Use of these supports during administration of an Oregon statewide assessment is based on individual student need and should not impact the validity of the assessment results. Since students will have previous experiences with those supports selected for use on statewide assessments, many of the same supports are typically used during instruction.

The OAM also presents a process for the selection, administration, and evaluation of the effectiveness of instructional and assessment supports (Appendix C). The process described in this manual is designed for use by general education teachers, teachers of English Learners, special education teachers, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other school team as they work with students to select and use appropriate supports during participation in Oregon's statewide assessments.

The specific universal tools, designated supports, and accommodations approved for Oregon's statewide assessments may change in the future if additional tools, supports, or accommodations are identified for the assessment based on state experience and research findings. For the Smarter Balanced ELA and Mathematics assessments, the Smarter Balanced Consortium has established a standing committee, including representatives from member states, that reviews suggested additional universal tools, designated supports, and accommodations to determine if changes are warranted. Proposed changes to the list of universal tools, designated supports, and accommodations are brought to Governing members for review, input, and vote for approval.

Furthermore, for Smarter Balanced, member states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations or designated supports. State leads from member states of the Smarter Balanced Consortium will evaluate formal requests for unique accommodations/ designated supports and determine whether or not the request poses a threat to the measurement of the construct.

1.1 Intended Audience and Recommended Use

The OAM applies to **all** students. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in Oregon's statewide assessments. This document focuses on universal tools, designated supports, and accommodations for Oregon's statewide assessment system. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in these assessments. It recognizes the critical connection between accessibility and supports in instruction and accessibility and supports during assessment. The OAM is also supported by the [Test Administration Manual](#).

Oregon's online statewide assessments (Smarter Balanced Mathematics and ELA, OAKS Science and Social Sciences, and ELPA21) contain **embedded** and **non-embedded** universal tools, designated supports, and accommodations (defined in Table 1 below). Embedded resources are those that are part of the computerized test delivery system, whereas non-embedded resources are provided outside of that system (e.g., by a test administrator). Oregon's paper-based Extended and Kindergarten Assessments only support non-embedded resources.

Table 1.1: Definitions for Universal Tools, Designated Supports, and Accommodations

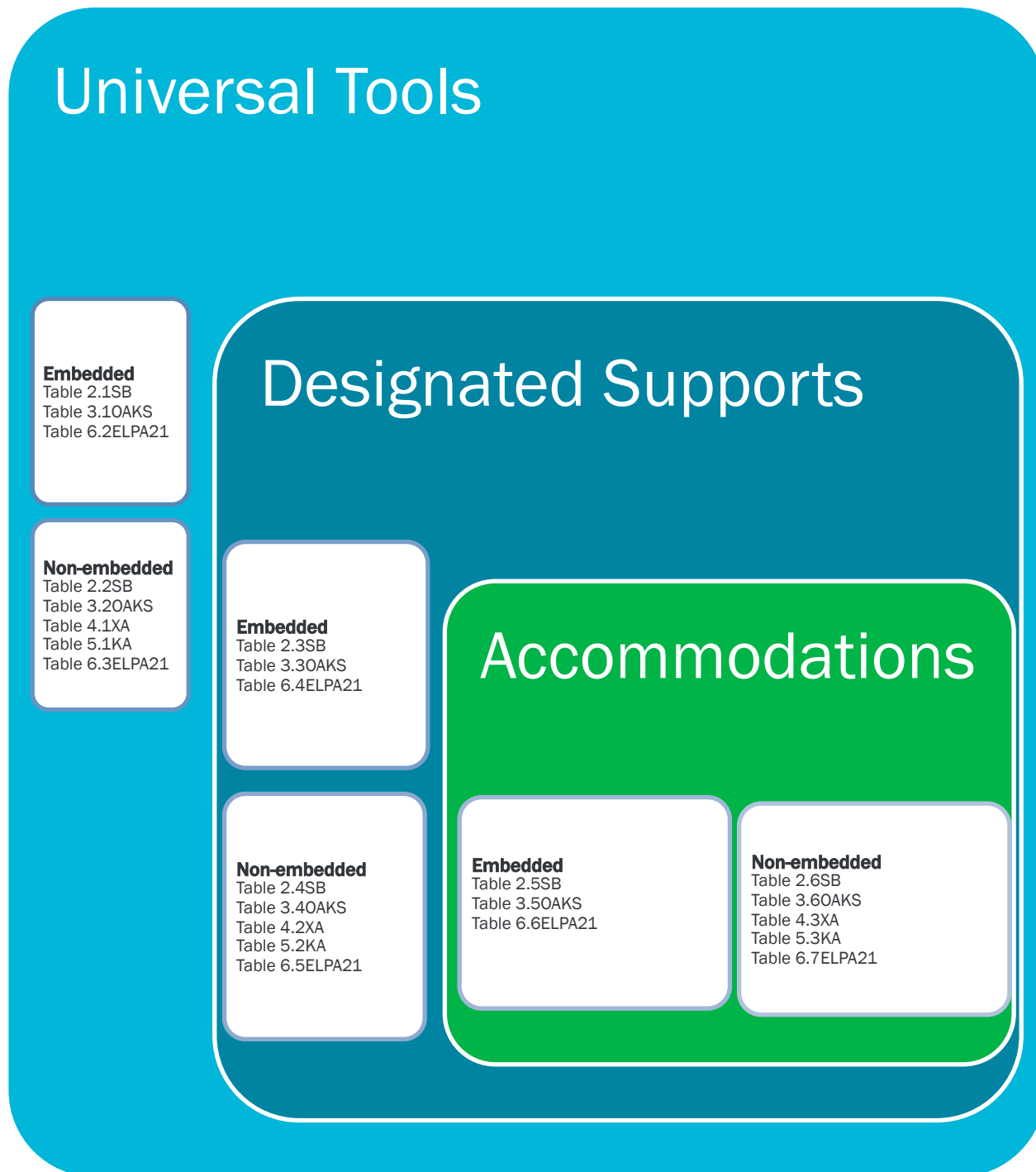
| Type | Definition |
|----------------------------|---|
| Universal Tools | Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. |
| Designated Supports | Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it. |

| Type | Definition |
|----------------|--|
| Accommodations | <p>Accommodations are changes in procedures or materials that increase equitable access during the statewide assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the learning expectations, construct, grade-level standard or intended outcome of the assessment.</p> <p>Note: Accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans <u>except</u> for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these).</p> |

The conceptual model that serves as the basis for the OAM is shown in Figure 1 (below). This figure portrays several aspects of the assessment features: universal tools (available for all students), designated supports (available when indicated by an adult or team), and accommodations (available when the need is documented in an Individualized Education Program (IEP) or 504 plan). It also portrays the interconnected nature of these three levels of support. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team has identified the need. Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP, 504 plan). However, those students may also use universal tools and designated supports. **Note:** embedded designated supports and accommodations must be assigned to students in the Test Information Distribution Engine (TIDE) of the OAKS Online System in advance of testing in order to activate the support in the test delivery system (TDS). Authorized TIDE users have the option to either enter these settings for individual students or to upload settings for multiple students.

The identification of whether a particular support is offered as a universal tool, designated support, or accommodation is determined independently for each assessment based on the construct that assessment is designed to measure. What is considered a universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support for one assessment may be treated as an accommodation for another assessment, or it may not be offered at all, depending on the measured construct of each assessment (see, for example, scribe). **Universal tools, designated supports, and accommodations all yield valid scores that meet the requirements of ESSA, and count as participation in statewide assessments when used in a manner consistent with the Oregon Accessibility Manual.** Figure 1 below illustrates the different categories of accessibility feature supported for Oregon's statewide assessment system.

Figure 1: Conceptual Model Underlying the Oregon Accessibility Manual.



1.2 Modifications

A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, content that is to be measured, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accessibility Panel and listed in the state's OAM. Any change away from a standard administration not listed in the OAM is considered a modification.

In order for a student's scores to count toward participation in an Oregon Statewide Assessment, IEP teams are instructed by IDEA to select for each assessment only state-approved supports, which do not invalidate the score of the assessment. Under extremely rare circumstances, a student's IEP team may choose to use a modification to allow a student to take a Statewide Assessment with his or her peers. **Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports.** In those rare instances when modifications are used during administration of a Statewide Assessment, test administrators must report modifications to the district test coordinator to ensure that the test record is coded appropriately with the 4-digit code (beginning with T) in Student Centered Staging before validation of the report card data.

A modified assessment will be invalidated even if it was modified in error.

- Memorandum No. 001-2006-07 provides additional criteria that may affect decisions about Accommodations and Modifications. Memorandum No. 001-2006-07 is available at https://www.oregon.gov/ode/rules-and-policies/Documents/exec_memo_001-2006-07.pdf.
- Decisions about modifications must be documented by districts. Documentation is subject to audits by ODE.

1.3 Oregon Accessibility Manual Reading Requirements

Section 1.5 *Training Requirements* of the current Test Administration Manual states that all District Test Coordinators, School Test Coordinators, and Test Administrators are required to read the Oregon Accessibility Manual (OAM). ODE has identified role-specific reading requirements for the OAM as illustrated in the table below.


Table 1.2: Reading Requirements by Role

| User Role | OAM Reading Requirement |
|---------------------------|---|
| District Test Coordinator | <ul style="list-style-type: none"> • Introduction • Accessibility Supports • Appendices A – F |
| School Test Coordinator | <ul style="list-style-type: none"> • Introduction • Accessibility Supports • Appendices A – E |
| Test Administrator | <ul style="list-style-type: none"> • Introduction • Accessibility Supports depending on the specific assessments that the TA will administer • Appendices A, C – E • Appendices B and F depending on the specific assessments that the TA will administer |

2.0 SMARTER BALANCED

Table 2.1 SB: Embedded Universal Tools

| Accessibility Supports for Smarter Balanced Assessments | |
|--|--|
| Universal Tool | Description |
| Breaks (Pausing the test) | The number of items per session can be flexibly defined based on the student's need. Note: for the CAT, if the student's test is paused for more than 20 minutes, the student will no longer be able to return to previously answered items. There is no limit on the number of times that a student's test may be paused. The use of this universal tool may result in the student needing additional overall time to complete the assessment. See <i>Section 5.1 Testing Time and Recommended Order of Administration</i> of the Test Administration Manual for guidance on estimated testing times for online assessments. |
| Calculator (for calculator-allowed Math items only, Grades 6-8 and 11) (See Non-embedded Accommodations for students who cannot use the embedded calculator) | An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only for those specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate; these items include a calculator icon in the upper right corner of the screen. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a Braille calculator). |
| Digital notepad | This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes. |
| English Dictionary (for ELA performance task full writes) | An English dictionary is available for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| English Thesaurus (for ELA performance task full writes) | An English thesaurus is available for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| English glossary | Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this Universal Tool may result in the student needing additional overall time to complete the assessment. |
| Expandable stimuli | Each stimulus (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen. |

| Accessibility Supports for Smarter Balanced Assessments | |
|---|---|
| Universal Tool | Description |
| Global notes (for ELA performance tasks) | Global notes is a notepad that is available for ELA performance tasks in which students complete a full write. A full write is the second part of a performance task. The student clicks on the notepad icon for the notepad to appear. During the ELA performance tasks, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment. |
| Highlighter | A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment. |
| Keyboard navigation | Navigation throughout text can be accomplished by using a keyboard instead of a mouse. |
| Line reader | Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen. |
| Mark for review | Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes. Note: students must still answer each item before moving on to the next. |
| Math tools (for Math items) | These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only for those specific items for which the <i>Smarter Balanced Item Specifications</i> indicate that one or more of these tools would be appropriate; these items include an icon noting the available tool(s) in the upper right corner of the screen. |
| Mouse Pointer (Size and Color) | The mouse pointer may be changed in color and increased in size to provide enhanced visibility. This may be of use to students with visual impairments or perceptual challenges. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. |
| Paginated Item Groups | <p>Allows students to navigate between items in an item group by selecting a page for individual viewing.</p> <p>Navigation buttons () for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.</p> |
| Response Recovery | Enables a student to recover every saved (or auto-saved) draft. All drafts are ordered from most recent to oldest and grouped by sitting during the same testing session (each time the student logged in and tested) |

| Accessibility Supports for Smarter Balanced Assessments | |
|---|---|
| Universal Tool | Description |
| Spell check (for ELA items) | Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicate that spell check is appropriate. Spell check is bundled with other embedded writing tools for all ELA performance task full writes (planning, drafting, revising, and editing). A full write is the second part of a ELA performance task. |
| Strikethrough | Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out. |
| Writing tools (for ELA performance task full writes) | Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see spell check.) |
| Zoom | A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. The use of this Universal Tool may result in the student needing additional overall time to complete the assessment. (Note: a student's default font size can be updated for all items and stimuli on the test using the Print Size designated support [see Table 2.3 SB: Embedded Designated Supports]). |

Table 2.2 SB: Non-embedded Universal Tools

| Accessibility Supports for Smarter Balanced Assessments | |
|---|--|
| Universal Tool | Description |
| Auditory amplification devices, hearing aids. | The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. |
| Breaks | Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| English Dictionary (for ELA performance task full writes) | An English dictionary may be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| English Thesaurus (for ELA full writes, which are the second part of the performance task) | A thesaurus contains synonyms of terms while a student interacts with text included in the ELA assessment. A full write is the second part of the performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |

| Accessibility Supports for Smarter Balanced Assessments | |
|---|---|
| Universal Tool | Description |
| Scratch paper | <p>Scratch paper to make notes, write computations, or record responses may be made available. Plain paper or lined paper is appropriate for ELA. Graph paper is required for Grade 6. Graph paper may be made available for grades 5 and below and can be used on all math assessments. A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices.</p> <p>CAT: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.</p> <p>Performance Tasks: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.</p> <p>Security Requirement: to maintain the security of scratch paper used for notes on the ELA or Mathematics PTs, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. See <i>Section 2.4</i> of the Test Administration Manual.</p> |

Table 2.3 SB: Embedded Designated Supports

| Accessibility Supports for Smarter Balanced Assessments | | |
|---|---|--|
| Designated Support | Description | Recommendations for Use |
| Color choices | This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties associated with the contrast or lighting of the screen. The color option that will work best is specific to each student. | Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs. |
| Glossary (Translated) (for Math items) | Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math and appear on the computer screen when students with the language glossary setting enabled click on the term. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary | Students who have limited English language skills (whether or not designated as English Learners [ELs] or ELs with disabilities) can use the translation glossary for specific items. If a student elects to use the audio icon, please ensure s/he uses headphones or is in a secluded space so as not to compromise the test. The use of this support may result in the student needing additional overall time to complete the assessment. |
| Masking | Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking. | Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. |
| Print on request | Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student's needs. Security Requirement: to maintain security, all printed test materials (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events. See Section 2.4 of the Test Administration Manual . | Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support. The use of this support may result in the student needing additional time to complete the assessment. |

| Accessibility Supports for Smarter Balanced Assessments | | |
|--|--|---|
| Designated Support | Description | Recommendations for Use |
| Print size | To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test. | For students with visual impairments. |
| Streamlined Interface Mode | This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. | This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format. |
| Text-to-speech (for Math stimuli and items and ELA items) (See Table 2.5SB: Embedded Accommodations for for ELA reading stimuli) | <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p> <p>English text-to-speech is also available for Math for students with the Translations (stacked Spanish/English) designated support assigned to them.</p> | <p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p><i>*Note:</i> The embedded designated support of text-to-speech is not available for Smarter ELA items through the Braille Interface. The non-embedded Read-Aloud designated support is available for students using the Braille Interface who require read-aloud support for ELA items (see Table 2.4 SB).</p> |

Accessibility Supports for Smarter Balanced Assessments

| Designated Support | Description | Recommendations for Use |
|--|--|---|
| Presentation (stacked Spanish/English Translation) | <p>Stacked translations are a language support that provides the full translation of each Math stimulus and item above the original English. Graphic Interface items that include text that is not embedded into a graphic will continue to be translated into Spanish only.</p> <p>For students using this support for the Math Performance Task, who have been identified as needing a hard copy of the stimulus, the embedded designated support “Print on Request” is available.</p> | For students whose primary language is Spanish and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment. |
| Turn off any universal tools | Disabling any universal tools that might be distracting or that a student does not need to use or is unable to use. Note: universal tools may only be disabled via the TA interface, not through TIDE. | Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off for an individual student. |

Table 2.4 SB: Non-embedded Designated Supports

| Accessibility Supports for Smarter Balanced Assessments | | |
|---|---|--|
| Designated Support | Description | Recommendations for Use |
| Bilingual dictionary (for ELA performance task full writes) | A bilingual/dual language word-to-word dictionary is a language support that may be provided for the full write portion of an ELA performance task. Word-to-word dictionaries provide the direct translation from the word in English to a translation into the student's home language, but does not provide a definition. A full write is the second part of a performance task. | For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment. |
| Color overlays | Color transparencies are placed over printed test materials. | Students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities), may need this support to view test content. Choice of color should be informed by evidence of those colors that meet the student's needs. |
| Magnification | The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. (See Table 2.6 SB: Non-Embedded Accommodations for a description of the Alternate Response Option accommodation). Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the Zoom universal tool. Color Choices designated support, and/or the Mouse Pointer designated support. | Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment. |

Accessibility Supports for Smarter Balanced Assessments

| Designated Support | Description | Recommendations for Use |
|---|---|---|
| Medical device | Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons. | Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. |
| Noise buffers (district or school provided) | Ear mufflers, white noise, and/or other equipment used to block external sounds. | Student wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting. |
| Read aloud (for Math stimuli and items and ELA items) (See Table 2.6 SB: Non-Embedded Accommodations for ELA reading stimuli) | Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines for Smarter Balanced Assessments at https://portal.smarterbalanced.org/library/en/v2.0/read-aloud-guidelines.pdf . All or portions of the approved content may be read aloud. | Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting. |

| Accessibility Supports for Smarter Balanced Assessments | | |
|---|--|---|
| Designated Support | Description | Recommendations for Use |
| Read aloud in Spanish (for Math) | Spanish text is read aloud to the student by a trained and qualified human reader who follows the Read Aloud Guidelines for Smarter Balanced Assessments at https://portal.smarterbalanced.org/library/en/v2.0/read-aloud-guidelines.pdf . All or portions of the Math assessment may be read aloud. | Students receiving the Translation (stacked Spanish/English) designated support and who are struggling readers may need assistance accessing the Math assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting. |
| Scribe (for all items except ELA performance task full write. See Table 2.6 SB: Non-embedded Accommodations for ELA performance task full write) | Students dictate their responses to a human who records verbatim what the student dictates. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Scribing Protocol for Smarter Balanced Assessments at https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf | Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. |
| Separate setting | Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items). | The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (QA) when student requires it. |

Accessibility Supports for Smarter Balanced Assessments

| Designated Support | Description | Recommendations for Use |
|----------------------------|---|---|
| Simplified Test Directions | The test administrator reads the simplified or paraphrased test directions as found in the Oregon Test Administration Manual (TAM). | Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers. |
| Translated test directions | Translation of test directions is a language support available prior to beginning the actual test. Students can receive test directions in another language. A Spanish translation of the test directions is included in the Test Administration Manual . PDF files of directions translated in each of the languages currently supported are available for download at (http://oaksportal.org/resources/) . Translated test directions can be read to the student by a bilingual adult. | Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions. A biliterate adult can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment. |

Table 2.5 SB: Embedded Accommodations

| Accessibility Supports for Smarter Balanced Assessments | | |
|--|---|---|
| Accommodation | Description | Recommendations for Use |
| American Sign Language (ASL) (for ELA Listening stimuli and Math) (A223) | Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. | Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test. |
| Audio Transcript (ELA Listening Passages) (A231) (Should ONLY be turned on for students who will also be using Closed Captioning.) | Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Audio Transcripts are only available for Listening items which are tagged for Closed Captioning, and is not available for all ELA Listening items. | Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use Braille may have access to this support. This and the Closed Captioning accommodations must be assigned in TIDE in order to activate this support in the test delivery system. The use of this accommodation may result in the student needing additional overall time to complete the assessment. Turning Audio Transcript on for students who are not also using Closed Captioning may cause confusion since it will not be available for all items they encounter on the test. |

| Accessibility Supports for Smarter Balanced Assessments | | |
|---|---|--|
| Accommodation | Description | Recommendations for Use |
| Braille (A218) | <p>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Refreshable Braille is available only for ELA because Nemeth Code is not available via refreshable Braille. For Math, Braille will be presented via embosser; embosser-created.</p> <p>Codes available on paper/pencil:</p> <p>ELA</p> <ul style="list-style-type: none"> • EBAE uncontracted • EBAE contracted • UEB uncontracted • UEB contracted <p>Mathematics</p> <ul style="list-style-type: none"> • EBAE uncontracted with Nemeth <p>The type of Braille presented to the student (contracted or non-contracted) is set in TIDE.</p> | <p>Students with visual impairments may read text via Braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable Braille technology and math Braille codes, refreshable Braille is available only for ELA. For math, Braille will be presented via embosser; embosser-created Braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of Braille presented to the student (contracted or non-contracted) is set TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p> |
| Closed captioning (for ELA listening stimuli) (A224) | <p>Printed text that appears on the computer screen as audio materials are presented.</p> | <p>Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.</p> |
| Text-to-speech (for ELA reading stimuli) (A225) | <p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p> | <p>This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. <i>Students who use text-to-speech will need headphones unless tested individually in a separate setting.</i></p> |

Table 2.6 SB: Non-embedded Accommodations

| Accessibility Supports for Smarter Balanced Assessments | | |
|---|--|--|
| Accommodation | Description | Recommendations for Use |
| 100s Number Table (grade 4-8 and 11 math items) (A604) | A paper-based table listing numbers from 1–100 available under OAKS Resources (“Other”) in the oaksportal.org . | Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan. |
| Abacus (A601) | This tool may be used in place of scratch paper for students who typically use an abacus. | Some students, including students with visual impairments or with documented processing impairments, who typically use an abacus may use an abacus in place of using scratch paper. |
| Alternate response options (A302) (Requires “Permissive Mode” to be enabled via TIDE) | Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. | Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. |
| Calculator (A602) (for calculator-allowed items only, Grades 6-8 and 11) | A non-embedded calculator for students needing a special calculator, such as a Braille calculator or a talking calculator, currently unavailable within the assessment platform. | Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a Braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items. |
| Multiplication Table (grade 4 and above math items) (A603) | A paper-based single digit (1-9) multiplication table is available from Smarter Balanced for reference at: https://oaksportal.org/core/fileparse.php/2718/urlt/Multiplication_table1-9.pdf | For students with a documented and persistent calculation disability (i.e., dyscalculia). |

Accessibility Supports for Smarter Balanced Assessments

| Accommodation | Description | Recommendations for Use |
|--|---|---|
| Read aloud (for ELA reading stimuli: See Table 2.4 SB: Non-Embedded Designated Supports for ELA items and Math) (A227) | Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines for Smarter Balanced Assessments at https://portal.smarterbalance.org/library/en/v2.0/read-aloud-guidelines.pdf . All or portions of the approved content may be read aloud. Refer to the Guidelines for Choosing the Read Aloud Accommodation when deciding if this accommodation is appropriate for a student. | This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting. |
| Scribe Scribe (for ELA performance task full write; See Table 2.4 SB: Non-Embedded Designated Supports for math and non-writing other ELA items) (A303) | Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Scribing Protocol for Smarter Balanced Assessments at https://portal.smarterbalance.org/library/en/scribing-protocol.pdf . | Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim on the ELA performance task full write. The full write is the second part of the performance task. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe. |

| Accessibility Supports for Smarter Balanced Assessments | | |
|---|--|--|
| Accommodation | Description | Recommendations for Use |
| Signed interpretation (A228) | <p>Text is signed to the student by a qualified signed test interpreter using the sign modality that is most familiar to the student following the administration guidelines provided in Appendix B: Guidelines for Signed Interpretation Support. All or portions of the approved content may be signed. While advance access to these online assessments is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Guidelines for Signed Interpretation Support—to ensure the reliable and valid provision of this accommodation for students on IEPs and 504 plans in the assessment environment.</p> <p>The verbatim student directions are located in the Test Administration Manual.</p> | Signed interpretation is available as an accommodation for students whose need is documented in an IEP or 504 plan (cf. Appendix B: Guidelines for Signed Interpretation Support). The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting. |
| Speech-to-text (STT) (A311) | <p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p> | <p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer</p> |

Accessibility Supports for Smarter Balanced Assessments

| Accommodation | Description | Recommendations for Use |
|---------------|-------------|---|
| | | <p>keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p> <p>Setting Up STT</p> <ul style="list-style-type: none"> • Install STT program (for instance, Dragon) on the computer that the student will use for the test. • “Enable” the Permissive Mode in TIDE • Before the TA opens the secure browser, the STT program needs to be engaged • Open the Secure Browser and have the student login and begin the test. <p>AIR does not officially support any particular speech-to-text software or perform quality control testing to ensure compatibility between the secure browser, test content, and particular speech-to-text software options. Using speech-to-text software requires that the test be administered in permissive mode (set in TIDE) to enable the speech-to-text software to run while the secure browser is open. Consistent with the guidance in the Oregon Accessibility Manual, districts should ensure that whatever software is used during test administration is consistent with the software students use during instruction. To ensure compatibility before test administration begins, AIR and ODE recommend trying the speech-to-text software with the secure browser using the practice test. Because AIR does not formally support SST software, districts should also note that AIR’s ability to troubleshoot compatibility issues is limited.</p> <p>Students testing on iPads who require Speech-to-Text must enable Guided Access Mode to maintain test security. Because Siri will not work with Guided Access inside the secure browser, Siri is not compatible for use during testing. However, students may use speech-to-text on iPads through the Dictation feature native to the iPad. While AIR does not officially support any particular speech-to-text software or perform quality control testing to ensure compatibility, AIR and ODE have developed a brief instruction document that describes how to enable the Dictation feature in Guided Access Mode and how to troubleshoot potential security risks that districts must address if using Guided Access Mode for testing. To receive a copy of this instruction document, please contact your</p> |

| Accessibility Supports for Smarter Balanced Assessments | | |
|---|--|--|
| Accommodation | Description | Recommendations for Use |
| | | regional ESD partner or the AIR helpdesk. |
| Word Prediction (A313) | <p>Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.</p> | <p>Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p> |

3.0 OAKS SCIENCE AND SOCIAL SCIENCES

Table 3.1 OAKS: Embedded Universal Tools

| Accessibility Supports for OAKS Science and Social Sciences Assessments | |
|---|--|
| Universal Tool | Description |
| Calculators | An embedded on-screen digital calculator can be accessed when students click on the calculator button in the upper right corner of the screen. Students at grade 5 are allowed to use a four-function calculator. Scientific calculators are recommended for use at grade 8 and high school. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use a handheld calculator they are familiar with and use on a regular basis or the calculator offered with assistive technology devices (such as a talking calculator or a Braille calculator) (see Table 3.2 OAKS: Non-embedded universal tools). |
| Digital notepad | This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes. |
| Expandable stimuli | Each stimulus (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen. |
| Highlighter | A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment. |
| Keyboard navigation | Navigation throughout text can be accomplished by using a keyboard instead of a mouse. |
| Line reader | Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen. |
| Mark for review | Allows students to flag items for future review during the assessment. Markings are not saved after a break of more than 20 minutes. Note: students must still answer each item before moving on to the next. |
| Mouse Pointer (Size and Color) | To provide enhanced visibility the mouse pointer may be changed in color and increased in size. Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. |
| Periodic Table | For OAKS Science Only : All students in grade 8 and high school are able to access the onscreen Periodic Table. |
| Strikethrough | Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out. |

| Accessibility Supports for OAKS Science and Social Sciences Assessments | |
|---|---|
| Universal Tool | Description |
| Zoom | A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. The use of this Universal Tool may result in the student needing additional overall time to complete the assessment. (Note: a student's default font size can be updated for all items and stimuli on the test using the Print Size designated support [see Table 3.3 OAKS: Embedded Designated Supports].) |

Table 3.2 OAKS: Non-embedded Universal Tools

| Accessibility Supports for OAKS Science and Social Sciences Assessments | |
|--|--|
| Universal Tool | Description |
| Abacus | This tool may be used in place of scratch paper for students who typically use an abacus. |
| Auditory amplification devices, hearing aids, external speakers, noise buffers | The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. |
| Breaks | Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| Calculators | <p>For OAKS Science Only: Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).</p> <p>For OAKS Social Sciences Only: Calculators are allowed for all students in all grades at all times. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).</p> <p>Security Requirements:</p> <ul style="list-style-type: none"> • Calculators with keyboards and/or communication functionality are NOT allowed. • Calculators cannot be shared between students during testing. Each student will need to use either their own calculator or the online calculator available through the student interface. • Calculators used during testing should be those used during instruction so they are familiar to the students. • Talking calculators may be used by students who need them, so long as the following conditions are satisfied: <ul style="list-style-type: none"> ○ The TA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment. ○ Prior to testing, the TA must ensure that the calculator settings comply with the accessibility guidelines for reading math symbols and numerals aloud posted on the accessibility web page (Guidelines for Read Aloud, Test Reader for Smarter Balanced Assessments on http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx). |

| Accessibility Supports for OAKS Science and Social Sciences Assessments | |
|---|--|
| Universal Tool | Description |
| Highlighter | A tool for marking desired text, item questions, item answers, or parts of these on a printed stimulus or item with a color. |
| Instruction clock with numbers (for Science) | A tool for students to identify the amount of time in minutes between numbers on a clock face. This tool is used primarily for elementary grade students who are still learning how to read an analog clock. |
| Marker, pen, and pencil | Any support items that students use to identify critical information or record notes are allowed. |
| Periodic Table (for Science) | All students in grade 8 and high school may only use the ODE-provided periodic table posted online at http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx or the on-screen period table (See Table 3.1: OAKS Embedded Universal Tools). |
| Posters | A tool offering students encouragement or inspiration without any specific content related to the Science content standards, for example: <ul style="list-style-type: none"> • “Believe in Yourself” • “Set your dreams high” |
| Response aids (e.g., adaptive pencils, key guards, and skins) | A tool for use on printed items. |
| Rulers | A tool used to measure length. The ruler can have both metric and English standard units on it. |
| Scratch paper | Scratch paper (any color and blank) to make notes, write computations, or record responses may be made available. A whiteboard with marker may be used as scratch paper. Assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. Security Requirement: to maintain the security of scratch paper must be collected, inventoried, and securely destroyed at the end of each test session. See <i>Section 2.4</i> of the Test Administration Manual . |
| Student directions | Only the ODE-provided student directions found online at http://www.oregon.gov/ode/educator-resources/assessment/Documents/OR-Student-Help.pdf are allowed during the OAKS Science and OAKS Social Sciences Assessments. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included in the Test Administration Manual which must be read aloud to students verbatim. |
| Transparent sheets (clear or tinted) | A tool to protect test materials or to improve focus. |

Table 3.3 OAKS: Embedded Designated Supports

| Accessibility Supports for OAKS Science and Social Sciences Assessments | | |
|---|---|--|
| Designated Support | Description | Recommendations for Use |
| Color choices | This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student. | Students with attention difficulties, visual impairments or other print disabilities, (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs. |
| Masking | Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Masking helps students to focus their attention on a specific part of a test item. | Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. |
| Print on request | <p>Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student's needs.</p> <p>Security Requirement: to maintain security, all printed test materials (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events. See Section 2.4 of the Test Administration Manual.</p> | Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support. The use of this support may result in the student needing additional time to complete the assessment. |
| Print size | To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test . | For students with visual impairments. |
| Streamlined Interface Mode | This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. | This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format. |
| Suppress score | Suppress a student's score from immediately displaying on his or her screen after the student submits a test. | A student's score may be suppressed if the staff members who provide services for the student think that displaying the score will be upsetting. |

Accessibility Supports for OAKS Science and Social Sciences Assessments

| Designated Support | Description | Recommendations for Use |
|--|--|---|
| Text-to-Speech | Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. | For Science only: Text-to-speech is also available in Spanish for students with the Translation (stacked Spanish/English) designated support. Note: the Spanish text-to-speech requires installation of a separate Spanish voice pack. Instructions are included in the TIDE User Guide, available at http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx . Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting. |
| Presentation (stacked Spanish/English Translation) | Administration of all non-English versions of the statewide assessment must be implemented in accordance with designated supports guideline as provided in this manual as well as in accordance with guidance provided for the relevant subject area. Please reference the Test Administration Manual at http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx | For students whose primary language is Spanish and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment. |

Table 3.4 OAKS: Non-embedded Designated Supports

| Accessibility Supports for OAKS Science and Social Sciences Assessments | | |
|---|--|--|
| Designated Support | Description | Recommendations for Use |
| Human-based read aloud | Science and social sciences items/stimuli and response choices are read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines at https://portal.smarterbalanced.org/library/en/v2.0/read-aloud-guidelines.pdf . | Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. Students with reading-related disabilities, or students who are blind and do not yet have adequate Braille skills may also need this support. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting. |
| Interpret directions orally | Test directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes. Student directions are provided in both English and Spanish in the Test Administration Manual . | |
| Medical device | Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons. | Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. |

| Accessibility Supports for OAKS Science and Social Sciences Assessments | | |
|---|---|---|
| Designated Support | Description | Recommendations for Use |
| Point to or dictate multiple-choice responses to a test administrator | A student may point to, dictate, or otherwise indicate multiple-choice responses to a test administrator. The test administrator will use a pencil, keyboard, or mouse to input those responses exactly as indicated by the student. ELs may respond in English or language of origin. | Test administrators and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills. Students unable to manipulate the mouse or keyboard may request assistance from the test administrator. For students taking OAKS through the Braille Interface, test administrators may assist with navigation and answer entry for students who are still acquiring computer skills. |
| Separate setting | Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items). | The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (TA) when student requires it. |
| Simplified Test Directions | The test administrator simplifies or paraphrases the test directions as found in the Oregon Test Administration Manual (TAM). | Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers. |

Accessibility Supports for OAKS Science and Social Sciences Assessments

| Designated Support | Description | Recommendations for Use |
|--|--|--|
| Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses | A student may record his or her responses into a recording device prior to responding to the assessment. The student should be familiar with the process of self-recording; however, if the student is not able to manage the equipment, test administrators are allowed to provide support. Following the assessment session, all tapes and materials must be securely destroyed. | |
| Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator | Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. | A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. A student who sub-vocalizes (reads aloud to him/herself) or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as a designated support. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students. |

| Accessibility Supports for OAKS Science and Social Sciences Assessments | | |
|--|--|--|
| Designated Support | Description | Recommendations for Use |
| Student retells stimulus to test administrator or educational assistant in his or her own words before responding to the multiple-choice items | Students may retell a story or test item to a trained staff member. | When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. An alternate test setting will be necessary to implement this designated support so retell is not disruptive to other students. Test administrators and others supporting a student's test taking must be neutral in responding to the student during the test administration. Caution: Because this designated support can lead to an invalid test based on a test administrator's unintended interaction with the student on an assessment item, consider having the student practice retelling the story to a recorder or inanimate object (toy, stuffed animal, etc). |
| Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) | A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here. | If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here. |

Accessibility Supports for OAKS Science and Social Sciences Assessments

| Designated Support | Description | Recommendations for Use |
|--|--|--|
| Transcribe symbols or numerals | The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact. | The entire formula or statement should be duplicated so that the context remains intact. |
| Use of projection devices | | This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment. |
| Use of sensory supports or interventions to allow students to attend to task | Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. | Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually. |

| Accessibility Supports for OAKS Science and Social Sciences Assessments | | |
|---|---|---|
| Designated Support | Description | Recommendations for Use |
| Visual magnification devices or software | A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. | This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment. |
| Written translations of oral directions | Students may be provided with a written version or translation, including Braille of the student directions. English and Spanish translations of the student directions are available in the Test Administration Manual . ODE-provided student directions for each subject can be found online at: http://oaksportal.org/ . The Braille version of the directions can be acquired through OTMC (Oregon Textbook and Media Center). | |

Table 3.5 OAKS: Embedded Accommodations

| Accessibility Supports for OAKS Science and Social Sciences Assessments | | |
|---|--|--|
| Accommodation | Description | Recommendations for Use |
| Braille (A218) | The OAKS Online assessment is available to students who use Braille through the Braille Interface of OAKS Online. These students have access to the adaptive engine of OAKS Online and will receive the same number of test opportunities as general education students. Prior to administering the OAKS Online through the Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on | For students receiving an Online Braille accommodation, test administrators and test-readers should consult the student's IEP team for additional guidance. For more information, please refer to current Test Administration Manual posted at http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx . |

| | | |
|--|---|--|
| | <p>administering OAKS Online through the Braille Interface and its supporting Braille technologies. In addition, districts must ensure that students using the Braille Interface of OAKS Online receive training on all supporting Braille equipment and receive an opportunity to access the OAKS Online Practice Tests available at http://oaksportal.org prior to taking the test.</p> | |
|--|---|--|

Table 3.6 OAKS: Non-embedded Accommodations

| Accessibility Supports for OAKS Science and Social Sciences Assessments | | |
|--|--|--|
| Accommodation | Description | Recommendations for Use |
| Alternate response options (A302) (Requires “Permissive Mode” to be enabled via TIDE) | Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology). | Technology assisted writing is an accommodation if the following features are disengaged: <ul style="list-style-type: none"> • Formatting • Grammar check • Word prediction A student may use any technology device that serves as their primary mode of written communication. |
| Signed interpretation (A102) (A228) | Directions that are not linked to a specific item, items, stimuli, and response choices may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student, with the exception of mathematics signs and symbols. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items. *Cf. Appendix B: Guidelines for Signed Interpretation Support | NOTES: <ol style="list-style-type: none"> (1) Introductions to reading passages are not considered part of the directions and may not be signed; (2) Any information in the body of an item is considered part of that item and may not be signed as directions.** While access to these online assessments 48-hours in advance is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Guidelines for Signed Interpretation Support to ensure the reliable and valid provision of this accommodation for students on IEPs in the assessment environment. The verbatim student directions are located in the Test Administration Manual . **This note is not applicable to Oregon’s Extended Assessment. |

4.0 EXTENDED ASSESSMENTS

Table 4.1 XA: Non-embedded Universal Tools

| Accessibility Supports for Extended Assessments | |
|---|---|
| Universal Tool | Description |
| Abacus | This tool may be used in place of scratch paper for students who typically use an abacus. |
| Auditory amplification devices, hearing aids, noise buffers | These tools may be used to support students who are deaf or hard of hearing or for students whose focus or attention is enhanced by these kinds of auditory support(s). |
| Breaks | Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| Calculators | <p>Calculators are allowed for all students in all grades at all times on the ORExt. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).</p> <p>Calculators used during testing should be those used during instruction so they are familiar to the students.</p> <p>Calculators with keyboards, communication functionality, and/or symbolic algebra functionality are NOT allowed.</p> <p>Calculators cannot be shared between students during testing. Each student will need to use their own calculator.</p> <p>Talking calculators may be used by students who need them, so long as the following conditions are satisfied:</p> <p>The QA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment.</p> <p>Prior to testing, the QA must ensure that the calculator settings comply with the accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx).</p> |
| Highlighter | A tool for marking desired text, item questions, item answers, or parts of these with a color. |

| Accessibility Supports for Extended Assessments | |
|---|--|
| Universal Tool | Description |
| Manipulatives | <p>Manipulatives should be made available to all students at all grades, if requested.</p> <ul style="list-style-type: none"> ○ Algebra tiles ○ Balance, including “Hands-on-Math Algebra” balance ○ Base-ten blocks ○ Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten ○ Colored chips, including positive and negative chips ○ Color tiles ○ Cubes ○ Cuisenaire rods ○ Dice ○ Dominoes or checkers ○ Dot paper (square or hex) ○ Egg cartons of various sizes ○ Fraction strips or fraction pieces ○ Geoboard and rubber bands ○ Geometric shapes – 2D and 3D ○ Interlocking cubes ○ Legos ○ Marbles or colored cubes and containers ○ Measuring cups and spoons with marks and text ○ Pattern blocks ○ Patty paper (small square sheets) ○ Play money ○ Playing cards or numbered cards ○ Scissors ○ Spinners ○ Stopwatch ○ String ○ Tangrams ○ Tiles ○ Touch math cards ○ Transparent sheets, mirrors, MIRATM – symmetry tools ○ 2-D nets <p>Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to the students.</p> <p>Manipulatives are available to help students think, not to give them answers.</p> <p>Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer.</p> <p>Manipulatives must be available in the test environment where students may get them if they choose to use them.</p> <p>Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text).</p> <p>Students are not to work with manipulatives in concert with other students.</p> <p>Students are not to be coached as to which manipulatives to use.</p> |

| Accessibility Supports for Extended Assessments | |
|---|---|
| Universal Tool | Description |
| Marker, pen, and pencil | Any support items that students use to identify critical information or record notes are allowed on the ORExt. |
| Markers | A tool to limit distractions. |
| Posters | A tool offering students encouragement or inspiration without any specific relation to content standards. For example: <ul style="list-style-type: none"> ○ “Believe in Yourself” ○ “Set your dreams high” |
| Response aids (e.g., adaptive pencils, key guards, and skins) | A tool for use on printed items. |
| Rulers | A tool used to measure length. The ruler may display both metric and English standard units. |
| Scratch paper | Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards. |
| Tablet administration functions | <p>The tablet administration includes several embedded tools that all students who participate in this manner can access, including:</p> <ul style="list-style-type: none"> ○ Sizing/resizing screen ○ Setting volume and audio pace ○ Repeating the audio ○ Resetting items in order to change an answer selection ○ Scrolling to other items opened during the same test session to change an answer selection ○ Writing/erasing using the keyboard, touchscreen, or writing stylus <p>There are also a myriad of possibilities of using Augmentative or Alternative Communication Devices (AACD) and/or other assistive technology devices (AT) with the ORExt tablet administration. Provided that these AACD and/or AT devices are familiar to the student, used in the classroom for instruction, and do not violate the construct being measured, they are acceptable for use on the ORExt tablet administration (see Designated Support section below for further information).</p> |
| Thermometers with numbers on scale | A tool used to measure temperature. The thermometer may display both Fahrenheit and Celsius scales. |
| Transparent sheets (clear or tinted) | A tool to protect test materials or to improve focus. |

Table 4.2 XA: Non-embedded Designated Supports

| Accessibility Supports for Extended Assessments | | |
|---|--|---|
| Designated Support | Description | Recommendations for Use |
| Color overlays | Color transparencies are placed over a paper-based assessment. | |
| Enlarged print | A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. | This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. |
| Human-based read-aloud. | QAs are allowed to read the text, item prompts, and answer choices in all content areas when administering alternate assessments. The only exceptions are reading items that address standards involving decoding or word identification, or items where independent reading is required, which are not to be read aloud. Standardized test administration protocols will identify these reading items and need to be followed for all items (with appropriate test security). When providing read-aloud support to a student, other interactions between a QA and a student regarding test questions or content is not allowable and may be treated as a testing impropriety. Read aloud designated support must be provided individually and typically requires a separate setting. | QAs must be sensitive to the student's needs when pacing the reading of an assessment. Unless otherwise indicated by the IEP, the pace of the test administration must be controlled by the student. Test items and/or answer choices may be re-read upon student request. QAs must: <ul style="list-style-type: none"> ○ avoid giving (nonverbal or tonal) clues that either indicate the correct answer or eliminate answer choices ○ use even pace and tone when reading so that the student does not receive any clues from the reader ○ read test items or prompts, text, and answer choices exactly as written ○ not clarify, elaborate, or provide assistance to students ○ not answer questions about specific test items and/or answer choices |

| Accessibility Supports for Extended Assessments | | |
|---|--|---|
| Designated Support | Description | Recommendations for Use |
| Interpret directions orally | For all assessments that do not have a side-by-side version, such as the ORExt, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes. Translations must be conducted by a person whom the district has determined is qualified to administer such translation. | A bilingual test administrator who is trained and endorsed by a district in Spanish or the students' language of origin should provide any language translation support. |
| Masking | Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking. | Students with attention difficulties, print disabilities (including learning disabilities), or visual impairments, may need to mask content not of immediate need or that may be distracting during the assessment. |
| Medical device | Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons. | Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. |
| Point to or dictate multiple-choice responses to a test administrator | A student may point to, dictate, or otherwise indicate multiple-choice responses to a QA. The QA will use a writing instrument, keyboard, or mouse to input those responses exactly as indicated by the student. | ELLs may respond in English or language of origin. QAs and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills. |

| Accessibility Supports for Extended Assessments | | |
|--|---|---|
| Designated Support | Description | Recommendations for Use |
| Separate setting | Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items). | The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (QA) when student requires it. |
| Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology) | <p>Technology assisted writing is a designated support if the following features are disengaged:</p> <ul style="list-style-type: none"> ○ Formatting ○ Grammar check ○ Word prediction <p>A student may use any technology device that serves as their primary mode of written communication.</p> | |

Accessibility Supports for Extended Assessments

| Designated Support | Description | Recommendations for Use |
|--|--|--|
| Student reads test aloud or sub-vocalizes text to listener or self | A student who sub-vocalizes (reads aloud to him/herself), uses a think-aloud strategy, or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as a designated support. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students. | A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student's part. |
| Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) | A student who needs physical support to access the computer monitor, keyboard, or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. | When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here. |
| Use of projection devices | This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment. | |

| Accessibility Supports for Extended Assessments | | |
|--|--|---|
| Designated Support | Description | Recommendations for Use |
| Use of sensory supports or interventions to allow students to attend to task | As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. | Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually. |
| Visual magnification devices or software | A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. | This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment. |
| Written translations of oral directions | In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a written translation, including Braille. | |

Table 4.3 XA: Non-embedded Accommodations

| Accessibility Supports for Extended Assessments | | |
|---|--|---|
| Accommodation | Description | Recommendations for Use |
| 100s Number Table (grade 4-8 and 11 math items) (A604) | A paper-based table listing numbers from 1–100 available under OAKS Resources (“Other”) in the oaksportal.org . | <p>Students may use the 100s table in solving any math problem appearing on the Oregon Extended Assessment. Students must have received instruction related to appropriate use of a 100s table prior to test administration, as no directions regarding how to use the table should be provided to the student. To use the 100s table, QAs are to follow the directions/suggestions below:</p> <ol style="list-style-type: none"> 1. Place the 100s table to the side of the actual student materials. 2. Tell the student: “This table displays numbers from 1 to 100” without pointing to any of the specific numbers. You may use this table to help you solve problems.” 3. If the 100s table is a distraction or creates problems with the test administration, please remove it. |
| Braille (A221) | A raised-dot code that individuals read with the fingertips. Contracted and uncontracted Braille versions of the ORExt are provided by ODE upon request (cf. Braille/Large Print info, deadline, and order form at http://oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx). In addition, students are allowed to use a Braille, or any appropriate expressive communication system, to generate responses as needed. | |
| Alternate response options (A302) | Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. | |

| Accessibility Supports for Extended Assessments | | |
|--|--|--|
| Accommodation | Description | Recommendations for Use |
| Sign items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols. (A228) | This accommodation is for paper-pencil based assessments only that are proctored by a QA. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply. Cf. Appendix B: Guidelines for Signed Interpretation Support | Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words. |
| Test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication. (A220) | For the ORExt, the QA is typically expected to point to answer choices. Student responses can be generated in whatever student expressive communication modality is used in the classroom. | |

5.0 KINDERGARTEN ASSESSMENTS

Table 5.1 KA: Non-embedded Universal Tools

| Accessibility Supports for Kindergarten Assessment | |
|--|--|
| Universal Tool | Description |
| Auditory amplification devices, hearing aids, noise buffers | |
| Highlighter | A tool for marking desired text, item questions, item answers, or parts of these with a color. |
| Markers/guides to limit distractions | |
| Marker, pen, and pencil | |
| Transparent sheets (clear or tinted) to protect test materials or to improve focus | |
| Breaks | Breaks may be given at any time during the assessment, as it is untimed. Breaks are encouraged between measures if a student is showing signs of frustration or fatigue. |

Table 5.2 KA: Non-embedded Designated Supports

| Accessibility Supports for Kindergarten Assessment | | |
|--|---|---|
| Designated Support | Description | Recommendations for Use |
| Administer at a time of day most beneficial to the student | A time or period of day (e.g., student is usually able to engage following physical education) may be designated as a beneficial testing time. Testing times should be selected so that they do not extend beyond the boundaries of the typical school day. | |
| Medical device | Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons. | Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. |
| Simplify language in directions | If a student requests clarification during assessment, a test administrator (TA) may simplify language provided in directions by substituting a single word for a word the student does not understand. | |
| Student is allowed to vocalize his or her thought process out loud to him-/herself or to a neutral test administrator | Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a test administrator, the test administrator is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. | |
| Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode | | |

| Accessibility Supports for Kindergarten Assessment | | |
|--|---|-------------------------|
| Designated Support | Description | Recommendations for Use |
| Support physical position of student | This support includes preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture. | |
| Test an individual student in a separate location | Each student tested in a separate location must have a qualified test administrator present. A student may be tested in a separate location to prevent peer interaction or distraction. NOTE: It is assumed that a student will participate in statewide assessments in school during the typical school day; however, a student may be assessed in a location outside of the school and/or after typical school hours when special circumstances exist. | |
| Test administrator may write symbols and/or numerals exactly as they appear in the assessment. | This support allows the test administrator to enlarge the symbols and/or numerals and make them visually accessible for the student. The entire formula or statement should be duplicated so that the context remains intact. | |
| Use of projection devices | This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment. | |

| Accessibility Supports for Kindergarten Assessment | | |
|--|--|-------------------------|
| Designated Support | Description | Recommendations for Use |
| Use of sensory supports or interventions to allow students to attend to task | As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually. | |
| Visual magnification devices | A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment. | |

Accessibility Supports for Kindergarten Assessment

| Designated Support | Description | Recommendations for Use |
|--|---|-------------------------|
| Written translation of the directions in a student's language of origin in advance of test administration. | <p>A local translator who is trained and endorsed by a district may provide a written translation of the directions in a student's language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student by a fluent speaker of that language.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p> | |

Table 5.3 KA: Non-embedded Accommodation

| Accessibility Supports for Kindergarten Assessment | | |
|--|--|-------------------------|
| Accommodation | Description | Recommendations for Use |
| Access tests using uncontracted or contracted embossed Braille format (A221) | | |
| For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (A309) | The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation. | |
| For mathematics, the test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication. (A220) | The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation. | |

| | | |
|--|--|--|
| Interpret directions orally (A103) | For all assessments that do not have a Spanish-English stacked version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes. | |
| Make a verbatim audio recording of tests in Spanish or other language of origin (A205) | <p>Students may be provided with a locally produced verbatim recording of current Spanish-English translated assessments. Early Literacy: When using audio recordings of Spanish-English bilingual tests, test administrators need to monitor student movement through audio versions to make certain the student maintains the appropriate place in the test and that the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test administrators must spot check audio equipment before use to ensure that everything is working properly. If the student is not able to manage the equipment, test administrators should be allowed to provide support. Any locally-produced tapes must be maintained in the strictest of security in keeping with the security guidelines provided for assessment materials. Following the assessment session, all tapes and materials must be securely destroyed.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin, should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p> | |

| | | |
|---|--|--|
| <p>Sign directions (A102)</p> | <p>For all assessments, directions that are not linked to a specific item may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items. NOTES: (1) Introductions to reading passages are not considered part of the directions and may not be signed. Any information in the body of an item is considered part of that item and may not be signed as directions.</p> <p>The verbatim student directions for OAKS Online Math, Reading, Science, and Social Sciences assessments are located in Appendix B of the Test Administration Manual at http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx , and verbatim student directions for the Kindergarten Assessment are included in the Assessor copies of the assessment itself.</p> <p>Cf. Guidelines for Signed Interpretation Support</p> | |
| <p>Sign Early Math items/stimuli and response choices—with the exception of mathematics signs and symbols—to the student by a sign language interpreter who meets the ODE minimum standard as defined in OAR 581.015.203. (A219)</p> | <p>This accommodation is for paper-pencil based assessments only that are proctored by a qualified test administrator. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.</p> <p>Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p> | |

| | | |
|--|---|--|
| Students may sign responses to a qualified sign language interpreter(s) who is serving as test administrator (A310) | Students may sign their responses to a qualified sign language interpreter. | |
|--|---|--|

6.0 ELPA21

Table 6.1 Technology Skills Needed for ELPA21 Access

Prior to testing, school staff should ensure that students have the computer skills necessary to take the ELPA21. The following table describes the technology skills students will need to access ELPA21.

| Grade | Listening | Reading | Writing | Speaking |
|-------------|---------------------------|---------------------------|---|--|
| K-3 | Mouse/keyboard navigation | Mouse/keyboard navigation | Mouse/keyboard navigation Typing words, phrases, sentences | Speak into a microphone Mouse/keyboard navigation |
| 4-5 | Mouse/keyboard navigation | Mouse/keyboard navigation | Mouse/ keyboard navigation Typing words, phrases, sentences | Speak into a microphone Mouse/keyboard navigation |
| 6-12 | Mouse/keyboard navigation | Mouse/keyboard navigation | Mouse/keyboard navigation. Typing words, phrases, sentences, paragraphs | Speak into a microphone Mouse/keyboard navigation |

Students without the necessary computer skills to participate in ELPA21 may have an assistant help with pointing, clicking, dragging, and dropping with the mouse. This includes clicking various navigation buttons, including “back,” “next,” and “submit.” The assistant must click or move only the answer the student has selected to the area the student indicates regardless of whether the answer is correct.

Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with administration of the ELPA21.

Note that all supports and accommodations listed below apply to both the ELPA21 summative and the ELPA21 screener.

Table 6.2 ELPA21: Embedded Universal Tools

| Accessibility Supports for ELPA21 | |
|-----------------------------------|--|
| Universal Tool | Description |
| Amplification | The student raises or lowers the volume control, as needed, using headphones, or is tested one-on-one in a secure location where the external speakers can be used for additional volume control. |
| Audio support | <p>The student uses this feature to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank audio support is available for the following:</p> <ul style="list-style-type: none"> • Speaking – most tasks have audio support for most (but not all) components; • Listening – all tasks have audio support for all components; all tasks can be replayed as often as the student needs; • Writing – all tasks have audio support for all components except for inline editing tasks; and • Reading – audio support is available only for read-along tasks and for all kindergarten tasks and items. |
| Digital notepad | This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes. |
| Expandable stimuli | Each stimulus (e.g., reading passages) can be expanded so that it takes up a larger portion of the screen. |
| Highlighter | A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment. |
| Keyboard navigation | Navigation throughout text can be accomplished by using a keyboard instead of a mouse. |
| Line Reader | Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading. The student uses this onscreen tool to assist in reading by raising and lowering the tool for each line of text on the screen. |
| Mark for review | Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 60 minutes. However, if a segment is permeable (i.e., you can go back to it), then mark for review persists during the same test session. |
| Mouse Pointer (Size and Color) | To provide enhanced visibility the mouse pointer may be changed in color and increased in size. Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. |
| Strikethrough | Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out. |

| Accessibility Supports for ELPA21 | |
|-----------------------------------|--|
| Universal Tool | Description |
| Writing tools | The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, undo/redo, and insert bullets. |
| Zoom | <p>A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the Zoom In button. The student can click the Zoom Out button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. The use of this universal tool may result in the student needing additional overall time to complete the assessment.</p> <p><i>Note: a student's default font size can be updated for all items and stimuli on the test using the Print Size designated support (see Table 6.3 OAKS: Embedded Designated Supports).</i></p> |

Table 6.3 ELPA21: Non-embedded Universal Tools

| Accessibility Supports for ELPA21 | |
|---|--|
| Universal Tool | Description |
| Breaks | Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| Scratch paper for items in any ELPA21 domain | The student uses scratch paper or individual erasable white boards to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test session, or kept securely as outlined in <i>Section 2.4</i> of the Test Administration Manual , to maintain test security. The student receives one sheet (or more as needed) of scratch paper. A marker, pen, and pencil should be provided as well. The student can use an assistive technology device to take notes instead of using scratch paper. Test administrators must ensure that all the notes taken on an assistive technology device are deleted after the test. |
| Technological Assistance with test navigation | Students in Kindergarten through 12 th grade without the necessary computer skills to participate in ELPA21 may have a trained Test Administrator help with mouse point-and-click and drag-and-drop, onscreen tool/button navigation (i.e., back, next, submit, start/stop recording, play speaking recording), and keyboarding (grades 2-12). The Test Administrator is allowed to assist only with the technology as indicated by the student, and must never assist with actual answer responses. Choosing answers for a student is a test impropriety and will result in an invalid assessment. |

Table 6.4 ELPA21: Embedded Designated Supports

| Accessibility Supports for ELPA21 | | |
|-----------------------------------|---|--|
| Designated Support | Description | Recommendations for Use |
| Color Choices | Enable students to adjust screen background and font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. | Students with attention difficulties may need this feature for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs. |
| Masking | Masking involves blocking off content that is not of immediate need or that may be distracting to the student, including individual answer options and navigational buttons and menus. Students are able to focus their attention on a specific part of a test item by masking. | Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. Students with print disabilities (including learning disabilities) or visual impairments may also need this feature. |
| Print on Request | Paper copies of stimuli (including passages) and/or items are printed for students. Test content of online items may be printed with different colors. Choice of colors should be informed by evidence of those colors that meet the student's needs. Students may use pencils/pens/highlighters to mark up the printed test materials. All printed test materials must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events. | Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally-provided color contrasts do not meet their needs. A very small percentage of students should need this support. The use of this support may result in the student needing additional time to complete the assessment. |
| Print size | To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test. This is the only feature that test administrators can set. | Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively. |

Accessibility Supports for ELPA21

| Designated Support | Description | Recommendations for Use |
|------------------------------|---|---|
| Turn off any universal tools | This feature allows disabling any universal tool that might interfere with student performance, or be distracting to the student. | Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Having evidence of which specific tools may be distracting is important for determining which tools to turn off. |

Table 6.5 ELPA21: Non-embedded Designated Supports

| Accessibility Supports for ELPA21 | | |
|---|---|---|
| Designated Support | Description | Recommendations for Use |
| Assistive mouse usage for audio and playback. | While the Test Administration Manual outlines universal assistance a test administrator may provide for any student due to technology skill issues, this designated support is for students who may be unable to specifically request keyboard/mouse manipulation in order to participate in the assessment. In this support, the test administrator initiates the clicking of all audio icons for the listening items and the clicking of the start, stop, record, and/or playback keys for the student on the test items. | Test Administrators can initiate these functions for students who have difficulties with speech, motor skills, or behavior. |
| Color overlay | The student is able to overlay a semitransparent color onto test content. | This designated feature only works with black text on white background. |
| Magnification device | The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows increasing the size to a level not provided for by the zoom universal feature. | Students with visual impairments may need to increase the size of text and other item features beyond the 4X zoom universal feature provided by the test platform. |
| Medical device | Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons. | Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security. |
| Noise buffer | The student uses noise buffers to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items). | Students who are distracted by external noises within the testing environment may need noise buffers (e.g., headphones, mufflers). |
| Preferred language translation of directions | Translation of general test directions (not item prompts, passages stimuli, or questions) is provided in Spanish in the Test Administration Manual. Local translation of the general test directions into other languages of origin is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the | Students can request translation of directions. |

Accessibility Supports for ELPA21

| Designated Support | Description | Recommendations for Use |
|--------------------------|--|---|
| | <p>language. These translations must be administered by a bilingual test administrator who is trained and endorsed by the district in the students' languages of origin.</p> <p>Item-level <i>instructions</i> can be also be translated by a district-endorsed bilingual Test Administrator who is fluent in the language of origin. No item prompts, stimuli, questions, or other secure material may be translated. These language-specific translations of the instructions can be provided to a student as long as the environment is secure and the translation will not provide a distraction for the other test takers in the testing session.</p> | |
| Separate setting | Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items). | The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (QA) when student requires it. |
| Student reads test aloud | The student reads the test content aloud. This feature must be administered in a secure one-on-one test setting. | Students who are beginning readers may need to hear themselves read in order to comprehend text. Students who tend to rush through assessments and not read text fully, may need to read the test aloud. |

Table 6.6 ELPA21: Embedded Accommodations

| Accessibility Supports for ELPA21 | | |
|-----------------------------------|---|--|
| Accommodation | Description | Recommendations for Use |
| ELPA21 Domain Exemptions (A229) | Exclusion of an ELPA21 domain may only be set for qualifying individual students whose IEPs reflect the specific exemption and will require the district to mark this as a restricted resource for that student in the OAKS Test Information Distribution Engine (TIDE) prior to test administration. | See Test Administration Manual for guidance on determining which students may benefit from this accommodation. |

Unless otherwise noted, all accommodations listed in this section are valid for both the ELPA21 summative and the ELPA21 screener.

Note for ELPA21 Screener: A district may believe that a student slated for English language proficiency (ELPA) screening may qualify for services under a Section 504 or Individualized Education Program (IEP), but typical documentation, such as a comprehensive evaluation report, may not be available to support such a determination. In such cases, if screening timelines preclude the convening of an effective 504 or IEP team, the test administrator (TA) may select any accommodations on the ELPA Screener for which there is good evidence of student need (e.g., information provided by parents or caregivers, clearly observable evidence of a disability which impedes access to one or more domains, relevant medical documentation).

Districts who pursue this course of action must record and store evidence used to select accommodations, along with other screener documentation, in the student's permanent file. Information on accommodations and accessibility supports is given in this document and the Test Administration Manual found on ODE's [Test Administration page](#).

Table 6.7 ELPA21: Non-embedded Accommodations


| Accessibility Supports for ELPA21 | | |
|--|---|---|
| Accommodation | Description | Recommendations for Use |
| <p>Alternate Response Option (A302)</p> <p>(Requires “Permissive Mode” to be enabled via TIDE)</p> | <p>The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition.</p> | <p>Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.</p> <p>Appendix C includes the preliminary list of assistive technology devices approved for ELPA21 assessment.</p> |
| <p>Braille (A221)</p> <p>(Requires an “ELPA21 Braille Order Form”)</p> | <p>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Both contracted and un-contracted Braille (English Braille, American Edition, and Unified English Braille) are available.</p> | <p>Students who are blind or have low vision may read text via Braille.</p> <p>Tactile overlays and graphics also may be used to assist the student in accessing content through touch.</p> <p>The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p> |
| <p>Scribe (A312)</p> | <p>The student dictates her/his responses to a human who records verbatim what the student dictates. A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. It is important that the student is able to develop planning notes via the human scribe, and to view what was produced while composing via dictation to the scribe. (ELPA21 Scribe Guidelines can be found under the General Accessibility Resources section at http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx).</p> | <p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students’ responses verbatim. The use of this accommodation may result in the student needing additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills.</p> |
| <p>Speech-to-text (A311)</p> <p>(Requires “Permissive Mode” to be enabled via TIDE)</p> | <p>The student uses an assistive technology device to dictate responses or give commands during the test.</p> | <p>Students who have documented motor or processing disabilities (such as dyslexia) or who have had a recent injury that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p> |

APPENDICES

Appendix A: Embedded Accessibility Support Settings

| Test Settings | Options <i>Bold is the Default</i> | References | Editability | Notes |
|--|--|------------|---|---|
| Universal Tools – Editable in the TA Interface Only | | | | |
| English Dictionary | Smarter Balanced ELA PT: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not available | | TA Interface Only State DTC DLU STC TA TT | Used to look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus. The dictionary is available for the Smarter ELA Performance Tasks only. |
| English Thesaurus | Smarter Balanced ELA Performance Tasks: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not supported | | TA Interface Only State DTC DLU STC TA TT | An embedded tool that that is available for Smarter Balanced ELA Performance Tasks. |
| Expandable Items and Stimuli | All tests: <ul style="list-style-type: none"> On Off ELPA21 (for Expandable Items): <ul style="list-style-type: none"> Always On | | TA Interface Only State DTC DLU STC TA TT | Allows student to expand the item and passage sections. This tool appears next to the stimulus context menu. |
| Global Notes | Smarter Balanced ELA Performance Tasks: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not available | | TA Interface Only State DTC DLU STC TA TT | Allows students to use an on-screen notepad to enter notes that persist until the test has been submitted. |

| Test Settings | Options <i>Bold is the Default</i> | References | Editability | Notes |
|------------------------|---|--|---|---|
| Highlighter | Smarter Balanced, OAKS Science & Social Sciences: <ul style="list-style-type: none"> On Off ELPA21: <ul style="list-style-type: none"> Always on | | TA Interface Only State DTC DLU STC TA TT | Allows students to select the text on the screen and then select Highlight Selection from the context menu. |
| Line Reader | All Tests: <ul style="list-style-type: none"> On Off | Table 3.3 OAKS (p. 26) Table 6.4 ELPA21 (p. 49) | TA Interface State DTC DLU STC TA | Allows student to raise and lower the tool for each line of text on the screen. This tool is not available while the Highlighter tool is in use. |
| Mark for Review | Smarter Balanced: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Always available | | TA Interface Only State DTC DLU STC TA TT | Allows student to mark a question for review, from the context menu. |
| Mouse Pointer | All tests: <ul style="list-style-type: none"> System Default Large Black Extra Large Black Large Green Extra Large Green Large Red Extra Large Red Large White Extra Large White Large Yellow Extra Large Yellow | | TA Interface Only State DTC DLU STC TA TT | To provide enhanced visibility, the mouse pointer may be changed in color and increased in size. |

| Test Settings | Options <i>Bold is the Default</i> | Reference s | Editability | Notes |
|-------------------------------------|--|--|---|---|
| Paginated Item Groups | Smarter Balanced ELA, Smarter Math CAT, OAKS Science & Social Sciences: <ul style="list-style-type: none"> On Off Smarter Balanced Math PT: <ul style="list-style-type: none"> Not supported ELPA21: <ul style="list-style-type: none"> Always on | | TA Interface Only State DTC DLU STC TA TT | Allows students to navigate between items in an item group by selecting a page for individual viewing. Navigation buttons  () for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question. |
| Response Recovery | Smarter Balanced Tests & ELPA21: <ul style="list-style-type: none"> On Off All other tests: <ul style="list-style-type: none"> Not supported | | TA Interface Only State DTC DLU STC TA TT | Allows students to view and restore responses they previously entered for an open-response question during the same testing session. |
| Strikethrough | All tests: <ul style="list-style-type: none"> On Off | | TA Interface Only State DTC DLU STC TA TT | Allows students to select text then choose strikethrough in the context menu to apply strikethrough to the selected words. |
| Embedded Designated Supports | | | | |
| Color Choices | Smarter Balanced Math & ELA: <ul style="list-style-type: none"> Black on White Black on Rose Medium Gray on Light Gray Yellow on Blue Reverse Contrast | Table 2.3 SB (p. 26) Table 3.3 OAKS | TIDE & TA Interface State DTC DLU STC TA | This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student. |

| Test Settings | Options <i>Bold is the Default</i> | References | Editability | Notes |
|---------------|--|--|--|---|
| Glossary | <p>Smarter Balanced ELA:</p> <ul style="list-style-type: none"> • English Glossary (universal tool) • No Glossary <p>Smarter Balanced Math:</p> <ul style="list-style-type: none"> • English Glossary (universal tool) • Arabic & English Glossary • Arabic Glossary • Cantonese & English Glossary • Cantonese Glossary • Filipino & English Glossary • Filipino Glossary • Korean & English Glossary • Korean Glossary • Mandarin & English Glossary • Mandarin Glossary • Punjabi & English Glossary • Punjabi Glossary • Russian & English Glossary • Russian Glossary • Spanish & English Glossary • Spanish Glossary • Ukrainian & English Glossary • Ukrainian Glossary • Vietnamese & English Glossary • Vietnamese Glossary • No Glossary <p>All other tests:</p> <ul style="list-style-type: none"> • <i>Not supported</i> | <p>Table 2.1 SB (p. 9)</p> <p>Table 2.3 SB (p. 13)</p> | <p>Smarter Balanced ELA & Math CAT – TIDE & TA Interface</p> <p>Smarter Balanced ELA & Math PT – TIDE Only</p> <p>State DTC DLU STC TA</p> | <p>Allows students to view a glossary for selected words in a test passage or question. English is enabled by default. As an accessibility support, you can set the glossary to show another available language, or a combination of English and another available language.</p> <p>Language options for Glossaries vary by assessment. Not all options listed are available for all tests.</p> <p>Smarter Balanced Performance Task foreign language glossaries must be set in TIDE prior to the student opening the test.</p> |

| Test Settings | Options <i>Bold is the Default</i> | References | Editability | Notes |
|---|---|--|---|---|
| Item Type Exclusion <i>Item type exclusion must be assigned to the student prior to the start of testing.</i> | OAKS Science & Social Sciences: <ul style="list-style-type: none"> None Grid Items All other tests: <ul style="list-style-type: none"> Not supported | Table 3.3 OAKS (p. 26) | TIDE Only State DTC DLU STC | Allows students to receive a test that excludes item types per the student's IEP. Item Types Exclusion is only available on OAKS Science and Social Sciences. |
| Masking | All Tests: <ul style="list-style-type: none"> On Off | Table 2.3 SB (p. 13) Table 3.3 OAKS (p.26) Table 6.4 ELPA21 (p. 49) | TIDE & TA Interface State DTC DLU STC TA | Allows students to temporarily mask (hide) an area of the test page to reduce distraction. |
| Presentation <i>Must be assigned to the student prior to the start of testing</i> | Smarter Balanced Math*: <ul style="list-style-type: none"> English Spanish (designated support) Braille (Accommodation) Smarter Balanced ELA*: <ul style="list-style-type: none"> English Braille (Accommodation) OAKS Science & Social Sciences: <ul style="list-style-type: none"> English Spanish (designated support) Braille (Accommodation) ELPA21: <ul style="list-style-type: none"> Not supported | Table 2.3 SB (p. 14) Table 2.5 SB (p. 18) Table 3.3 OAKS (p. 27) Table 3.5 OAKS (p. 31) | OAKS, Smarter Balanced ELA & Math CAT – TIDE & TA Interface Smarter Balanced ELA & Math PT – TIDE Only State DTC DLU STC TA | The presentation in which the student is taking the test in. <ul style="list-style-type: none"> Spanish translation is available for Smarter Math, OAKS Science and Social Sciences. Braille is available for OAKS Science and Social Sciences, as well as Smarter ELA and Math. Upon selecting Braille for a student's test, settings for Emboss Request Type and Braille Type are automatically displayed. Presentation must be set in TIDE for Smarter Balanced Performance Tasks prior to the student logging in to the test. |

| Test Settings | Options <i>Bold is the Default</i> | Reference s | Editability | Notes |
|------------------|--|--|---|---|
| Print on Request | Smarter Balanced Math & ELA: <ul style="list-style-type: none"> • Off • Items • Stimuli • Stimuli & Items OAKS Science & Social Sciences: <ul style="list-style-type: none"> • Off • Stimuli & Items ELPA21: <ul style="list-style-type: none"> • Off • Items • Stimuli • Stimuli & Items | Table 2.3 SB (p. 13) Table 3.3 OAKS (p. 26) Table 6.4 ELPA21 (p. 49) | TIDE & TA Interface State DTC DLU STC TA | <p>This accessibility support permits students to request printouts of test content.</p> <p>None — Students cannot request printing of any test stimuli or questions.</p> <p>Stimuli — Students can request printing of any stimuli).</p> <p>Items — Students can request printing of any questions (including answer options).</p> <p>Stimuli and Items — Students can request printing of any test stimuli and questions (including answer options).</p> <p>Print on Request may be changed in the TA interface for Smarter Balanced tests.</p> <p>When printing secure test content, be sure to follow all security procedures related to printed test materials and secure disposal immediately following the testing event, as described the Test Administration Manual.</p> |
| Print Size | All Tests: <ul style="list-style-type: none"> • Default/No Zoom = 1X • Level 1 = ~1.5X • Level 2 = ~1.75X • Level 3 = ~2.5X • Level 4 = ~3X | Table 2.3 SB (p. 14) Table 3.3 OAKS (p. 26) Table 6.4 ELPA21 (p.50) | TIDE & TA Interface State DTC DLU STC TA | <p>The selected print size becomes the default for all text content in that student's test. Regardless of the print size assigned, all students can use the Zoom buttons in the test to toggle between the five levels of print size for individual test pages.</p> <p><i>Note: The default print size is 12 point for most tests. Tests for grades 2, 3, and 4 have a default print size of 14 point. Zoom settings persist across test pages.</i></p> |

| Test Settings | Options <i>Bold is the Default</i> | References | Editability | Notes |
|--|---|--|---|---|
| Streamlined Interface Mode <i>Streamlined interface mode must be assigned to the student prior to the start of testing</i> | Smarter Balanced Math & ELA: <ul style="list-style-type: none"> Off On OAKS Science & Social Sciences: <ul style="list-style-type: none"> Off On ELPA21: <ul style="list-style-type: none"> Not supported | Table 2.5 SB (p. 18) Table 3.5 OAKS (p. 31) | TIDE Only State DTC DLU STC TA | Allows the student to view the test page content vertically (so that the stimulus is listed above the questions). This layout makes the test page more accessible for students testing with screen-readers. |
| Suppress Score | OAKS Science & Social Sciences: <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> Not supported | Table 3.3 OAKS (p. 26) | TIDE & TA Interface State DTC DLU STC TA | |

| Test Settings | Options <i>Bold is the Default</i> | Reference s | Editability | Notes |
|--|---|--|---|---|
| Text-to-Speech <i>Text-to-speech becomes an Accommodation if used for ELA Stimuli.</i> | Smarter Balanced Math & ELA*: <ul style="list-style-type: none"> Off Items Stimuli Items & Stimuli OAKS Science & Social Sciences: <ul style="list-style-type: none"> Off Stimuli & Items (designated support) ELPA21: <ul style="list-style-type: none"> Not supported | Table 2.3 SB (p. 14) Table 2.5 SB (p. 18) Table 3.3 OAKS (p. 27) | TIDE Only State DTC DLU STC TA | <p>The TTS accessibility support provides students with the ability to listen to sections of test content.</p> <p>Off — The student cannot listen to any stimuli or items on the test.</p> <p>Items — The student can listen to questions on the test (including answer options).</p> <p>Stimuli — The student can only listen to stimuli.</p> <p>Items & Stimuli – The student can listen to both questions and stimuli.</p> <p><i>English TTS is available on: Smarter ELA and Math, OAKS Science and Social Sciences</i></p> <p><i>Spanish TTS is NOT available on Smarter Balanced Math or ELA tests</i></p> <p>For students receiving the test in English, the TTS is delivered through the computer's native voice pack. As a result, the sound quality will vary based on the computer's operating system. For optimal results, ODE and AIR recommend using Windows 7, 8.0, or 8.1 or Mac 10.6–10.9 machines.</p> <p>For students receiving the test in Spanish (available for OAKS Science and Social Sciences only), the district must first install a Spanish voice pack. ODE and AIR recommend using either the Marta voice pack provided by Cepstral or the free Violeta voice pack for computers running Windows and the Rosa voice pack provided by Infovox for Macs.</p> <p>The TTS options displayed in the drop-down menu are those that are available for that specific test.</p> |

| Test Settings | Options <i>Bold is the Default</i> | Reference s | Editability | Notes |
|---|--|-------------------------|--|--|
| Embedded Accommodations – Editable ONLY in TIDE unless otherwise specified. | | | | |
| American Sign Language <i>ASL must be assigned to the student prior to the start of testing</i> | Smarter Balanced Math & ELA: <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> Not supported | Table 2.5 SB (p. 18) | Math PT – TIDE Only State DTC DLU STC TA | Allows students to view a video with a signed translation of the passage or question. Available for Smarter ELA listening questions and Mathematics tests. |
| Audio Transcript | Smarter Balanced ELA (Listening Stimuli): <ul style="list-style-type: none"> Off On All other tests: <ul style="list-style-type: none"> Not supported | Table 2.5 SB (p. 19) | ELA listening passages – TIDE Only State DTC DLU STC TA | Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Available for Smarter ELA listening passages. |
| Braille Type | Smarter Balanced ELA: Not Applicable <ul style="list-style-type: none"> Contracted Uncontracted Smarter Balanced Math: <ul style="list-style-type: none"> Nemeth Not Applicable OAKS Science: <ul style="list-style-type: none"> Nemeth Not Applicable OAKS Social Sciences: <ul style="list-style-type: none"> Not Applicable Contracted Uncontracted ELPA21: <ul style="list-style-type: none"> Not supported | | TA Interface Only State DTC DLU STC TA | Only available when Presentation is set to Braille. This setting determines the type of Braille that is delivered to students via a refreshable Braille display or a Braille embosser. |

| Test Settings | Options <i>Bold is the Default</i> | Reference s | Editability | Notes |
|--|--|--------------------------|---|---|
| Closed Captioning | Smarter Balanced ELA CAT: <ul style="list-style-type: none"> Off On All other tests <ul style="list-style-type: none"> Not supported | Table 2.5 SB (p. 18) | TIDE Only State DTC DLU STC TA | Enables closed captions for audio in Smarter ELA tests only. <i>Must be set in TIDE.</i> |
| Emboss | Smarter Balanced and OAKS Science & Social Sciences: <ul style="list-style-type: none"> None Stimuli & Items ELPA21: <ul style="list-style-type: none"> Not supported | | TA Interface Only State DTC DLU STC TA | Only available when Presentation is set to Braille. Allows test content to be delivered to students via a Braille embosser. |
| Emboss Request Type | Smarter Balanced Math, OAKS Science: <ul style="list-style-type: none"> Auto-request Smarter Balanced ELA OAKS Social Sciences: <ul style="list-style-type: none"> On-Request Auto-request ELPA21: <ul style="list-style-type: none"> Not supported | | TA Interface Only State DTC STC TA | Only available when Presentation is set to Braille. This setting determines if students testing in Braille need to manually send print requests or if the print requests automatically generate as students navigate the test. <i>Emboss Request Type options vary by assessment. Not all options are available for all tests.</i> |
| ELPA21 Domain Exemptions <i>ELPA21 domain exemptions must be assigned to the student prior to the start of testing</i> | ELPA21: <ul style="list-style-type: none"> No Exemptions Listening Reading Speaking Writing All other tests: <ul style="list-style-type: none"> Not supported | Table 6.6 ELPA21 (p. 53) | TIDE Only State DTC DLU | Some students may be exempted from specified ELPA21 domains based on their IEP. A student may not be exempt from all four domains. |

| Test Settings | Options <i>Bold is the Default</i> | References | Editability | Notes |
|---|--|---|---|---|
| Mute System Volume <i>Only available when Presentation is set to Braille</i> | Smarter Balanced: <ul style="list-style-type: none"> Off: Read Items and Stimuli Aloud (Accommodation) On: Read Items Only Aloud (designated support) All other tests: <ul style="list-style-type: none"> <i>Not supported</i> | | TA Interface Only State DTC DLU STC TA | <i>This feature is only available on Smarter Balanced Braille tests.</i> Allows screen reader software to read aloud either items or items and stimuli to students using approved screen readers on Braille tests. |
| Permissive Mode (Required for Alternate Response Option and Speech-to-Text Accommodations) | All tests: <ul style="list-style-type: none"> Off On | Table 2.6 SB (p. 19 & 22) Table 3.6 OAKS (p. 32) Table 6.7 ELPA21 (p. 54) | TIDE Only State DTC DLU STC TA | Permissive Mode is an accessibility support option that allows students to use accessibility software in addition to the secure browser. |

Appendix B: Guidelines for Signed Interpretation Support (For Smarter Balanced, OAKS, Extended Assessment, and Kindergarten Assessment Only)

Signed interpretation of Oregon's statewide assessments is an approved support for all content areas except Early Literacy (KA) and the ELPA21. In addition to the respective support tables, the following are the Oregon Department of Education's policy and guidelines related to the appropriate use of this accommodation—including qualifications for anyone who plans to serve as a signed test interpreter of Oregon's statewide assessments.

When providing sign language interpretation as a support for a student taking an Oregon statewide assessment who is deaf or hard of hearing (DHH), the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation (e.g., read-aloud accommodation or text-to-speech support). Signed interpretation is equivalent to a read-aloud support, which is allowed in all areas except the Kindergarten Early Literacy and ELPA assessments. Signed interpretation ties assessment to the language and modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Therefore, a signed interpretation of the Oregon Statewide Assessments is an accessibility support when:

- The student uses a sign language interpreter in the classroom or receives direct instruction in sign language by a teacher of the DHH.
- The team, in advance and following ODE protocol, identifies the support as appropriate for the individual student.
- The assessment is interpreted by a qualified signed test interpreter (see Signed Test Interpreter Qualifications section below).

Interpreting Oregon Statewide Assessments

Per the support tables above, a qualified signed test interpreter may interpret **student directions** for all of Oregon's statewide assessments. The verbatim student directions for the Smarter Balanced Assessments are located in the following sections of the Oregon Test Administration Manual: Section 7: Administering Smarter Balanced, Section 8: Administering OAKS Online Science and Social Sciences, and Section 9: Administering ELPA21. The student directions for the Kindergarten Assessment and the Extended Assessments are embedded directly in the assessment materials.

Sign Language interpretation of the Kindergarten Early Literacy and ELPA21 assessments (other than the student directions) is not allowed and is considered a modification—consistent with the prohibition on providing a read-aloud for a hearing student on these assessments. However, the interpreter may interpret the Smarter Balanced as well as the OAKS Science and Social Sciences items/stimuli and response choices to the student.

Signed Test Interpreter Qualifications

- Meet OAR 581-015-2035 minimum standard (see below).
- Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment (<http://lms.brtprojects.org/>).
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
- Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will support.
- Sign an Assurance of Test Security form for the current school year.
- Review and follow “Oregon Math Read-Aloud Guidelines and Examples” at <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>.
- Review Math and Science terminology (see “Resources” below).

- Use Smarter Balanced, OAKS, Extended, and Kindergarten Assessment sample questions to practice interpreting test items in the subject area they will be interpreting (see “Resources” below).

Qualifications of Teacher of the DHH as the “test interpreter”

- Be the teacher of that content area for the student.
- Meet the requirements of TSPC for a Teacher of the DHH.
- Instruct a DHH student on how to request the signed interpretation support prior to test administration and what to expect in the testing environment before s/he is tested.
- The teacher must also meet the other items above:
 - Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment (<http://lms.brtprojects.org>)
 - Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
 - Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will administer.

BEFORE THE TEST

The Test Interpreter:

- Will not have access to actual test items prior to the administration of the Smarter Balanced or OAKS online assessment. However, sign language interpreters should review content standards for information on vocabulary (see “Resources” below) that is construct- specific to the item so that they do not give students an unfair advantage.
- Will have access to Oregon’s Extended Assessment and Kindergarten Assessment test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled. Sign language interpreters should review content standards and test items for information on vocabulary (see “Resources” below) that is construct-specific to the item so that they do not give students an unfair advantage.
- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed. Proctor guidelines apply.
- Is expected to review the read-aloud guidelines (<http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>) which provide a consistent script to follow for commonly used terms and symbols that may appear on a test. These can be studied and “translated” ahead of time. Complete guidance on the math read-aloud support is available at <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>.
- **Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.**

The Test Administrator:

- Is expected to understand the role and function of the interpreter in the secure test environment.
- Is expected to review the protocols with the test interpreter.

DURING THE TEST

- The interpreter is encouraged to remain calm—a hurried or stressed demeanor could have a negative impact on the student.
- The interpreter is to use the language and modality that is typically used in the classroom—using the same language and signs that are used in instruction.
- The interpreter will be afforded time to read the question to prepare for the task of interpreting. However, to align with classroom practice, during the actual administration of the test the interpreter will interpret as the test administrator reads it aloud.

- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test. (See “Rationale” below).
- If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test. (See “Rationale” below).
- If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed. (See “Rationale” below).
- The interpreter is to follow “Oregon Math Read-Aloud Guidelines and Examples” <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>. Complete guidance on the math read-aloud support is available at <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>
- For those assessments administered orally (Extended Assessment, Kindergarten Assessment):
 - The interpreter may ask the test administrator to read the question again or to read more slowly if that will make it possible to make a more conceptually accurate and complete interpretation.
 - The interpreter may ask the test administrator to read more than what the student requested. For example, if the student asks for a single word to be read aloud, the interpreter may ask for the entire sentence or more to be read so as to have enough context to make an accurate interpretation.
- If the interpreter is unsure of the vocabulary or concept, he/she may ask the test administrator to define a word or concept (away from the test taker) so they provide an accurate interpretation.
- The student may be provided with preferential seating so the interpreter and teacher are both able to be in the student’s line of sight.
- **The interpreter is not allowed to...**
 - Use signs that invalidate the intent of the question (cf. training videos at <http://lms.brtprojects.org>).
 - Give any nonverbal response to affirm or negate a student response to test items.
 - Interpret if s/he does not understand the word or test item–this could skew the interpretation. However, they can pause the student’s test and ask for clarification from the test administrator (see below).
 - Prompt the student in any way that would influence her or his response.

RATIONALE:

- **If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test.**
Signs that are commonly used in sign language are allowable in the signed interpretation of statewide assessments. Occasionally a commonly used sign that is “conceptually accurate” may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word “triangle” appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize “triangle” by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

- **If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test.**

For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction. An example of a locally developed sign might be for the English word “fission.” It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if “fission” is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of “splitting apart” might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

- **If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed.**
 - If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:
 - *Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*
The phrase “subatomic particles” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.
 - If the word or phrase **IS NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:
 - *What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*
It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Resources

Test Administration Manual

<http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx>

Accessibility Manual

<http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx>

Practice Tests

<http://oaksportal.org>

**OAR 581-015-2035:
Minimum Standards for Sign Language Interpreters
Serving Students in Public Schools**

- (1) Definitions. For purposes of this rule, the following definitions shall apply:
- (a) "CI" means Certificate of Interpretation issued by RID.
 - (b) "CT" means Certificate of Transliteration issued by RID.
 - (c) "EI/ECSE" means Early Intervention and Early Childhood Special Education.
 - (d) "EIPA" means the Educational Interpreter Performance Assessment®, including both the written and performance components.
 - (e) "NIC" means the National Interpreter Certification by RID.
 - (f) "Public School" means a public agency or school district or as defined in OAR 581-015-2000.
 - (g) "RID" means Registry of Interpreters for the Deaf Inc.
 - (h) "Sign Language Interpreter" means a person who provides educational interpreting services to students with hearing impairments.
 - (i) "Student" means a student with a hearing impairment who is:
 - (A) Eligible for EI/ECSE or special education services under OAR 581-015-2150; or
 - (B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.
- (2) Minimum Standard. A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter meets the following minimum standards:
- (a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification; and
 - (b)(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or (B) Achieve a passing score on the EIPA Written test.
- (3) Continuing professional development. Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that meet this continuing professional development requirement.
- (4) Timeline for meeting rule requirements. Sign language interpreters must meet the following requirements if the interpreter is employed by or under a contract with a public school:
- (a) On or after July 1, 2008, the interpreter must meet the standards required by section (3) of this rule.
 - (b) On or after July 1, 2013, the interpreter must meet all of the requirements of this rule.

Stat. Auth.: ORS 185.225, 343.041

Stats. Implemented: ORS 185.110, 185.225

Hist.: ODE 11-2008, f.

Appendix C: Selection, Administration, and Evaluation of Accessibility Supports (STEPS and TEACHER TOOLS)

STEPS

STEP 1

EXPECT ALL STUDENTS TO ACHIEVE PROFICIENCY IN THE GRADE-LEVEL ACADEMIC CONTENT STANDARDS

FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES

Several important laws require the participation of all students, including students with disabilities, in standards-based instruction and assessment initiatives. These include federal laws such as the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

Elementary and Secondary Education Act

Stronger accountability for results is one of the basic education principles contained in federal regulations. These regulations complement the provisions for providing public accountability at the school, district, and state levels for all students, including those with disabilities. These explicitly call for

... the participation in such assessments of all students [Sec. 1111 (3)(C)(i)]. [The term ‘such assessments’ refers to a set of high-quality, yearly student academic assessments.] The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and student achievement standards [Sec. 1111 (3)(C)(ii)].

Through federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information on student progress and performance, school progress and performance, and district and state improvement needs for all students regardless of population.

Academic content standards (what students should learn) and academic achievement standards (how well they should perform) in reading/language arts, mathematics, and science form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in student attainment of the knowledge and skills defined by the content standards. States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school. States must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability measures reflect the educational success of all students and help determine what needs to be improved for specific groups of students. The accountability system is defined in terms of Annual Measurable Objectives (AMOs), a way to measure improvement in achieving standards for all students and designated student subgroups each year. Schools, district, and states are held accountable for improvement on an annual basis by public reporting, and ultimately through consequences if they do not achieve these AMOs.

Individuals with Disabilities Education Improvement Act of 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec .612 (a)(16)(A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes... a statement of any individual modifications in the administration of state and district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d)(1)(A)(V) and (VI)].

INCLUDING ALL STUDENTS IN STATE ACCOUNTABILITY ASSESSMENTS

In Oregon, all students must be given the opportunity to take the Oregon's primary Statewide Assessments. To provide each student with this opportunity, Oregon offers a number of assessment options, including Smarter Balanced Assessments for ELA (Reading, Writing, Listening) and Mathematics, OAKS Online for Science and Social Sciences including zoom feature and Braille interface for students with visual impairments, Oregon's Kindergarten Assessment for Early Literacy and Mathematics, and OAKS Extended for Reading/Literature, Mathematics, Science, and Writing. In addition, all Oregon students eligible to receive English Learner (EL) services must be given the opportunity to take the English Language Proficiency Assessment (ELPA).

Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. When determining appropriate assessment options for a student with learning challenges, school team members, including the IEP or 504 team, must actively engage in a planning process that addresses all of the relevant variables associated with student need, accommodations considerations (for appropriate access), and the use of alternate assessments for students with disabilities.

For more information on statewide assessment participation options for students with disabilities refer to [“Guidelines for Statewide Assessment Decision Making for IEP Teams”](#).

EQUAL ACCESS TO GRADE-LEVEL CONTENT

With the focus of legislation on accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to achieve at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessment may also promote equal access to grade-level content. To accomplish this goal of equal access, general and special educators must actively collaborate to address student needs and team members (including IEP and 504 teams) must be familiar with content standards and expectations provided at the state and district level.

All students, including those with learning challenges, can work toward achieving proficiency in the grade-level academic content standards, and most of these students will be able to achieve these standards when the following conditions are met: (a) instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners; and (b) appropriate supports for instruction and assessment are provided to help students access grade-level content.

STEP 2

LEARN ABOUT ACCESSIBILITY SUPPORTS FOR ASSESSMENT

WHAT ARE ACCESSIBILITY SUPPORTS

As mentioned previously, Oregon’s Accessibility Panel refers to the term “Accessibility Supports” as a distinctly specific term relative to the Oregon Statewide Assessment System. The panel defines accessibility supports as practices and procedures that, when used in an assessment, provide equitable access to all students. These supports do not compromise the learning expectations, construct, grade-level standards, and/or measured outcome of the assessment. Use of approved supports during administration of an Oregon Statewide Assessment based on individual student needs will not impact the validity of the assessment results.

During administration of an Oregon Statewide Assessment, accessibility supports provided to a student must have been previously approved by the Accessibility Panel and listed in the Oregon Accessibility Manual. In contrast, during instruction educators may provide students with additional supports, including, but not limited to approved accessibility supports. In other words, during instruction educators can use supports for students that go beyond the list approved by the Accessibility Panel for use during administration of the Oregon Statewide Assessments. References to *adaptations*, *alterations*, *changes*, or *supports* are general terms that do not indicate whether the change would be classified as an accessibility support approved for use in assessment.

DETERMINING THE CONSEQUENCES OF USING ACCESSIBILITY SUPPORTS DURING ASSESSMENT

When selecting which supports a student should use while taking an Oregon Statewide Assessment, it is important to refer to the state’s most current OAM to ensure that the proposed practice or procedure is a state-approved support. If the proposed practice or procedure is not explicitly included in the OAM, its use during assessment will result in an invalid score. The student will be counted as a non-participant on various state and federal reports and the expectations associated with the grade-level content standards may be lowered.

STEP 3

SELECT ASSESSMENT SUPPORTS FOR INDIVIDUAL STUDENTS

To ensure that students are engaged in standards-based instruction and assessments, school personnel must be knowledgeable about the state (Common Core State Standards or CCSS) and district academic content standards and assessments. Effective decision-making about the provisions of appropriate supports begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student’s needs and performance in relation to local and state academic standards. In essence, using accessibility supports allows educational teams to attempt to “level the playing field” so that all students can participate productively in the general education curriculum.

While a wide variety of supports, resources, and modifications are available during *instruction*, only specific accessibility supports approved by Oregon’s Accessibility Panel and the ODE are available during assessment. *In Oregon, accessibility supports are based on an assessment of individual student need.*

DOCUMENTING ACCESSIBILITY SUPPORTS IN A STUDENT’S CUMULATIVE FILE

School teams making educational decisions for students in either general or special education or who are English Learners are strongly encouraged to document any discussions regarding accessibility supports in the student’s file. Classroom performance data, review of previous performance on state assessments, review of supports available in the classroom and their effectiveness, and interviews with the student are several types of information that school teams can use to make informed decisions. A record of meeting participants, including parents or guardians,

and any decision made is strongly encouraged. A sample record form is included as Teacher Tool 4 of this manual.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP

Under 34 C.F.R. § 300.320(a)(6)(i), each student's IEP must include a statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments. Specifically, documentation will include the following:

- Since Universal Tools are available to all students, only document on the IEP if a tool must be “turned off” to avoid distraction during testing
- Designated Supports and Accommodations must be documented on the IEP

All IEPs must identify the current accommodations for each assessment prior to the respective Statewide Assessment windows and within enough time to allow districts to enter the accommodations within the Test Information Distribution Engine (TIDE) system.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S 504 PLAN

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

“No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits or, or be subject to discrimination under any program or activity receiving Federal financial assistance.” [29 U.S.C. Sec. 794]

INVOLVING STUDENTS IN SELECTING, USING, AND EVALUATING ACCESSIBILITY SUPPORTS

The more students are involved in the selection of accessibility supports process, the more likely the supports will be used, especially as students reach adolescence and the desire to be more independent increases. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about learning strengths and needs, particularly in the presence of parents, teachers, and principals, may be a new role for students, and one for which they need guidance and feedback. Teachers, parents, and other school team members play a key role when they encourage students to advocate for themselves in the context of selecting, using, and evaluating accessibility supports.

QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS SELECTION

Smarter Balanced is providing a suggested tool and process by which a student's need(s) can be matched with appropriate universal tools, designated supports, and/or accommodations. Districts or schools can use the Individual Student Assessment Accessibility Profile (ISAAP) if they feel it is helpful (cf. <https://portal.smarterbalanced.org/library/en/about-the-individual-student-assessment-accessibility-profile-isaap-process-and-the-isaap-tool.pdf>).

Another option to guide a team's selection of approved statewide assessment accessibility supports for a student is to use the questions and/or Teacher Tools 1 and 2 (pp. 82ff) provided below. For students with an IEP or 504 Plan, electing accommodations for instruction and for statewide assessments is a specific role of the IEP or 504 team.

| |
|---|
| QUESTIONS TO GUIDE AND DOCUMENT ACCESSIBILITY SUPPORTS SELECTION |
|---|

- | |
|---|
| 1. What are the student's learning strengths? |
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|--|
| 2. What are the student's learning needs/challenges and how do they affect the achievement of grade-level content standards? |
| 3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards? |
| 4. What practices and procedures will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's challenges? These may either be new strategies or supports the student is currently using. |
| 5. What practices and procedures does the student use regularly during instruction? |
| 6. When used in the classroom, what are the results for assignments and assessments when these practices and procedures were used and not used? |
| 7. What difficulties, if any, does the student experience when using a given practice or procedure? |
| 8. What is the student's perception of how well a practice or procedure "works?" |
| 9. What are the perceptions of parents, teachers, and specialists about the student's success when using these practices or procedures? |
| 10. Are there effective combinations of practices and procedures for this student? |
| 11. Is it possible to meet the student's needs through the use of universal tools listed in the Oregon Accessibility Manual? |
| 12. Which practices and procedures used by the student are accessibility supports approved by the Accessibility Panel for use during assessment? |
| 13. Should an accessibility support used on the previous year's assessment be continued or changed? Accessibility supports are those specific practices and procedures that the panel has approved and which are listed in the accessibility supports tables of the Oregon Accessibility Manual. |
| 14. If a promising practice or procedure is not listed in the accessibility supports tables, is there a similar practice or procedure that can be used that would not impact the student's participation or performance during instruction or assessment? |

Of the accessibility supports that match the student's needs, consider the student's willingness to learn to use them, opportunities to learn how to use them in classroom settings, and conditions for use on state assessments. Plan how and when the student will learn to use each new support, so there is ample time to learn to use instructional and assessment supports before an assessment takes place. A student's refusal to accept or use a required accessibility support(s) (i.e., accommodations) potentially jeopardizes the measure of performance and raises questions about the implementation of the IEP or 504 plan. Attempts to address the refusal at the time of testing may further disrupt the student's test performance or inadvertently raise a question of test propriety. For these reasons, various sources, from the CCSSO State Collaborative on Assessment to the U.S. Office of Civil Rights (OCR) to stress prevention strategies.

- Including in the IEP or 504 plan those accessibility supports specifically needed, rather than listing all those possibly needed.
- Including students in the design of accessibility supports, especially for older students.
- Ensuring teachers understand and implement those accessibility supports so students are familiar with those to be used for assessments.
- Getting students' feedback on accessibility supports.
- Reconvening teams to redesign accessibility supports students refuse to use or no longer need or those that are otherwise ineffective.

And finally, if advance planning fails and a student refuses to accept an accessibility support, document their refusal.

Finally, it is important to plan for the ongoing evaluation and improvement of the student's use of accessibility supports.

STEP 4

ADMINISTER ACCESSIBILITY SUPPORTS DURING INSTRUCTION AND ASSESSMENT

ACCESSIBILITY SUPPORTS DURING INSTRUCTION

Students must have practice using approved accessibility supports before participating in the Oregon Statewide Assessments. Providing the selected supports during instructional periods that necessitate their use is an essential classroom practice, that allows students and educators to determine the effectiveness of a support and allows students to become comfortable and proficient when using the support. Assessment performance may potentially be hindered if the student has not had an opportunity to use specified supports before participating in state assessments.

ACCESSIBILITY SUPPORTS DURING ASSESSMENT

Planning for Test Day

Prior to the day of assessment, be certain that the Test Administrator (TA) knows which accessibility supports each student will be using and how to administer them properly. TAs administering supports, such as reading to a student or translating writing prompts, must adhere to specific guidelines so that student scores are valid. Accessibility supports that are improperly administered may result in invalidation of the student's score.

Refer to Teacher Tools 3, 4, and 5 for examples of how accessibility supports might be anticipated and implemented.

Administering Assessments and Accessibility Supports

State and district laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. TAs and all other staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that TAs and others involved in assessment must:

| REQUIREMENTS FOR TEST ADMINISTRATORS TO ENSURE TEST SECURITY AND THE STANDARDIZED AND ETHICAL ADMINISTRATION OF ASSESSMENTS |
|---|
| <ul style="list-style-type: none"> • Take appropriate security precautions before, during, and after the administration of the assessment. |
| <ul style="list-style-type: none"> • Understand the procedures needed to administer the assessment prior to administration. |
| <ul style="list-style-type: none"> • Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur. |
| <ul style="list-style-type: none"> • Provide for and document all approved accessibility supports for the administration of the assessment to persons with disabilities or special needs. |

In addition, ODE specifically requires that all TAs receive annual test administration and security training, and read the current school year Test Administration Manual which contains test administration policies and procedures. Additionally, all TAs must sign an Assurance of Test Security form for the current school year; signed assurance forms must be kept on file in the district office.

STANDARDIZATION

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines and procedures for the administration of accessibility supports is necessary to ensure that test results reflect actual student learning.

ETHICAL TESTING PRACTICES AND TEST SECURITY

All test items, test materials, and student-level testing information, both for online testing and pencil and paper tests, are secure documents and must be appropriately handled. Secure handling must protect the integrity, validity, and confidentiality of assessment questions, prompts, and student results. Any deviation in test administration must be reported to the District Test Coordinator immediately to ensure the validity of the assessment results. Mishandling of test administration materials puts student information at risk and places the student at a disadvantage as tests that are improperly administered may be invalidated. Failure to honor security severely jeopardizes district and state accountability requirements and the accuracy of student data.

Test security involves maintaining the confidentiality of test questions and answers, and it is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader). In order to ensure test security and confidentiality, TAs must adhere to the test security practices specified in the current Test Administration Manual, available at: <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx>.

Ethical testing practices must be maintained during the administration of an assessment. Unethical testing practices refer to inappropriate interactions between TAs and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

TAs must carefully adhere to all test administration procedures to avoid test improprieties. The current Test Administration Manual (TAM) generally describes allowable actions. In cases where a student's IEP indicates that an accommodation should be used, review the student's IEP as well as the Accessibility Supports Tables. If the TAM does not explicitly allow an action, contact your District Test Coordinator (DTC) to determine whether such an action is allowable prior to administering an assessment.

HANDLING “IN THE MOMENT” STUDENT REQUESTS FOR AN ACCOMMODATION

In order to ensure standardization, and that test security and ethical testing practices are followed throughout the assessment process, test administrators must not provide an accessibility support which was not previously identified for a student. If a student requests a support that was not previously identified while “in the moment” of testing, the test administrator must reference the directions provided in current Test Administration Manual (TAM). The TA must not provide any accessibility support to any student that was not selected based on an assessment of individual student need. The TA must report the request by the student to the appropriate decision making team (IEP, 504 Plan, or other team) and consideration to allow the requested accessibility support will be made based on an assessment of the student's individual needs.

STEP 5

EVALUATE AND IMPROVE ACCESSIBILITY SUPPORTS USE

All practices and procedures used for students during instruction must be selected on the basis of the individual student's needs. For accessibility supports to be used during administration of an Oregon Statewide Assessment, the support must be also previously approved by the Accessibility Panel and listed in the appropriate accessibility supports tables, be implemented during instruction, and be familiar to the student prior to use during assessment. Collecting and analyzing data on the use and effectiveness of these supports is necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. Data on the use and impact of supports during assessments may reveal questionable patterns of use, as well as support the continued use of some supports or the rethinking of others. Examination of the data may also indicate areas in which the IEP team, Section 504 plan committee, and TAs need additional training and support.

In addition to collecting information about the use of accessibility supports within the classroom, districts may also decide to gather information on the implementation of supports during assessment. Observations conducted during test administration, interviews with TAs, and talking with students after testing sessions may yield data that can be used to guide the formative evaluation process at the student level and at the school or district levels. Accessibility supports information can be analyzed in different ways. Here are some questions to guide data analysis at the student, school, and district levels. Teacher Tool 7 provides these questions in a worksheet format to guide evaluation discussions.

| QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS USE AT THE STUDENT LEVEL |
|--|
| 1. What supports are used by the student during instruction and assessments? |
| 2. What are the results of classroom assignments and assessments when supports are used versus when they are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the supports, inappropriate choice of supports, and/or misapplication of an supports? |
| 3. What is the student's perception of how well the support worked? |
| 4. What combinations of supports seem to be effective? |
| 5. What are the difficulties encountered in the use of supports? |
| 6. What are the perceptions of teachers and others about how the support appears to be working? |

| QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS USE AT THE SCHOOL OR DISTRICT LEVEL |
|---|
| 1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test? |
| 2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of supports? |
| 3. Are students receiving accommodations as documented in their IEPs and 504 plans? |

| |
|---|
| 4. How many students with IEPs and 504 plans are receiving accommodations? |
| 5. Are there procedures in place to ensure that TAs adhere to directions for the implementation of supports? |
| 6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities receiving supports? |
| 7. How many general education students receive supports? |
| 8. Are some types of supports used more than others? |

TEACHER TOOLS

TEACHER TOOL 1

ACCESS NEEDS THAT MAY REQUIRE ACCESSIBILITY SUPPORTS

*Directions: Use these questions to identify various types of accessibility supports for students with learning challenges. The list is not exhaustive—its purpose is to prompt team members to consider a wide range of supports needs. Use the list in planning by indicating **Y** (Yes), **N** (No), or **DK/NA** (Don't Know/Not Applicable).*

| | Y | N | DK/ NA |
|---|--------------------------|--------------------------|--------------------------|
| 1. Is the student able to read and understand directions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Can the student follow oral directions from an adult or audiotape? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the student need directions repeated frequently? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the student have a hearing impairment that requires an interpreter to sign directions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does the student require translated or interpreted materials? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does the student have a visual impairment that requires large-type or Braille materials? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Does the student have a hearing impairment and need a listening device or interpreter? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Does the student require assistive technology devices to access the assessment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Does the student require read-aloud strategies to access the assessment (not allowable for reading)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 10. Does the student have difficulty with visual tracking and maintaining that student's place? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Does the student have a disability that affects the ability to record that student's responses in the standard manner? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Can the student use a pencil or writing instrument? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Does the student use a word processor to complete assignments or tests? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Does the student use a tape recorder to complete assignments or tests? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| 15. Do others easily distract the student or does that student have difficulty remaining on task? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Does the student require any specialized equipment or other accessibility supports that may be distracting to others? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Does the student have visual or auditory impairments that require special lighting or acoustics? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Can the student focus on the student's own work in a setting with large groups of other students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Does the student exhibit behaviors that may disrupt the attention of other students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Do any physical accessibility supports need to be made for the student in the classroom? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | |
| 21. Does the student tire easily due to health impairments? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Does the student have a medical condition (e.g., diabetes) that necessitates an optimal testing schedule? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Does the student have attention span or distractibility challenges that require an optimal testing schedule? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TEACHER TOOL 2**QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS SELECTION**

1. What are the student's learning strengths?

2. What are the student's learning needs/challenges and how do they affect the achievement of grade-level content standards?

3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?

4. What practices and procedures will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's challenges? (Either new strategies or supports the student is currently using.)

5. What practices and procedures does the student use regularly during instruction and assessment?

6. In the classroom, what are the results for assignments and assessments when these practices and procedures are used? What are the results when they are not used?

7. What difficulties, if any, does the student experience when using a given practice and procedure?

8. What is the student's perception of how well a practice or procedure "worked"?

9. What are the perceptions of parents, teachers, and specialists about the student's success when using these practices and procedures?

10. Are there effective combinations of practices and procedures for this student?

11. Can the student's needs be met through the use of allowable resources listed in the Test Administration Manual?

12. Which practices and procedures does the student use that are accessibility supports approved by the Accessibility Panel?

13. Should a support used on the previous year's assessment be continued or changed?

14. If a promising practice or procedure is not listed in the Accessibility Supports Tables, is there a similar practice or procedure that can be used that would not impact the student's performance or participation during instruction or assessment? Accessibility supports are those specific practices and procedures that the panel has approved and which are listed in the Accessibility Supports Tables.

TEACHER TOOL 3

ACCESSIBILITY SUPPORTS FROM THE STUDENT'S PERSPECTIVE

Directions: Use this questionnaire to collect information about needed accessibility supports from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, be certain that the student understands the concern of a support-providing examples as necessary. Also, provide a list of possible supports to give the student a good understanding of the range of supports that may be available.

1. Think about all the classes you are taking now. In what class do you think you do your best work?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For examples, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like a subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "Which class is hardest for you?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accessibility supports. Next to each class, write down what support(s) you think might be helpful for you.

| Class List | |
|------------|------------------------|
| Classes | Accessibility Supports |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

This questionnaire was adapted from A Student's Guide to the IEP by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.

TEACHER TOOL 4

ASSESSMENT ACCESSIBILITY SUPPORTS PLAN

| Student Information | Case Information |
|------------------------------|-------------------------------------|
| Name: _____ | General Education Teacher(s): _____ |
| Date(s) of Assessment: _____ | _____ |
| Name of Assessment: _____ | Special Education Teacher(s): _____ |
| School Year: _____ | _____ |
| | Building / School: _____ |

Assessment accessibility supports the student needs for the assessment and date arranged:

Supports:

Date Arranged:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

Comments: _____

Person responsible for arranging accessibility supports and due date:

Person Responsible:

Due Date:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

Comments: _____

Room Assignment for assessment: _____

Planner(s) for this process: _____
Signature Signature

Adapted from: Scheiber, B. & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

TEACHER TOOL 5**ASSESSMENT ACCESSIBILITY SUPPORTS AGREEMENT**

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accessibility supports, students can show what they know on the test. Some supports (e.g., special test editions) need to be arranged long before test day, but should still be included on this list. A similar form could be carried to class to remind teachers about daily supports. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the students to list the approved supports that are necessary and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____ (Student's name), need the following accessibility supports to take part in any statewide assessment:

If more information is needed about these supports, please contact:

 (Name of teacher, principal, and/or district person
 knowledgeable about statewide assessment accessibility supports)

Thank you for helping me to do my best on this test!

 (Student's Signature)

 (Date)

TEACHER TOOL 6

LOGISTICS PLANNING CHECKLIST

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accessibility supports for an individual student or for a system. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

| | Y | N | NA |
|--|--------------------------|--------------------------|--------------------------|
| ACCESSIBILITY SUPPORTS THROUGHOUT THE ACADEMIC YEAR | | | |
| 1. Supports are documented on the student's learning, IEP, or 504 Plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students who use supports regularly are provided opportunities to evaluate use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A master supports plan/data base listing assessment supports needs for each student who needs them during testing is updated regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PREPARATION FOR TEST DAY

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 4. Special test editions are ordered for individual students based on information contained in master accessibility supports plan (e.g., audio tape, Braille, large print). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Test administrators receive a list of supports needs for students they will supervise (list comes from master accessibility supports plan/data base). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Adult supervision is arranged and test administrators receive training for each student receiving supports in small group or individual settings (with substitutes available). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Trained readers and sign language interpreters are arranged for students (with substitutes available). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACCESSIBILITY SUPPORTS ON THE DAY OF THE TEST

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 9. All eligible students receive supports as determined by their learning, IEP, or 504 Plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Provision of supports is recorded by test administrator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Substitute providers of supports are available as needed (e.g., interpreters or readers). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Plans are made to replace defective equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CONSIDERATION AFTER THE DAY OF THE TEST

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 13. For any student using special equipment, adapted test forms, or response documents (e.g., Braille), ensure all responses are accurately transferred to appropriate scannable answer sheets as specified in the Test Administration Manual (TAM). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. All equipment is returned to appropriate locations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Students who take make-up tests receive needed supports. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Effectiveness of supports use is evaluated by test administrators and students, and plans are made for improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TEACHER TOOL 7**QUESTIONS TO GUIDE EVALUATION OF ACCESSIBILITY SUPPORTS USE**

Directions: Use these questions to guide discussion about selecting accessibility supports for assessment during any meeting.

AT THE STUDENT LEVEL:

1. What supports does the student use during instruction and assessment?

2. What are the outcomes of assignments and assessments when supports are used versus when they are not?

3. If the student does not meet expectations, is it due to:

_____ Student did not have access to necessary instruction

_____ Student did not receive supports

_____ Used supports were not effective

_____ Other _____

4. What is the student's perception of how well the supports worked?

5. What combinations of supports seem to be effective?

6. What are the difficulties encountered in the use of supports?

7. What are the perceptions of teachers, parents, and others about how the supports appear to be working?

AT THE SCHOOL OR DISTRICT LEVEL:

1. Are there policies to ensure ethical testing practices, standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?

2. Are these procedures in place to ensure test administration procedures are not compromised with the provision of accessibility supports?

3. Are students receiving supports as documented on their IEP or 504 Plan?

4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of supports?

5. How many students with IEPs or 504 Plans are receiving supports?

6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities who receive supports?

7. How many general education students receive supports?

8. Are some types of supports used more than others?

TEACHER TOOL 8

ACCESSIBILITY SUPPORTS JOURNAL

One way to keep track of what supports work for a student is to support the student in keeping an “accessibility supports journal”. The journal lets the student be “in charge” and could be kept up to date through regular consultation with a special education teachers or other staff member. Just think how much easier it would be for an IEP team to decide which supports to document on the student’s IEP if the student came to the IEP meeting with a journal documenting all the following things:

- supports used by the student in the classroom and on tests;
- test and assignment results when supports are used and not used;
- student’s perception of how well a support “works”;
- effective combinations of supports;
- difficulties of supports use; and
- perceptions of teachers and others about how the supports appears to be working.

In the spaces provide below, design and organize the use of an accessibility supports journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

3. With whom would the student share journal entries? When?

4. How could the journal be used in the development of a student's IEP?

APPENDIX D: OREGON'S ACCESSIBILITY PANEL

Oregon's Accessibility Panel is a group of Oregon educators and stakeholders that meet to consider accommodations recommendations submitted by the field for students taking the Oregon Statewide Assessments. The Accessibility Panel is hosted and facilitated by the Oregon Department of Education (ODE) and has been an active component of Oregon's assessment system for over ten years.

ODE selects Panel members based on nominations and team decision. Each panelist contributes a unique and important perspective to the outcome of the Panel's recommendations. The team combines research, experience, and judgments to make decisions not only with respect to individual accommodations recommendations, but also regarding the participation of students with disabilities in the Oregon Statewide Assessment System (OSAS) as a whole.

Meetings typically last one day (occasionally two days). The Panel establishes and outlines meeting times so schedules can be cleared well in advance of selected dates. Panel members are typically released from their district or agency duties to participate in Panel activities; this provides a means for organizations with participating members to stay current with instructional and assessment issues that regularly impact their students. ODE reimburses Panel members for travel expenses, but there is no remuneration associated with participation.

ACCESSIBILITY PANEL MEMBERSHIP AND GUIDELINES

Membership Eligibility

The Accessibility Panel consists of educators and consumers of education (e.g., parents, individuals using and affecting by the Oregon Statewide Assessment System, advocates of students with disabilities). ODE selects new members from among (a) those nominated by outgoing members, (b) self-nominated individuals, (c) those nominated by exiting members, or (d) state recommendation. All members selected for nomination must possess the appropriate eligibility criteria in addition to filling the short-term and long-term needs of the Panel.

Length of Service

Panel members are eligible to continue in the role of Accessibility Panel Member: (a) as long as they maintain an ongoing role in the field of education and/or assessment as described under "Membership Eligibility" above, (b) by maintaining active involvement and participation on the panel, and/or (c) until retirement, reassignment, or resignation.

Roles

Panel members review recommendations, propose studies, and advise the Office of Assessment on current accommodations and universal designs regarding the inclusion of all students in Oregon, including those with disabilities and English Learners, in statewide assessment, with a conscious link to the appropriate use of accommodations in instruction. The Panel advises ODE on those accommodations that do not affect the validity of a student's assessment score and clearly communicates distinctions to the field regarding accepted and rejected accommodations recommendations.

Participation

ODE expects Panel members to attend a majority of Panel meetings each year and may excuse Panel members from participation based on legitimate conflicts. Members communicate attendance with meeting facilitators in advance of missed meetings. Panel members may not send substitutes to participate on behalf of a member. Teachers who participate on the Panel are not expected to attend on a non-contract day, but may volunteer their time to attend.

Discontinuation or Removal

Panel members may continue as Panel members until retirement, reassignment, or resignation; however, ODE expects Panel members to maintain continued communication and attendance with the Panel and facilitators. Prolonged absences or lack of communication constitute potential conflicts to effective membership.

Skill Sets

Twelve skill sets form a critical foundation for the decisions made by this Panel. Panel members must collectively maintain these skill sets throughout the existence of the Panel; the Panel will replace reassigned, retired, or resigned individuals representing one of these fundamental skill sets with individuals possessing the same set of skills

Oregon Accessibility Panel Representation

- Deaf & Hard of Hearing (DHH) Community Representation
- Visually Impaired or Blind (VI) Community Representation
- Assistive Technology (AT) Representation
- English Learner (EL) Representation
- Policy Representation
- Research Representation
- Practical / Classroom Representation
- Administrative Representation
- Special Education Representation
- General Education Representation
- Assessment Representation
- Parents of Students with Disabilities Representation
- Other skills as needed (e.g., Civil Rights, specific subject area)

APPENDIX E: APPROVAL PROCESS FOR A NEW ACCESSIBILITY SUPPORT

New universal tools, designated supports, and accommodations approved for Oregon’s statewide assessments may be added in the future based on state experience and research findings. When teams or individuals feel that a strategy not present in the accessibility supports tables deserves further consideration, they are encouraged to complete a description of the support and submit it to ODE for the Accessibility Panel to review (cf. “Recommendation for Accessibility Support” form below). The Accessibility Panel uses current research, state practice, federal and state policy (including, if applicable, Smarter Balanced guidance), and professional and technical expertise to guide their review.

For the ELA and Mathematics statewide assessments: The Panel will review suggested additional universal tools, designated supports, and accommodations (or changes to such), and determine whether or not to submit to the Smarter Balanced Consortium accessibility supports standing committee (which includes members from Governing States), which is charged with reviewing proposed additions and/or changes to the accessibility supports. If the standing committee determines additions and/or changes are warranted, these will be brought to the Governing States of the consortium for review, input, and vote for approval.

Furthermore, states may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations. State leads will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct (cf. Appendix E: Approval Process for New Accessibility Supports). Upon issuing a temporary approval, the State will send documentation of the approval to the Consortium. The Consortium will consider all state approved temporary accommodations as part of the annual Consortium accommodations review process. The Consortium will provide to member states a list of the temporary accommodations issued by states that are not Consortium approved accommodations.

For the OAKS, Extended, Kindergarten, and ELPA statewide assessments, the Panel will review suggested additional universal tools, designated supports, and accommodations or changes to such and make a determination regarding inclusion in the appropriate accessibility supports table(s) of the OAM.

To suggest a new accessibility support for the Accessibility Panel to consider, fill out the form on the following page in its entirety and submit to the ODE. Contact and address information is listed at the bottom of the form.

If you are using a computer to complete the form, please note that the response boxes will expand when text fills the allotted space. This form can also be downloaded at <http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx> from the Assessment Accessibility Supports webpage.

Recommendation for Accessibility Support

| | |
|---|--|
| Date Submitted: Name: School District: Phone: Email: | |
| Recommended Accessibility Support(include grade level of student(s): Embedded?: <input type="checkbox"/> Non-Embedded?: <input type="checkbox"/> Both?: <input type="checkbox"/> | |
| <input type="checkbox"/> Smarter Balanced | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> OAKS Online | <input type="checkbox"/> Science <input type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Extended Assessments | <input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> Science |
| <input type="checkbox"/> Kindergarten Assessment | <input type="checkbox"/> Early Literacy <input type="checkbox"/> Early Math <input type="checkbox"/> Approaches to Learning |
| <input type="checkbox"/> English Language Proficiency Assessment (ELPA) | <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Speaking |
| Description of accessibility support: | |

| |
|---|
| How will students use the support in assessment (describe for each): |
| Please include a sample of student work using the support. |
| Rationale for adding to an accessibility table(s): |
| Other factors that influence score validity when this adaptation is used (e.g., English proficiency): |

Please return this request to: Brad Lenhardt at Brad.Lenhardt@state.or.us ; Fax 503-378-5156; or mail to: Brad Lenhardt, Office of Learning/Student Services Unit; Oregon Department of Education, 255 Capital Street NE, Salem, OR 97310

APPENDIX F: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, U.S. history, the arts, and economics. Under federal law, states and local educational agencies that receive Title IA funds must participate in the state-level NAEP assessments of mathematics and reading at grades 4 and 8.

From January 28 – March 8, 2019, NAEP will assess 4th, 8th, and 12th grade students selected by the National Center for Education Statistics (NCES) to represent students throughout Oregon and the nation in mathematics, reading, and science assessments. In 2019, NAEP will transition the science assessments at all grade levels and the grade 12 mathematics and reading assessments from paper-pencil to digitally-based assessments administered on NAEP-provided Surface Pro tablets with keyboards. In order to understand how to report trend results for the 2019 science and grade 12 mathematics and reading assessments, NAEP will conduct a mode comparability study. This means that NAEP will administer both digitally-based and paper-pencil assessments in most, but not all, schools selected for the science or grade 12 assessments. In those schools, NAEP will assign students to either a digitally-based or a paper-pencil assessment.

In addition to the mathematics, reading, and science assessments, NAEP will conduct special studies in 2019. The National Indian Education Study will administer surveys to American Indian and Alaska Native students, their teachers, and their school administrators as part of the NAEP state-level mathematics and reading assessments at grades 4 and 8. The High School Transcript Study will collect the transcripts of 12th grade NAEP participants at the end of their senior year in order to analyze relationships between course taking and NAEP performance.

The results from NAEP are published as The Nation's Report Card. For 2019, NAEP will report student performance for Oregon and the nation on the 4th and 8th grade mathematics and reading assessments. NAEP will report national results for the science assessments at all grade levels and for the 12th grade mathematics and reading assessments. NAEP does not provide results for individual students, schools, or districts in Oregon.

The National Assessment Governing Board and NCES, not the Oregon Department of Education, establish testing procedures and training requirements for NAEP administration. This ensures that testing procedures are the same in every state to provide a common measure of student achievement. NAEP will send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials and administering the assessment to students. This practice frees up the NAEP assessment time for principals, teachers, and counselors.

In December, schools selected for NAEP will receive the list of students selected for the NAEP 2019 assessments. ODE will then provide an optional online training for the school staff members designated as the NAEP school coordinators at selected schools. This training will support the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators work with other school staff members to determine how students with disabilities and English Language Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board

policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English Learners will be included in NAEP. According to National Assessment Governing Board policy, only English Learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP with allowable accommodations.

The tables below list the universal design elements and allowable accommodations for the NAEP digitally-based assessments and the NAEP paper-pencil assessments. Please note that NAEP accommodations and NAEP universal design elements differ from the accommodations, universal tools, or designated supports for the other assessments described in this manual.

Please review the tables to determine how each selected student with disabilities and each selected English language learner will access NAEP. If an accommodation or universal design element that a student regularly receives for classroom or state assessments is not listed, please check with Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us or 503-947-5836 to see if the universal design element or accommodation can be provided on NAEP.

The chart below is divided into multiple sections. The first section includes the universal design elements that will be available to all students participating in the digitally-based assessments. The second section includes NAEP accommodations for students with disabilities provided by the test delivery system, while the third section lists NAEP accommodations for students with disabilities provided outside the test delivery system. The fourth section includes NAEP accommodations for English Language Learners provided by the test delivery system, and the fifth section lists NAEP accommodations for English Language Learners provided outside the test delivery system. The sixth section lists the universal design elements available to all students participating in the paper-pencil assessments. The seventh section lists the paper-pencil assessment accommodations for students with disabilities, and the final section includes the paper-pencil assessment accommodations for English language learners.

1. NAEP DIGITALLY-BASED ASSESSMENTS
Universal Design Elements for All Students

| NAEP Universal Design Element | NAEP Subject | NAEP Universal Design Element Description |
|--|-----------------------------------|---|
| Closed captioning | Mathematics, Reading, and Science | All voice-over narration is closed-captioned. |
| Color theming | Mathematics, Reading, and Science | Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background <i>NOTE: This tool is not available for the tutorial or some items. For students who need all content in high contrast, please select the accommodation High contrast for visually impaired students.</i> |
| Directions explained / clarified | Mathematics, Reading, and Science | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Directions read aloud / text-to-speech (English) | Mathematics, Reading, and Science | All directions in the assessment are text-to-speech enabled, including general directions, directions within the assessment, Tutorial, Help, and Student Questionnaire screens. |
| Elimination capability | Mathematics, Reading, and Science | Students can gray out answer choices for multiple-choice items. <i>NOTE: This tool is not available for constructed-response items.</i> |
| Individual testing experience | Mathematics, Reading, and Science | All students have earbuds to reduce distractions and interact directly with tablet. Read aloud and most other UDE and accommodations are provided through the tablet and will not distract other students in the room. <i>NOTE: Students will be tested in the regular session with up to 25 other students. For students who need to be assessed in a smaller group, please select the accommodation Separate location.</i> |
| Read aloud / text-to-speech (English) – occasional or most or all | Mathematics and Science | Students select some or all text to be read aloud by the system using text-to-speech. |

| NAEP Universal Design Element | NAEP Subject | NAEP Universal Design Element Description |
|---------------------------------------|-----------------------------------|--|
| Scratch paper | Mathematics, Reading, and Science | Administrators inform students that scratch paper (and pencil) available upon request. |
| Scratch work / highlighter capability | Mathematics, Reading, and Science | Allows freehand drawing and highlighting on the screen for most content. |
| Use a computer / tablet to respond | Mathematics, Reading, and Science | All students respond on NAEP-provided tablets. |
| Volume adjustment | Mathematics, Reading, and Science | Students can raise or lower voice-over volume using the tablet's volume buttons. |
| Zooming | Mathematics, Reading, and Science | <p>Enlarges content up to two times the default text/image size on the screen while preserving clarity, contrast, and color.</p> <p><i>NOTE: Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor. For students who require enlargement of these test elements, or enlargement greater than two times the default size, please select the accommodation Magnification.</i></p> |

ALL ROLES

2. NAEP DIGITALLY-BASED ASSESSMENTS
Accommodations for Students with Disabilities Provided by the Test Delivery System

| NAEP Accommodation Provided by Test Delivery System | NAEP Subject | NAEP Accommodation Description |
|---|-----------------------------------|---|
| Calculator version of the test | Mathematics | Provides a test form that permits the use of a calculator. The calculator is an onscreen calculator provided as part of the assessment system. |
| Extended time | Mathematics, Reading, and Science | Students are given up to three times the allotted time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i> |
| Hearing impaired version of test | Mathematics, Reading, and Science | All auditory content closed-captioned. |
| High contrast for visually impaired students | Mathematics, Reading, and Science | Provides a test form with all content that is compatible with high contrast. |
| Low mobility version of test | Mathematics, Reading, and Science | Provides a test form with items that are keyboard navigable or accessible with an alternate input device provided by the school and that do not require the use of the mouse or touch pad. |
| Magnification | Mathematics, Reading, and Science | Magnification greater than two times the default text/image size on the screen. Magnifies all assessment content, including tools, menus, calculator, and equation editor. Students use screen magnification software to scroll over a portion of the screen to magnify the content on the screen. <i>NOTE: See Zooming under universal design elements to determine if students need this additional magnification.</i> |

3. NAEP DIGITALLY-BASED ASSESSMENTS

Accommodations for Students with Disabilities Provided Outside Test Delivery System

| NAEP Accommodation Provided Outside Test Delivery System | NAEP Subject | NAEP Accommodation Description |
|--|-----------------------------------|---|
| Braille version of the test | Mathematics, Reading, and Science | <p>A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP uses UEB plus Nemeth.</p> <p><i>NOTE: If a student needs to respond in Braille, please select "Other (specify)" and note the needed accommodation. The student records his/her answers using a Braille output device provided by the school. For students who use a scribe to record the answers, please select the accommodation Scribe.</i></p> |
| Breaks during testing | Mathematics, Reading, and Science | <p>Students allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.</p> |
| Cueing to stay on task | Mathematics, Reading, and Science | <p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items. |
| Directions only presented in sign language | Mathematics, Reading, and Science | <p>A qualified sign language interpreter provided by the school signs the instructions included in the session script.</p> |
| Familiar person present in testing room | Mathematics, Reading, and Science | <p>School staff member who regularly works with the student must be present in the testing room during time of assessment.</p> <p><i>NOTE: Only trained NAEP staff may conduct the assessment session.</i></p> |
| Other (specify) | Mathematics, Reading, and Science | <p>Read aloud to self, use of a whisper phone, and a snack during testing are allowed "Other" accommodations. Please contact Beth LaDuca, NAEP State Coordinator, beth.laduca@state.or.us or (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.</p> |

| | | |
|--------------------------------------|-----------------------------------|--|
| Preferential seating | Mathematics, Reading, and Science | Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator |
| Presentation in sign language | Mathematics and Science | A qualified sign language interpreter provided by the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student. |
| Response in sign language | Mathematics, Reading, and Science | Student signs his/her responses to a scribe provided by the school who records the responses on the tablet. Please also select Scribe accommodation. |
| Scribe | Mathematics, Reading, and Science | Scribe provided by the school. Student responds orally or by pointing to his/her answers to a scribe who records the student's responses in the tablet. |
| Separate location | Mathematics, Reading, and Science | Students are tested in a separate testing area away from other students. <i>NOTE: This could be a small group or one-on-one.</i> |
| Special equipment | Mathematics, Reading, and Science | Provided by the school. <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item |
| Uses template | Mathematics, Reading, and Science | Provided by the school. <ul style="list-style-type: none"> • Masking, color overlays, line reader, and place marker |

4. NAEP DIGITALLY-BASED ASSESSMENTS
NAEP Accommodations for English Language Learners Provided by Test Delivery System

| NAEP Accommodation Provided by Test Delivery System | NAEP Subject | NAEP Accommodation Description |
|--|---|---|
| Directions read aloud / text-to-speech (Spanish) | Mathematics, Reading, and Science (Grades 4, 8) | All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. <i>NOTE: Must be paired with Directions only translated to Spanish. Directions read aloud / text-to-speech (Spanish) is not allowed for the grade 12 Mathematics, Reading or Science assessments.</i> |
| Directions only translated to Spanish | Mathematics, Reading, and Science (Grades 4, 8) | All directions are provided in Spanish and English including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English. <i>NOTE: Directions only translated to Spanish is not allowed for the grade 12 Mathematics, Reading or Science assessments.</i> |
| Extended time | Mathematics, Reading, and Science | Students are given up to three times the allotted time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i> |
| Read aloud / text-to-speech (Spanish) – occasional or most or all | Mathematics and Science (Grades 4, 8) | All Spanish translated content is text-to-speech enabled. <i>NOTE: Must be paired with the Spanish/English version of the test. Read aloud / text-to-speech (Spanish) – occasional or most or all is not allowed for Reading or the grade 12 Mathematics or Science assessments.</i> |
| Spanish / English version of the test | Mathematics and Science (Grades 4, 8) | All content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English. <i>NOTE: Spanish / English version of the test is not allowed for Reading or the grade 12 Mathematics or Science assessments.</i> |

5. NAEP DIGITALLY-BASED ASSESSMENTS
NAEP Accommodations for English Language Learners Provided Outside Test Delivery System

| NAEP Accommodation Provided Outside Test Delivery System | NAEP Subject | NAEP Accommodation Description |
|--|-----------------------------------|--|
| Bilingual dictionary without definition in any language | Mathematics and Science | A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word” dictionary, “word-to-word translation dictionary,” or a “bilingual word list.” |
| Breaks during testing | Mathematics, Reading, and Science | Students allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day. |
| Cueing to stay on task | Mathematics, Reading, and Science | Provided by a school staff member. <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items. |
| Familiar person present in testing room | Mathematics, Reading, and Science | School staff member who regularly works with the student must be present in the testing room during time of assessment. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i> |
| Separate location | Mathematics, Reading, and Science | Students are tested in a separate testing area away from other students. <i>NOTE: This could be a small group or one-on-one.</i> |
| Other (specify) | Mathematics, Reading, and Science | Read aloud to self, use of a whisper phone, and a snack during testing are allowed “Other” accommodations. Please contact Beth LaDuca, NAEP State Coordinator, beth.laduca@state.or.us or (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP. |

| | | |
|-----------------------------|-----------------------------------|--|
| Preferential seating | Mathematics, Reading, and Science | Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator |
| Special equipment | Mathematics, Reading, and Science | Provided by the school. <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item |
| Uses template | Mathematics, Reading, and Science | Provided by the school. <ul style="list-style-type: none"> • Masking, color overlays, line reader, and place marker |

6. NAEP PAPER-PENCIL ASSESSMENTS

Universal Design Elements for All Students

| NAEP Universal Design Element | NAEP Subject | NAEP Universal Design Element Description |
|---|-----------------------------------|--|
| Directions explained / clarified | Mathematics, Reading, and Science | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Marks / writes directly in test book | Mathematics, Reading, and Science | All students write directly in the test book. NAEP does not have scantron or bubble sheets. |
| Scratch paper | Mathematics, Reading, and Science | Administrators inform students that scratch paper (and pencil) available upon request. |

7. NAEP PAPER-PENCIL ASSESSMENTS
Accommodations for Students with Disabilities

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|--|-----------------------------------|---|
| Breaks during testing | Mathematics, Reading, and Science | Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students may also be allowed to take the assessment in more than one sitting during a single day. |
| Calculator version of the test | Mathematics | Provides a test form that permits the use of a calculator. |
| Cueing to stay on task | Mathematics, Reading, and Science | Provided by a school staff member. <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items. |
| Directions only presented in sign language | Mathematics, Reading, and Science | A qualified sign language interpreter provided by the school signs the instructions included in the session script. |
| Extended time | Mathematics, Reading, and Science | Students are given up to three times the allotted time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may</u> or <u>may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i> |
| Familiar person present or administers the test | Mathematics, Reading, and Science | School staff member familiar to the student must be present or administer the test during the assessment. |
| Large print version of the test | Mathematics, Reading, and Science | NAEP provides large-print booklets to visually impaired students. <i>NOTE: Assessment booklets enlarged by 129 percent.</i> |
| Magnification equipment | Mathematics, Reading, and Science | Lens or system provided by the school that enhances visual function. <i>NOTE: Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.</i> |

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---|-----------------------------------|---|
| One-on-one | Mathematics, Reading, and Science | Student is assessed individually in an area free of distractions. |
| Other (specify) | Mathematics, Reading, and Science | Read aloud to self, use of a whisper phone, and a snack during testing are allowed “Other” accommodations. Please contact Beth LaDuca, NAEP State Coordinator, beth.laduca@state.or.us or (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP. |
| Preferential seating | Mathematics, Reading, and Science | Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator |
| Presentation in Braille | Mathematics, Reading, and Science | A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP uses UEB plus Nemeth. |
| Presentation in sign language | Mathematics and Science | A qualified sign language interpreter provided by the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student. |
| Read aloud in English - directions only | Mathematics, Reading, and Science | General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do. <i>NOTE: Some students’ IEPs or 504 Plans stipulate this as an accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i> |
| Read aloud in English – most or all | Mathematics and Science | Student may request to have most or all of the assessment read aloud in English. |
| Read aloud in English – occasional | Mathematics and Science | Student may request to have words, phrases, or sentences read aloud in English. |
| Response in Braille | Mathematics, Reading, and Science | Student records answers using a Braille output device provided by the school. |

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|--|-----------------------------------|---|
| Response in sign language | Mathematics, Reading, and Science | Student signs his/her responses to a scribe provided by the school who records the responses in the student's booklet. Please also select Scribe accommodation. |
| Scribe | Mathematics, Reading, and Science | Scribe provided by the school. Student responds orally or by pointing to his/her answers to a scribe who records the student's response in the test booklet. |
| Small group | Mathematics, Reading, and Science | Group includes no more than five students. <i>NOTE: A student can be assigned to a small group session because he/she requires this accommodation or because one or more of the student's accommodations must be administered in a separate session to minimize distractions to other students in the regular session.</i> |
| Special equipment | Mathematics, Reading, and Science | Provided by the school. <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item |
| Uses computer or typewriter to respond | Mathematics, Reading, and Science | Student records answers using a computer or typewriter provided by the school. |
| Uses template | Mathematics, Reading, and Science | Provided by the school. <ul style="list-style-type: none"> • Masking, color overlays, line reader, and place marker |

8. NAEP PAPER-PENCIL ASSESSMENTS

Accommodations for English Language Learners

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---|-----------------------------------|---|
| Bilingual dictionary without definition in any language | Mathematics and Science | A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list." |
| Breaks during testing | Mathematics, Reading, and Science | Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students may also be allowed to take the assessment in more than one sitting during a single day. |

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|--|-----------------------------------|---|
| Cueing to stay on task | Mathematics, Reading, and Science | Provided by a school staff member. <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items. |
| Extended time | Mathematics, Reading, and Science | <p>Students are given up to three times the allotted time to complete the assessment.</p> <p><i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i></p> |
| Familiar person present or administers the test | Mathematics, Reading, and Science | School staff member familiar to the student must be present or administer the test during the assessment. |
| General directions only read aloud in Spanish | Mathematics, Reading, and Science | <p>The general session script instructions are read aloud in Spanish. Session script is the same for all students.</p> |
| One-on-one | Mathematics, Reading, and Science | <p>Student is assessed individually in an area free of distractions.</p> |
| Other (specify) | Mathematics, Reading, and Science | <p>Read aloud to self, use of a whisper phone, and a snack during testing are allowed “Other” accommodations. Please contact Beth LaDuca, NAEP State Coordinator, beth.laduca@state.or.us or (503) 947-5836, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.</p> |
| Preferential seating | Mathematics, Reading, and Science | Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator |

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---|-----------------------------------|--|
| Read aloud in English - directions only | Mathematics, Reading, and Science | <p>General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do.</p> <p><i>NOTE: Some students' education plans stipulate this as an accommodation. For those students, this will be coded as an accommodation. Students who do not have this in an education plan but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i></p> |
| Read aloud in English – most or all | Mathematics and Science | Student may request to have most or all of the assessment read aloud in English. |
| Read aloud in English – occasional | Mathematics and Science | Student may request to have words, phrases, or sentences read aloud in English. |
| Small group | Mathematics, Reading, and Science | <p>Group includes no more than five students.</p> <p><i>NOTE: A student can be assigned to a small group session because he/she requires this accommodation or because one or more of the student's accommodations must be administered in a separate session to minimize distractions to other students in the regular session.</i></p> |
| Spanish / English version of the test | Science (Grades 4, 8) | <p>Spanish/English version of the booklet. One page has the directions and questions in Spanish, and the facing page has the same directions and questions in English. Students may mark their answers on either page and in either language.</p> <p><i>NOTE: Spanish / English version of the test is not allowed for the grade 12 Mathematics, Reading, or Science assessments.</i></p> |
| Special equipment | Mathematics, Reading, and Science | <p>Provided by the school.</p> <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item |
| Test items read aloud in Spanish | Science (Grades 4, 8) | <p>Students may request to have words, phrases, or sentences read aloud in Spanish.</p> <p><i>NOTE: This requires the student to use a bilingual Spanish/English assessment booklet (see Spanish/English Version of the Test). Test items read aloud in Spanish is not allowed for the grade 12 Mathematics, Reading, or Science assessments.</i></p> |

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|--|-----------------------------------|--|
| Uses computer or typewriter to respond | Mathematics, Reading, and Science | Student records answers using a computer or typewriter provided by the school. |
| Uses template | Mathematics, Reading, and Science | Provided by the school. • Masking, color overlays, line reader, and place marker |

Smarter Balanced Resources

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INDEX

A

Abacus, 23, 27, 38
Accommodations, 2, 4, 5, 6, 8, 9, 14, 16, 17, 18, 20, 23, 36, 37, 38, 42, 45, 47, 50, 58, 59, 65, 66, 73, 74, 76, 77, 78, 79, 83, 99, 101, 104, 105, 106, 108, 109, 110, 111, 112, 114, 115, 116, 118
 Alternate Response, 16, 23, 32, 37, 45, 59, 66
 American Sign Language, 20, 65, 69, 117

B

Bilingual dictionary, 16, 108, 115, 117
 Braille, 9, 13, 14, 20, 22, 27, 28, 30, 32, 35, 36, 44, 45, 50, 59, 64, 74, 81, 84, 93, 94, 105, 106, 112
 Breaks, 9, 12, 38, 105, 108, 112, 115, 122

C

Calculator, 6, 9, 23, 26, 27, 38, 93, 111, 121
 Closed captioning, 21, 66, 110
 Color Choices, 13, 26, 49, 62, 110, 111
 Color overlays, 16, 41

D

Designated Supports, 4, 5, 6, 11, 13, 16, 24, 26, 30, 31, 32, 41, 47, 55, 57, 62, 78, 101, 104, 121
 Digital notepad, 9, 52

E

Embedded Universal Tools, 9, 26, 52
 English Dictionary, 9, 12
 English glossary, 9
English Glossary, 63

G

Global notes, 10

H

Highlighter, 10, 26, 27, 38, 46, 52, 54, 110

K

Keyboard navigation, 10, 28, 52

M

Magnification, 16, 34, 35, 41, 43, 44, 48, 49, 57, 105, 112
 Mark, 10, 58
 Markers, 28, 40, 46

Masking, 13, 30, 52, 55, 64, 121
 Math tools, 10
 Multiplication Table, 23, 121

P

Presentation, 20, 21, 67, 105, 113
 Print on request, 13, 30, 55, 64

R

Read aloud, 14, 17, 18, 22, 24, 28, 31, 32, 33, 41, 42, 54, 69, 105, 106, 108, 109, 110, 112, 115, 116, 117, 121
 Response, 12, 23, 28, 30, 32, 33, 35, 37, 40, 42, 44, 45, 47, 48, 51, 67, 69, 94, 101, 106, 110, 111, 113, 116, 117

S

Scratch paper, 12, 23, 27, 28, 38, 40, 52, 54, 121
 Scribe, 6, 18, 24, 59, 60, 106, 112, 113
 Separate setting, 14, 16, 18, 22, 33, 41, 42, 43, 47, 117
 Sign language, 37, 45, 51, 60, 67, 68, 69, 70, 72, 93, 105, 106, 113, 117
Speech-to-Text, 25, 59, 66
 Spell check, 10
 Strikethrough, 10, 52

T

Technology, 9, 12, 14, 16, 22, 25, 31, 32, 34, 43, 47, 48, 54, 57, 59, 84, 100, 104, 110, 112, 115, 116, 117
 Text-to-speech, 14, 22, 31, 65, 67, 110, 111
 Thesaurus, 9, 12, 110, 117, 121
 Translated test directions, 19, 121
 Translations, 14, 17, 31, 35, 42, 44, 47, 50, 64, 108, 115, 121, 122

U

Universal Tools, 4, 5, 6, 12, 26, 27, 38, 46, 54, 56, 78, 79, 101, 104

W

Writing tools, 10, 52, 107

Z

zoom, 11, 16, 26, 53, 55, 57, 60, 65, 74

CHANGE LOG

| Date | Description | Page(s) |
|------------|---|---------|
| 8/5/2014 | Added to Smarter Balanced table: Student teacher as proctor; non-embedded; designated support | 19 |
| 8/5/2014 | Added to Smarter Balanced table: State, district, or school provided noise buffers; Non-embedded; designated support | 16 |
| 8/5/2014 | Added to Smarter Balanced table: Translated test directions; Non-embedded; designated support | 19 |
| 10/11/2014 | Revised ELPA: Exclusion of ELPA domain (A229) | 58 |
| 12/3/14 | Added to ELPA: "Masking" | 52 |
| 12/3/14 | Added to ELPA: "Assistive mouse usage for audio and playback, without specific student request" | 54 |
| 12/19/14 | Added to OAKS: Suppress Score | 31 & 70 |
| 12/19/14 | Revised Smarter Balanced: Separate Setting | 18 |
| 1/5/15 | Added to Smarter Balanced: "Note" | 13 & 21 |
| 1/22/15 | Reworded "Assistive mouse usage for audio and playback, without specific student request " in Table 4 ELPA: Non-embedded Designated Supports in order to reduce confusion. Removed "disability" designation due to fact this is a designated support. | 54 |
| 1/26/15 | Added to Smarter Balanced "Separate Setting" use of whisper phone for student who needs to read aloud or sub-vocalize text. | 18 |
| 2/5/15 | Revised ELPA table: Clarified use of "Scratch paper" | 53 |
| 2/9/15 | Added to Smarter Balanced table: provided link to paper-based 1-9 multiplication table. | 24 |
| 2/9/15 | Added to Grade 12 retake table: use of a published "dictionary" and for Writing Performance Assessment only | 62 |
| 2/9/15 | Added to Grade 12 table: use of a published "thesaurus" and for Writing Performance Assessment only | 69 |
| 2/12/15 | Added to Smarter Balanced tables: Clarified "calculator" use: "a calculator on mathematics items in grades 3-5 is not allowed." | 10, 23 |
| 2/12/15 | Deleted from Smarter Balanced table: non-embedded Designated Support of "Translations (glossaries) (for math items)" since Oregon does not offer paper-pencil option at this time. | 19 |
| 3/9/15 | Added to Smarter Balanced table: Read Aloud non-embedded Accommodation for <u>Grades 3-5 ELA Reading Passages</u> | 25 |
| 5/4/15 | Revised KA table: updated accommodation (A207) to a non-embedded designated support | 48 |
| 5/15/15 | Updated KA tables for 2016-17 KA Administration | 47-52 |

| Date | Description | Page(s) |
|---------|---|--|
| 7/1/15 | <ul style="list-style-type: none"> Updated terminology to apply consistent usage across assessments In order to underscore the fact the accessibility supports structure of OAM is intended to serve all statewide assessments, all references to specific tools in Figure 1 were deleted. Clarified function of <u>Breaks (Pausing the test)</u> support for CAT (vs PT). Clarified <u>Translations (stacked Spanish/English)(for Math)</u> that this support is for both the CAT and PT. Added <u>Line Reader</u> to OAKS as non-embedded Designated Support Changed ELPA to ELPA21 and updated accessibility supports to reflect preliminary ELPA21 accessibility policies (Note: these policies may be subject to change. Final ELPA21 accessibility policies will be reflected in the October 1 publication of the OAM) Added a new Appendix A to summarize specific setting options for each accessibility support by assessment and to identify which user roles are authorized to assign each support. (Deleted former Appendix A (Grade 12 OAKS Retest) that is no longer an option). Deleted Smarter Balanced resource Appendix H: Resources and Practices Comparison Crosswalk | <p>7</p> <p>9</p> <p>14</p> <p>30</p> <p>61</p> |
| 10/1/15 | <ul style="list-style-type: none"> Included Oregon Accessibility Manual Reading Requirements section Added Read Aloud in Spanish. Math (All grades) to SB non-embedded Designated Supports Added to description of ELPA21 embedded Universal Tool (Amplification): "...or is tested one-on-one in a secure location where the external speakers can be used for additional volume control") Added Scribe as non-embedded Accommodation for ELPA21 Added Speech-to-Text as non-embedded Accommodation for ELPA21 With move to ELPA21 and its Accessibility Manual, deleted the following supports: <ul style="list-style-type: none"> Non-embedded Universal Tools <ul style="list-style-type: none"> Familiar examiner Read aloud (for writing domain) Headset Highlighter Marker, pen, and pencil Non-embedded Accommodation <ul style="list-style-type: none"> Answer Orally With move to ELPA21 and its Accessibility Manual, added the following Non-embedded Designated Supports: <ul style="list-style-type: none"> Color overlay Language of origin translation of directions | <p>8</p> <p>17</p> <p>53</p> <p>60</p> <p>58</p> |

| Date | Description | Page(s) |
|----------|---|----------------|
| 10/30/15 | <ul style="list-style-type: none"> Update Text-to-Speech in Table 2.5 SB: Embedded Accommodations to include all grades. Furthermore, the embedded accommodation of text-to-speech is now available for Smarter ELA reading passages through the Braille Interface. The non-embedded Read-Aloud accommodation is also available for students using the Braille Interface who require read-aloud support for ELA reading passages consistent with the above criteria (see Table 2.6 SB). Update Appendix A and User Roles that can set Print on Request support. It can be set by state, district, and school level users including TAs. Updated DOCUMENTING <u>ACCOMMODATIONS</u> ON A STUDENT'S IEP | 21 63 75 |
| 11/16/15 | <ul style="list-style-type: none"> Updated "Print Request" (Table 6.3 ELPA21 Embedded Designated Support) to include "Students may use pencils/pens/highlighters to mark up the printed test materials". | 54 |
| 11/24/15 | <ul style="list-style-type: none"> Changed embedded Universal Tool designation in Table 1 of Smarter Balanced, OAKS Sci and Soc Sci, and ELPA21 from "Item Response Time Machine" to "Response Recovery" | 10 25 51 |
| 12/16/15 | <ul style="list-style-type: none"> Revised "Language of origin translation of directions" non-embedded Designated Support Description and Recommendations for Use in Table 4 of ELPA21 to more clearly make the distinction between general test directions and the item-level instructions (which can also be translated). | 56 |
| 1/19/16 | <ul style="list-style-type: none"> Changed "Response Recovery" support for all applicable assessments to default "on" (versus "off"). | 10, 25, 51 |
| 1/26/16 | <ul style="list-style-type: none"> Added "Auditory amplification devices, hearing aids." in SB Table 2 | 12 |
| 1/26/16 | <ul style="list-style-type: none"> Removed "student use of a hearing aid adapter" from and added "student needs the use of external speakers" to "Separate Setting" in SB Table 4 | 18 |
| 1/27/16 | <ul style="list-style-type: none"> Added "Separate Setting" non-embedded Designated Support in ELPA21 Table 4 | 57 |
| 2/2/16 | <ul style="list-style-type: none"> Revised ELPA21 Table 4 by clarifying the Description section as well adding "or behavior" to Recommendation for Use section of "Assistive mouse usage for audio and playback, without specific student request". | 56 |
| 2/2/16 | <ul style="list-style-type: none"> Revised ELPA21 Table 2 allowing the use of "Scratch paper for items in any ELPA21 domain" with materials being securely destroyed after each "test session" or "kept securely" as outlined in the TAM. | 52 |
| 2/8/16 | <ul style="list-style-type: none"> Per Smarter Balanced consortium decision, removed Appendix G: ACCESSIBILITY GUIDELINES FOR CLASSROOM ACTIVITIES | |
| 2/23/16 | <ul style="list-style-type: none"> Added link to ELPA21 Scribe Guidelines under Scribe support in ELPA21 Table 6 | 59 |

| Date | Description | Page(s) |
|---------|--|------------|
| 7/29/16 | <ul style="list-style-type: none"> Table 2.1: Added Mouse Pointer: To provide enhanced visibility the mouse pointer may be changed in color and increased in size. | 10 |
| 7/29/16 | <ul style="list-style-type: none"> Table 2.2: Added to description of Scratch Paper that “A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window) are permitted to make notes...” | 12 |
| 7/29/16 | <ul style="list-style-type: none"> Table 2.3: Added following to Translations description: “For students using this support for the Math Performance Task, who have been identified as needing a hard copy of the stimulus, the embedded Designated Support “Print on Request” is available.” | 14 |
| 7/29/16 | <ul style="list-style-type: none"> Table 2.4: Added Simplified Test Directions (Note: guidelines will be available in final OAM posted in October) | 17 |
| 7/29/16 | <ul style="list-style-type: none"> Table 2.6: Added 100s Number Table | 20 |
| 7/29/16 | <ul style="list-style-type: none"> Table 3.1: Added link to Periodic Table PDF | 23 |
| 7/29/16 | <ul style="list-style-type: none"> Table 3.1: Deleted Response Recovery because it does not apply to OAKS Science or Social Sciences at this time (i.e., there are no constructed response items). | 23 |
| 7/29/16 | <ul style="list-style-type: none"> Table 3.2: Added “external speakers” to Universal Tool Auditory amplification devices... | 24 |
| 7/29/16 | <ul style="list-style-type: none"> Table 3.3: Added “grid” in description to further clarify Designated Support Item Type Exclusion | 26 |
| 7/29/16 | <ul style="list-style-type: none"> Table 4.2: Deleted redundant Designated Support “Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator” | 37 |
| 7/29/16 | <ul style="list-style-type: none"> Table 6.1: Deleted “Speaking – all tasks have audio support for all components” from description of Universal Tool Audio Support | 46 |
| 7/29/16 | <ul style="list-style-type: none"> Table 6.1: Clarified “Writing...” in description of Universal Tool Audio Support to indicate this support does not apply to any graphic response item on all of ELPA21. | 46 |
| 7/29/16 | <ul style="list-style-type: none"> Table 6.1: Revised the description of the Universal Tool Mark for Review to clarify when this support persists and when it does not. | 46 |
| 7/29/16 | <ul style="list-style-type: none"> Table 6.1: Deleted “Response Recovery” | 46 |
| 7/29/16 | <ul style="list-style-type: none"> Table 6.1: Changed description of Universal Tool Scratch Paper for items in any ELPA21 domain to emphasize “TAs “must” ensure that all the notes taken on an assistive technology device are deleted after the test.” | 48 |
| 7/29/16 | <ul style="list-style-type: none"> Table 6.1: Changed description of Designated Support Student reads test aloud to emphasize “The student reads the test content aloud. This feature must be administered in a “secure” one-on-one test setting. | 52 |
| 7/29/16 | <ul style="list-style-type: none"> Tables’ 2.3, 3.3, 6.3: Changed title of support from Color Contrast to Color Choices | 13, 26, 49 |
| 7/29/16 | <ul style="list-style-type: none"> Table 2.6: Added grade level appropriateness (grade 4 and above) for the 100s Number Table. | 20 |

| Date | Description | Page(s) |
|----------|---|------------|
| 7/29/16 | <ul style="list-style-type: none"> Updated Appendix A to reflect the settings that control how the Braille accommodation is configured for a given student with this accommodation (i.e., Braille Type, Emboss, Emboss Request Type, and Mute System Volume). | 64 |
| 9/21/16 | <ul style="list-style-type: none"> Added "Table 6.1 Technology Skills Needed for ELPA21 Access" | 46 |
| 11/16/17 | <ul style="list-style-type: none"> Revised Table 2.3 (Text-to-Speech) by deleting the following from the Description: "Translated text-to-speech is available for Math for students with the Translations (stacked Spanish/English) designated support assigned to them." It is not available this year. | 14 |
| 1/19/17 | <ul style="list-style-type: none"> Revised Table 2.3 (Translations (stacked Spanish/English) (for Math)) by adding the following to the Description: "Please note: If "Spanish" is selected, Text-to-Speech is not available with this support." | 14 |
| 2/10/17 | <ul style="list-style-type: none"> Table 4.3: Added 100s Number Table non-embedded accommodation along with description and guidance for use. | 41 |
| 2/10/17 | <ul style="list-style-type: none"> Table 2.6: Added Signed Interpretation | 24 |
| 3/9/17 | <ul style="list-style-type: none"> Table 2.4 : Added information to description of Translated Test Directions | 19 |
| 3/9/17 | <ul style="list-style-type: none"> Table 6.5 : Added information to description of Language of Origin Translated Test Directions | 54 |
| 3/9/17 | <ul style="list-style-type: none"> Table 2.2 : Added Student Interface Test Tool | 12 |
| 3/9/17 | <ul style="list-style-type: none"> Table 6.3: Added Student Interface Test Tool | 52 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.4: Add "It may also include a calming device or support as recommended by educators and/or specialists." | 18 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.1: Revised "Line Reader" support to Universal Tool for SB | 10 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.1: Updated "Mouse Pointer" support | 10 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.1: Added "Paginated Item Groups" support | 10 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.3: Updated description of "Presentation (stacked Spanish/English Translation)" support | 14 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.4: Updated "Scribe" support | 18 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.5: Added "Audio Transcript (ELA Listening Passages)" support | 19 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.5: Updated recommendations for use for the "Braille" support | 20 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.6: Updated "Scribe" support and recommendations for use | 23 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.6: Added "Word Prediction" support | 25 |
| 9/1/17 | <ul style="list-style-type: none"> Table 2.6: Added "Signed Interpretation" support | 23 |
| 9/1/17 | <ul style="list-style-type: none"> Table 4.1 : Added "Tablet Administration Functions" support | 47 |
| 9/1/17 | <ul style="list-style-type: none"> Table 6.2: Updated "Digital notepad" support description | 68 |
| 9/1/17 | <ul style="list-style-type: none"> Reconciled Appendix A and TDS specs | 77ff |
| 9/1/17 | <ul style="list-style-type: none"> Aligned supports (as applicable) across statewide assessments | throughout |
| 9/1/17 | <ul style="list-style-type: none"> Updated NAEP support tables | 121ff |

| Date | Description | Page(s) |
|----------|---|----------------|
| 9/12/17 | <ul style="list-style-type: none"> Formatting issues | throughout |
| 10/11/17 | <ul style="list-style-type: none"> Updated Appendix B to include Smarter Balanced | pp. 89ff |
| 11/6/17 | <ul style="list-style-type: none"> Table 6.6: Removed “unlimited re-recordings” and “unlimited replays”. These are configured for Oregon as standard testing conditions available to any student. | p. 73 |
| 2/7/18 | <ul style="list-style-type: none"> Table 2.5 (Audio Transcript): Added “(Should ONLY be turned on for students who will also be using Closed Captioning. Audio Transcripts are only available for Listening items which are tagged for Closed Captioning, and is not available for all ELA Listening items. Turning it on for students who are not also using Closed Captioning may cause confusion since it will not be available for all items they encounter on the test.)” | p. 19 |
| 3/20/18 | <ul style="list-style-type: none"> Table 2.6 (STT): Added more detailed guidance for setting up this non-embedded support. | pp.24-25 |
| 4/19/18 | <ul style="list-style-type: none"> Table 5.2: Deleted administration of Spanish-English Bilingual version of Early Math items. | p. 56 |
| 4/19/18 | <ul style="list-style-type: none"> Table 5.2: Updated table to include guidance around bilingual assessors. | p. 59 |
| 4/19/18 | <ul style="list-style-type: none"> Table 5.3: Updated accommodation to include language of origin, including, but not limited to Spanish (A205). | p. 61 |
| 4/25/18 | <ul style="list-style-type: none"> Added following exception to Accommodation description in the table: “...except for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these).” | p. 6 |
| 4/30/18 | <ul style="list-style-type: none"> Table For OAKS Science and Social Science: Removed 'when the student moves on to the next segment or' | p. 27 |
| 4/30/18 | <ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Braille Transcription Guide' | p. 29 |
| | <ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Calendar for Science' | p. 30 |
| 4/30/18 | <ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Markers - A tool to limit distractions' | p. 30 |
| 4/30/18 | <ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Stopwatch (for Science)' | p. 31 |
| 4/30/18 | <ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Thermometers with numbers on scale (for Science)' | p. 31 |
| 4/30/18 | <ul style="list-style-type: none"> For OAKS Science and Social Science: Removed 'Item Type Exclusion' | p. 32 |
| 7/2/18 | <ul style="list-style-type: none"> Updated Appendix F: NAEP support tables | p. 113ff |
| 7/10/18 | <ul style="list-style-type: none"> New link to updated Read Aloud Protocol. Updates include: 1) Removed “numbers greater than 99, however, should be read as individual numbers” and updated the examples that follow for this removal. 2) Added examples for square roots, functions, comparing lines, shapes and angles, trigonometry, and images/graphics, diagrams. Removed example for graphic organizer. 3) Updated reference links. | pp. 17, 22, 32 |

| Date | Description | Page(s) |
|---------|--|------------------------|
| 7/10/18 | <ul style="list-style-type: none"> New link to updated Scribing Protocol. Update includes: 1) From the section guiding scribing for selected responses, removed "Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written." | pp. 17, 22, 67 |
| 7/10/18 | <ul style="list-style-type: none"> Table 2.2: Updated description of Scratch Paper support: .."including the use of digital graph paper" and "familiar to the student and/or" and removed "and acceptable to the member". | p. 13 |
| 7/10/18 | <ul style="list-style-type: none"> Added policy for non-embedded designated support, Medical Device to all applicable assessments. | pp. 18, 34, 46, 53, 67 |
| 7/10/18 | <ul style="list-style-type: none"> Table 2.5: Updated Braille support description: Added the UEB codes that will be available for embedded braille in the 18-19 school year. | p. 22 |
| 7/10/18 | <ul style="list-style-type: none"> Table 2.5: Streamlined Interface Mode (A230) is no longer an embedded Accommodation but is now an embedded Designated Support. | p. 21, 38 |
| 7/10/18 | <ul style="list-style-type: none"> Table 2.6: Updated description of Abacus support: ..."including students" and "or with documented processing impairments". | p. 22 |

Appendix 2.3A.2

Accommodations Manual 2013-2014

How to Select,
Administer, and Evaluate
Accommodations for
Oregon's Statewide Assessment



Questions or comments about this document may be directed to:

**Office of Student Learning & Partnerships
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310
503-947-5782**

This document has been updated for the 2013-2014 school year and is available for download from the Oregon Department of Education at <http://www.ode.state.or.us/search/page/?=487>. It has been adapted from the Council of Chief State School Officers (CCSSO) publication *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities*, 2005.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, sexual orientation, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction at the Oregon Department of Education.

TABLE OF CONTENTS

| | |
|--|---------------|
| CHANGES TO THE 2013-2014 ACCOMMODATIONS MANUAL | 1 |
| INTRODUCTION | 3 |
| ACCOMMODATIONS TABLES | |
| • Knowledge and Skills (KS) | 4 |
| • Writing (W) | 8 |
| • English Language Proficiency Assessment (ELPA) | 12 |
| • Kindergarten Assessment | 14 |
| • Work Samples | 16 |
| STEP 1 – EXPECT STUDENTS WITH DISABILITIES TO ACHIEVE GRADE-LEVEL ACADEMIC CONTENT STANDARDS | 24 |
| • Federal and State Laws Requiring Participation by Students with Disabilities <ul style="list-style-type: none"> ○ No Child Left Behind Act of 2001 (NCLB) ○ Individuals with Disabilities Education Improvement Act of 2004 (IDEA) | |
| • Including all Students with Disabilities in State Accountability Assessments | |
| • Equal Access to Grade-Level Content | |
| STEP 2 – LEARN ABOUT ACCOMMODATIONS FOR ASSESSMENT | 27 |
| • What are accommodations? | |
| • Descriptions of Accommodations Categories | |
| • Modifications vs. Accommodations | |
| • Determine the Consequences of Using Accommodations during Assessment | |
| STEP 3 – SELECT ACCOMMODATIONS FOR ASSESSMENT OF INDIVIDUAL STUDENTS | 30 |
| • Documenting Accommodations in a Student's Cumulative File | |
| • Documenting Accommodations on a Student's IEP | |
| • Documenting Accommodation on a Student's 504 Plan | |
| • Involving Students in Selecting, Using, and Evaluating Accommodations | |
| • Questions to Guide Accommodation Selection | |
| STEP 4 – ADMINISTER ACCOMMODATIONS DURING INSTRUCTION AND ASSESSMENT | 34 |
| • Accommodations during Instruction | |
| • Accommodations during Assessment | |
| • Planning for Test Day | |
| • Administering Assessments and Accommodations | |
| • Standardization | |
| • “In the Moment” Student Requests for an Accommodation during Assessment | |
| • Ethical Practices and Test Security | |

STEP 5 – EVALUATE AND IMPROVE ACCOMMODATIONS USE 37

- Questions to Guide Accommodation Use at the Student Level
- Questions to Guide Evaluation of Accommodation Use at the School or District Level

FACT SHEETS

- FACT SHEET 1 – Test Directions Accommodations 40
- FACT SHEET 2 – Presentation Accommodations 43
- FACT SHEET 3 – Response Accommodations 52
- FACT SHEET 4 – Setting Accommodations 58
- FACT SHEET 5 – Scheduling Accommodations 61
- FACT SHEET 6 – Dos and Don'ts When Selecting Accommodations 63

TEACHER TOOLS

- TEACHER TOOL 1 – Assess Needs that May Require Accommodations 65
- TEACHER TOOL 2 – Questions to Guide Accommodation Selection 67
- TEACHER TOOL 3 – Accommodations from the Student's Perspective 70
- TEACHER TOOL 4 – Assessment Accommodations Plan 72
- TEACHER TOOL 5 – Assessment Accommodations Agreement 73
- TEACHER TOOL 6 – Logistics Planning Checklist 74
- TEACHER TOOL 7 – Questions to Guide Evaluation of Accommodation Use 76
- TEACHER TOOL 8 – Accommodations Journal 78

APPENDICES

- Appendix A – Oregon's Accommodations Panel 81
- Appendix B – Approval Process for New Accommodations 83
- Appendix C – Guidelines for Sign Language Accommodation 86

CHANGES TO THE 2013-2014 ACCOMMODATIONS MANUAL

In the 2013-2014 edition of the Accommodations Manual, the following are the new accommodations or changes to current accommodations:

| Accommodation Table | Rationale | Page |
|--|--|------|
| On March 7, 2013 the Board of Education adopted Oregon Administrative Rule 581-022-2130 mandating ODE implement a kindergarten assessment as part of the statewide assessment system beginning with the 2013-14 school year. | Due to the format of the kindergarten assessment, there is an accompanying accommodations table. | 14ff |

New Accommodation:

| Accommodation | Rationale | Page |
|--|---|-------------------|
| Sign mathematics, science, and social sciences (not Reading, ELPA, or Kindergarten Early Literacy) items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols. | This accommodation is reserved for paper-pencil based assessments that are proctored by a qualified test administrator. Signed interpretation is equivalent to a read-aloud accommodation which is allowed in all areas except the reading/literature test. Signed interpretation ties assessment to the modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Research showed that signed items did not differentially boost scores by giving students an unfair advantage (Tindal, Hollenbeck, & Almond, unpublished manuscript). | Appendix C (87ff) |

Accommodation Change:

| Additions/Removals/ Clarifications | Rationale | Page |
|--|---|-------------|
| Provided additional tables of accommodations for Work Samples. | When the State Board approved OAR 581-022-0615 Assessment of Essential Skills in June 2008, they provided for the continued use of work samples under the new graduation requirements. Under the new OAR, students may use work samples to meet both the Essential Skills graduation requirement and the annual local performance assessment requirement. | 16ff |
| Moved “Enlarged display/print” to “Allowable Resource” under applicable subject area appendices. | The zoom feature available through the OAKS Online Student Interface is already available for all students and does not need to be documented as an accommodation. | N/A |

INTRODUCTION

Oregon's Accommodations Panel refers to the term "accommodation" as a distinctly specific term relative to the Oregon State Assessment System (OSAS). The panel defines accommodations as "practices and procedures in presentation, response, setting, and timing or scheduling that, when used in an assessment, provide equitable access to all students. Accommodations do not compromise the learning expectations, construct, grade-level standard, and/or measured outcome of the assessment." Accommodations referenced in this manual are those specific practices and procedures that the Oregon Accommodations Panel has approved for use with statewide assessment.

Accommodations are intended to reduce or even eliminate the effects of a student's learning challenges during instruction and on the results of assessments. Implemented appropriately, accommodations should not reduce learning expectations, nor should they give a student an unfair advantage over his or her classmates. Use of accommodations during administration of an Oregon Statewide Assessment is based on individual student needs and should not impact the validity of the assessment results.

Though nationwide the term "accommodations" may be used in a variety of ways depending on the setting, in this manual, the use of the term "*accommodation*" will apply only to those accommodations previously approved by Oregon's Accommodations Panel for use on the statewide assessment and posted on the ODE website at: <http://www.ode.state.or.us/search/page/?=487>. These are the only allowable accommodations that may be used during administration of an Oregon Statewide Assessment.

Since students should have previous experiences with those accommodations selected for use on state assessments, many of the same accommodations are typically used during instruction. Throughout this manual, you will see references to accommodations for instruction and assessment; however, the selection, administration, and evaluation of accommodations for *assessment* are the primary focus of this manual.

The Accommodations Manual: How to Select, Administer, and Evaluate Accommodations for Oregon's Statewide Assessments presents a five-step process for the selection, administration, and evaluation of the effectiveness of instructional and assessment accommodations. Assessment accommodations are available for students participating in the OSAS. The five-step process described in this manual is designed for use by general and special education teachers, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other school team as they work with students to select and use appropriate accommodations during participation in the Oregon Assessment of Knowledge and Skills (OAKS).

OREGON STATE ASSESSMENT SYSTEM

* ACCOMMODATIONS FOR ALL STUDENTS
(GENERAL EDUCATION, STUDENT WITH A DISABILITY, ELL)

ACCOMMODATIONS OVERVIEW KNOWLEDGE AND SKILLS (OAKS)

| TYPE OF ACCOMMODATION | STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|--|---------------------|
| Changes in the test directions | • Sign directions (A102) | 41 |
| | • Interpret directions orally (A103) | 41 |
| | • Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) (A104) | 42 |
| | • Simplify language in directions (A105) | 42 |
| | • Provide written translations of oral directions (Spanish** for mathematics, science, and social sciences are available in Appendix B of the Test Administration Manual posted at http://www.ode.state.or.us/go/tam) (A107) | 43 |
| Changes in how the test questions are presented | • Read mathematics, science, and social sciences (not reading/literature) items/stimuli and response choices aloud to the student by the test administrator. For mathematics, follow the ODE adapted NAEP read aloud guidelines posted at: http://www.ode.state.or.us/search/page/?=487 . (A203) | 47 |
| | • Sign mathematics, science, and social sciences (not Reading, ELPA, or Kindergarten Early Literacy) items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols (A219) . | 48 |
| | • The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact. (A204) | 48 |
| | • Make a verbatim audio recording of side-by-side tests in English-Spanish**; read verbatim directly from the student's screen (A205) | 49 |
| | • Student reads test aloud or sub-vocalizes text to listener | 50 |

| | | |
|-------------------------------------|--|----------------------------|
| | <ul style="list-style-type: none"> or self (A208) • Visual magnification devices or software (A212) • Use of projection devices (A213) • Administration of side-by-side Spanish**-English mathematics, science, and social sciences tests (not reading) (A214) • Accessing OAKS online through Braille interface (JAWS audio, Refreshable Braille display, and/or embossed Braille) (A218) | 50 51 51 47 |
| Changes in how the student responds | <ul style="list-style-type: none"> • Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode (see Writing Tables for features that must be disabled when using this accommodation) (A302) • Point to or dictate multiple choice responses to a neutral test administrator (in English or language of origin**) (A303)** • Student retells reading passage to test administrator in his or her own words before responding to multiple choice items (A304) • Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator (A307) • Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses (A308) | 56 57 57 58 58 |
| Changes in test setting | <ul style="list-style-type: none"> • Test an individual student in a separate location (A401) • Test a small group of students in a separate, but familiar location (A402) • Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) (A403) • Use of sensory supports or interventions to allow students to attend to task (A404) | 60 60 60 61 |
| Changes in test scheduling | <ul style="list-style-type: none"> • Administer at a time of day most beneficial to the student (A501) | 63 |

* The above table includes all the appropriate accommodations which have been approved by the Oregon Accommodations Panel for students participating in the Oregon Assessment of Knowledge and Skills (OAKS). Please see the comparison charts on Fact Sheets 1 – 5 within the manual for allowable accommodations in each category: GENERAL EDUCATION, STUDENTS WITH IEPs OR 504 PLANS, AND ELLs.

**** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.**

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES KNOWLEDGE AND SKILLS

| TYPE OF ACCOMMODATION | STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|---|---|
| Changes in the test directions | <ul style="list-style-type: none"> • Sign directions (A102) • Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) (A104) • Simplify language in directions (A105) | <div>41</div> <div>42</div> <div>42</div> |
| Changes in how the test questions are presented | <ul style="list-style-type: none"> • Accessing OAKS online through Braille interface (JAWS audio, Refreshable Braille display, and/or embossed Braille) (A218) | 47 |
| Changes in how the student responds | <ul style="list-style-type: none"> • Point to or dictate multiple choice responses to a test administrator (A303) | 57 |
| Changes in test setting | <ul style="list-style-type: none"> • Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) (A403) | 60 |

** The above table includes several accommodations which are typically used only for students with specific disabilities and would not be appropriate for students without disabilities (i.e., General Education or ELLs only). Please see the OAKS Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students with disabilities.*

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS KNOWLEDGE AND SKILLS

| TYPE OF ACCOMMODATION | STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|--|---------------------|
| Changes in the test directions | • Interpret directions orally (A103) | 42 |
| | • Provide written version of oral directions (A104) | 42 |
| | • Provide written translations** of oral directions (Spanish** for mathematics, science, and social sciences are available in the Appendix B of the Test Administration Manual posted at http://www.ode.state.or.us/go/tam) (A107) | 42 |
| Changes in how the test questions are presented | • Make a verbatim audio recording of side-by-side tests in English-Spanish**, read verbatim directly from the student's screen (A205) | 49 |
| | • Administration of side-by-side Spanish**-English mathematics, science, and social sciences tests (not reading) (A214) | 51 |
| Changes in how the student responds | • Point to or dictate multiple choice responses to a test administrator (in English or language of origin**) (A303) | 57 |

* The above table includes several accommodations which are typically used only for students who are English Language Learners and would not be appropriate for students who are not ELLs. Please see the OAKS Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students who are English Language Learners.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

NOTE: The Accommodations Panel has determined that some strategies formerly considered accommodations are more appropriately classified as *Allowable Resources* or *Standard Testing Conditions*. Allowable resources and standard testing conditions refer to changes in the testing environment that are the result of actions taken, materials provided, or other adjustments made by either a test administrator or student that are not student-specific.

A summary of allowable resources and standard testing conditions including those previously recognized as accommodations can be found in the current Test Administration Manual (TAM), provided at: <http://www.ode.state.or.us/go/tam>.

OREGON STATE ASSESSMENT SYSTEM

* ACCOMMODATIONS FOR ALL STUDENTS
(GENERAL EDUCATION, STUDENT WITH A DISABILITY, ELL)

ACCOMMODATIONS OVERVIEW WRITING PERFORMANCE

| TYPE OF ACCOMMODATION | STANDARD ADMINISTRATION OF WRITING PERFORMANCE ASSESSMENTS WITH ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|---|---------------------|
| Changes in the test directions | • Sign directions (A102) | 41 |
| | • Interpret directions orally (A103) | 41 |
| | • Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) (A104) | 42 |
| | • Simplify language in directions (A105) | 42 |
| | • Provide written translations** of oral directions (A107) | 42 |
| Changes in how the test questions are presented | • Braille versions of test (A202) | 47 |
| | • Make a verbatim audio recording of available writing prompts for pencil/paper side-by-side tests in English/Spanish**, read verbatim directly from the test booklet (A205) | 49 |
| | • Read prompts aloud to student (A206) | 49 |
| | • Sign writing prompts (A207) | 50 |
| | • Student reads test aloud or sub-vocalizes text to listener or self (A208) | 50 |
| | • For students participating in the paper and pencil administration of the writing assessment, electronic word-for-word, text-to-voice scanning of assessment prompts, for example, computer reads prompts aloud to student (A210) | 50 |
| | • Visual magnification devices or software (A212) | 50 |
| | • Use of projection devices (A213) | 50 |
| | • Administration of the Spanish**/English writing prompts (A215) | 51 |
| | • Local interpreter may provide a written translation of the writing prompt in a student's language of origin** in advance of test administration (A216) | 51 |
| | • Synonym provided for unknown word in prompt, if requested by student (A217) | 51 |
| Changes in how the student | • Student should be allowed any technology device that | |

| | | |
|----------------------------|--|---|
| responds | <p>serves as their primary written communication mode (e.g., word processing or typewriter, refreshable Braille keyboard, adaptive keyboard, or other assistive technology). Technology assisted writing is an accommodation if the following features are disengaged:</p> <ul style="list-style-type: none"> ○ Formatting ○ Spell check * ○ Grammar check ○ Word prediction <p>Function keys (combination key strokes and the technology that enters text for the writer) may not be used</p> <p><i>* High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document (11/1/10) (A302)</i></p> <ul style="list-style-type: none"> • Respond to writing prompts in Braille (A305) • Student is allowed to vocalize his or her thought process out loud to self or to a neutral test administrator (A307) • Student is allowed to use a recording device to record and play back passages and responses (A308) | <p>56</p> <p>56</p> <p>58</p> <p>58</p> |
| Changes in test setting | <ul style="list-style-type: none"> • Test an individual student in a separate location (A401) • Test a small group of students in a separate, but familiar location (A402) • Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) (A403) • Use of sensory supports or interventions to allow students to attend to task (A404) | <p>60</p> <p>60</p> <p>60</p> <p>61</p> |
| Changes in test scheduling | <ul style="list-style-type: none"> • Administer at a time of day most beneficial to the student (A501) | <p>63</p> |

* The above table includes all the appropriate accommodations which have been approved by the Oregon Accommodations Panel for students participating in the Oregon Writing Performance Assessment. Please see the comparison charts on Fact Sheets 1 – 5 within the manual for allowable accommodations in each category: GENERAL EDUCATION, STUDENTS WITH IEPs OR 504 PLANS, AND ELLs.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

WRITING PERFORMANCE

| TYPE OF ACCOMMODATION | STANDARD ADMINISTRATION OF WRITING PERFORMANCE ASSESSMENTS WITH ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|---|---------------------|
| Changes in the test directions | <ul style="list-style-type: none"> Sign directions (A102) Provide written version of oral directions, including Braille (Contact District Test Coordinator for more information) (A104) Simplify language in directions (A105) | 41 |
| | | 42 |
| | | 42 |
| Changes in how the test questions are presented | <ul style="list-style-type: none"> Sign writing prompts (A207) | 50 |
| Changes in how the student responds | <ul style="list-style-type: none"> Student should be allowed any technology device that serves as their primary written communication mode (e.g., word processing or typewriter, refreshable Braille keyboard, adaptive keyboard, or other assistive technology). Technology assisted writing is an accommodation if the following features are <u>disengaged</u>: <ul style="list-style-type: none"> Formatting Spell check * Grammar check Word prediction <p>Function keys (combination key strokes and the technology that enters text for the writer) may not be used</p> <p><i>* High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document (11/1/10) (A302)</i></p> Respond to writing prompts in Braille (A305) | 56 56 |
| Changes in test setting | <ul style="list-style-type: none"> Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) (A403) | 60 |

** The above table includes several accommodations which are typically used only for students with specific disabilities and would not be appropriate for students without disabilities (i.e., General Education or ELLs only). Please see the Writing Performance Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students with disabilities.*

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS WRITING PERFORMANCE

| TYPE OF ACCOMMODATION | STANDARD ADMINISTRATION OF WRITING PERFORMANCE ASSESSMENTS WITH ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|---|---------------------|
| Changes in the test directions | • Interpret directions orally (A103) | 41 |
| | • Provide written version of oral directions (A104) | 42 |
| | • Provide written translations** of oral directions (A107) | 42 |
| Changes in how the test questions are presented | • Make a verbatim audio recording of available writing prompts for pencil/paper side-by-side tests in English/Spanish**, read verbatim directly from the test booklet (A205) | 49 |
| | • Administration of the Spanish**/English writing prompts (A215) | 51 |
| | • Local interpreter may provide a written translation of the writing prompt in a student's language of origin** in advance of test administration (A216) | 51 |

* The above table includes several accommodations which are typically used only for students who are English Language Learners and would not be appropriate for students who are not ELLs. Please see the Writing Performance Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students who are English Language Learners.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

NOTE: The Accommodations Panel has determined that some strategies formerly considered accommodations are more appropriately classified as *Allowable Resources* or *Standard Testing Conditions*. Allowable resources and standard testing conditions refer to changes in the testing environment that are the result of actions taken, materials provided, or other adjustments made by either a test administrator or student that are not student-specific.

A summary of allowable resources and standard testing conditions including those previously recognized as accommodations can be found in the current Test Administration Manual (TAM), provided at: <http://www.ode.state.or.us/go/tam>.

ACCOMMODATIONS FOR USE WITH ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA)

| TYPE OF ACCOMMODATION | STANDARD ADMINISTRATION OF ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA) WITH ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|--|--|
| Changes in the test directions | <ul style="list-style-type: none"> • Sign directions (A102) • Interpret directions orally (A103) • Provide written version of oral directions (A104) • Provide written translations** of oral directions (A107) | 41 41 42 42 |
| Changes in how the test questions are presented | <ul style="list-style-type: none"> • Student reads test aloud or sub-vocalizes text to listener or self (A208) • Visual magnification devices or software (A212) • Use of projection devices (A213) | 50 50 50 |
| Changes in how the student responds | <ul style="list-style-type: none"> • Student should be allowed any technology device that serves as their primary written communication mode (e.g., word processing, typewriter, or other assistive technology). Technology assisted writing is an accommodation if the following features are disengaged: <ul style="list-style-type: none"> ○ Formatting ○ Spell check ○ Grammar check ○ Word prediction Function keys (combination key strokes and the technology that enters text for the writer) may not be used (A302) • Point to or dictate multiple choice responses to a test administrator (in English or language of origin**) (A303) • Student retells reading passage to test administrator or educational assistant in his/her own words before responding to multiple choice items (A304) | 56 57 57 |
| Changes in test setting | <ul style="list-style-type: none"> • Test an individual student in a separate location (A401) • Test a small group of students in a separate, but familiar location (A402) • Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) (A403) • Use of sensory supports or interventions to allow students to attend to task (A404) | 60 60 60 61 |
| Changes in test scheduling | <ul style="list-style-type: none"> • Administer at a time of day most beneficial to the student (A501) | 63 |

*** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.*

NOTE: The Accommodations Panel has determined that some strategies formerly considered accommodations are more appropriately classified as *Allowable Resources* or *Standard Testing Conditions*. Allowable resources and standard testing conditions refer to changes in the testing environment that are the result of actions taken, materials provided, or other adjustments made by either a test administrator or student that are not student-specific.

A summary of allowable resources and standard testing conditions including those previously recognized as accommodations can be found in the current Test Administration Manual (TAM), provided at: <http://www.ode.state.or.us/go/tam>.

ACCOMMODATIONS OVERVIEW OREGON KINDERGARTEN ASSESSMENT

| TYPE OF ACCOMMODATION | STANDARD ADMINISTRATION OF KINDERGARTEN ASSESSMENT WITH ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|---|---------------------|
| Changes in the test directions | <ul style="list-style-type: none"> • Sign directions (A102) • Interpret directions orally (A103) • For mathematics, a local translator may provide a written translation of the directions in a student's language of origin** in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student. (A222) • Simplify language in directions (A105) | 41 |
| | | 41 |
| | | 42 |
| | | 42 |
| Changes in how the test questions are presented | <ul style="list-style-type: none"> • Sign mathematics (not Early Literacy) items/stimuli and response choices--with the exception of mathematics signs and symbols--to the student by a sign language interpreter who meets the ODE minimum standard as defined in OAR 581.015.2035. (A219) • Test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact. (A204) • For mathematics, test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (A220). • For mathematics, a local translator may provide a written translation of the directions in a student's language of origin** in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student. (A222) • Make a verbatim audio recording of side-by-side tests in English-Spanish** (A205) • Visual magnification devices (A212) • Use of projection devices (A213) • Administration of side-by-side Spanish**-English mathematics test (A214) • Access tests using uncontracted or contracted | 48 |
| | | 48 |
| | | 49 |
| | | 49 |
| | | 49 |
| | | 50 |
| | | 50 |
| | | 51 |

| | | |
|-------------------------------------|---|----|
| | embossed Braille format (A221) | |
| Changes in how the student responds | <ul style="list-style-type: none"> • Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode (A302) • For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (A309) • Students may sign responses to a qualified sign language interpreter(s) who is serving as test administrator (A310) • Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator (A307) | 56 |
| | | 57 |
| | | 58 |
| | | 58 |
| Changes in test setting | <ul style="list-style-type: none"> • Test an individual student in a separate location (A401) • Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) (A403) • Use of sensory supports or interventions to allow students to attend to task (A404) | 60 |
| | | 60 |
| | | 61 |
| Changes in test scheduling | <ul style="list-style-type: none"> • Administer at a time of day most beneficial to the student (A501) | 63 |

* The above table includes all the appropriate accommodations which have been approved by the Oregon Accommodations Panel for students participating in the Oregon Kindergarten Assessment. Please see the comparison charts on Fact Sheets 1 – 5 within the manual for allowable accommodations in each category: GENERAL EDUCATION, STUDENTS WITH IEPs OR 504 PLANS, AND ELLs.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

* ACCOMMODATIONS FOR ALL STUDENTS
(GENERAL EDUCATION, STUDENT WITH A DISABILITY, ELL)

ACCOMMODATIONS OVERVIEW KNOWLEDGE AND SKILLS (Reading and Mathematics Essential Skills Work Sample Options)

| TYPE OF ACCOMMODATION | WORK SAMPLE ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|--|---------------------|
| Changes in the test directions | • Sign directions (A102) | 41 |
| | • Interpret directions orally (A103) | 41 |
| | • Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) (A104) | 42 |
| | • Provide written translations of oral directions (Spanish** for mathematics, science, and social sciences are available in Appendix B of the Test Administration Manual posted at http://www.ode.state.or.us/go/tam) (A107) | 43 |
| Changes in how the test questions are presented | • Read mathematics, science, and social sciences (not reading/literature) items/stimuli and response choices aloud to the student by the test administrator. For mathematics, follow the ODE adapted NAEP read aloud guidelines posted at: http://www.ode.state.or.us/search/page/?=487 . (A203) | 47 |
| | • The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact. (A204) | 48 |
| | • Make a verbatim audio recording of side-by-side tests in English-Spanish**, read verbatim directly from the student's screen (A205) | 49 |
| | • Student reads test aloud or sub-vocalizes text to listener or self (A208) | 50 |
| | • Visual magnification devices or software (A212) | 50 |
| | • Use of projection devices (A213) | 50 |
| | • Administration of side-by-side Spanish**-English mathematics, science, and social sciences tests (not reading) (A214) | 51 |

| | | |
|-------------------------------------|--|----|
| Changes in how the student responds | <ul style="list-style-type: none"> Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode (see Writing Tables for features that must be disabled when using this accommodation) (A302) | 56 |
| | <ul style="list-style-type: none"> Point to or dictate multiple choice responses to a neutral test administrator (in English or language of origin**) (A303) | 57 |
| | <ul style="list-style-type: none"> Student retells reading passage to test administrator in his or her own words before responding to multiple choice items (A304) | 57 |
| | <ul style="list-style-type: none"> Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator (A307) | 58 |
| | <ul style="list-style-type: none"> Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses (A308) | 58 |
| Changes in test setting | <ul style="list-style-type: none"> Test an individual student in a separate location (A401) | 60 |
| | <ul style="list-style-type: none"> Test a small group of students in a separate, but familiar location (A402) | 60 |
| | <ul style="list-style-type: none"> Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) (A403) | 60 |
| | <ul style="list-style-type: none"> Use of sensory supports or interventions to allow students to attend to task (A404) | 61 |
| Changes in test scheduling | <ul style="list-style-type: none"> Administer at a time of day most beneficial to the student (A501) | 63 |

*** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.*

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES KNOWLEDGE AND SKILLS (Reading and Mathematics Essential Skills Work Sample Options)

| TYPE OF ACCOMMODATION | WORK SAMPLE ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|--|---------------------|
| Changes in the test directions | • Sign directions (A102) | 41 |
| | • Interpret oral directions (A103) | 42 |
| | • Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) (A104) | 42 |
| | • Simplify language in directions (A105) | 42 |
| Changes in how the test questions are presented | • N/A | |
| Changes in how the student responds | • Point to or dictate multiple choice responses to a test administrator (A303) | 57 |
| Changes in test setting | • Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) (A403) | 60 |

** The above table includes several accommodations which are typically used only for students with specific disabilities and would not be appropriate for students without disabilities (i.e., General Education or ELLs only). Please see the OAKS Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students with disabilities.*

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS¹

KNOWLEDGE AND SKILLS

(Reading and Mathematics Essential Skills Work Sample Options)

| TYPE OF ACCOMMODATION | WORK SAMPLE ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|--|---------------------|
| Changes in the test directions | • Interpret directions orally (A103) | 41 |
| | • Provide written version of oral directions (A104) | 42 |
| | • Simplify language in directions (A105) | 42 |
| | • Provide written translations** of oral directions (Spanish** for mathematics, science, and social sciences are available in the Appendix B of the Test Administration Manual posted at http://www.ode.state.or.us/go/tam) (A107) | 42 |
| Changes in how the test questions are presented | • Make a verbatim audio recording of side-by-side tests in English-Spanish**, read verbatim directly from the student's screen (A205) | 49 |
| | • Administration of side-by-side Spanish**-English mathematics, science, and social sciences tests (not reading) (A214) | 51 |
| Changes in how the student responds | • Point to or dictate multiple choice responses to a test administrator (in English or language of origin**) (A303) | 57 |

¹ See eligibility guidelines in Appendix K of the Test Administration Manual.

* The above table includes several accommodations which are typically used only for students who are English Language Learners and would not be appropriate for students who are not ELLs. Please see the OAKS Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students who are English Language Learners.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

NOTE: The Accommodations Panel has determined that some strategies formerly considered accommodations are more appropriately classified as *Allowable Resources* or *Standard Testing Conditions*. Allowable resources and standard testing conditions refer to changes in the testing environment that are the result of actions taken, materials provided, or other adjustments made by either a test administrator or student that are not student-specific. A summary of allowable resources and standard testing conditions including those previously recognized as accommodations can be found in the current Test Administration Manual (TAM), provided at: <http://www.ode.state.or.us/go/tam>.

OREGON STATE ASSESSMENT SYSTEM

* ACCOMMODATIONS FOR ALL STUDENTS
(GENERAL EDUCATION, STUDENT WITH A DISABILITY, ELL)

ACCOMMODATIONS OVERVIEW WRITING PERFORMANCE (Writing Essential Skills Work Sample Options)

| TYPE OF ACCOMMODATION | WORK SAMPLE ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|---|---------------------|
| Changes in the test directions | • Sign directions (A102) | 41 |
| | • Interpret directions orally (A103) | 41 |
| | • Provide written version of oral directions, including Braille version of oral directions (Contact District Test Coordinator for more information) (A104) | 42 |
| | • Provide written translations** of oral directions (A107) | 42 |
| Changes in how the test questions are presented | • Braille versions of test (A202) | 47 |
| | • Make a verbatim audio recording of available writing prompts for pencil/paper side-by-side tests in English/Spanish**, read verbatim directly from the test booklet (A205) | 49 |
| | • Read prompts aloud to student (A206) | 49 |
| | • Sign writing prompts (A207) | 50 |
| | • Student reads test aloud or sub-vocalizes text to listener or self (A208) | 50 |
| | • For students participating in the paper and pencil administration of the writing assessment, electronic word-for-word, text-to-voice scanning of assessment prompts, for example, computer reads prompts aloud to student (A210) | 50 |
| | • Visual magnification devices or software (A212) | 50 |
| | • Use of projection devices (A213) | 50 |
| | • Administration of the Spanish**/English writing prompts (A215) | 51 |
| | • Local interpreter may provide a written translation of the writing prompt in a student's native language** in advance of test administration (A216) | 51 |
| | • Synonym provided for unknown word in prompt, if requested by student (A217) | 51 |

| | | |
|-------------------------------------|--|---|
| Changes in how the student responds | <ul style="list-style-type: none"> • Student should be allowed any technology device that serves as their primary written communication mode (e.g., word processing or typewriter, refreshable Braille keyboard, adaptive keyboard, or other assistive technology). Technology assisted writing is an accommodation if the following features are disengaged: <ul style="list-style-type: none"> ○ Formatting ○ Spell check * ○ Grammar check ○ Word prediction Function keys (combination key strokes and the technology that enters text for the writer) may not be used <i>* High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document (11/1/10) (A302)</i> • Respond to writing prompts in Braille (A305) • Student is allowed to vocalize his or her thought process out loud to self or to a neutral test administrator (A307) • Student is allowed to use a recording device to record and play back passages and responses (A308) | <p>56</p> <p>56</p> <p>58</p> <p>58</p> |
| Changes in test setting | <ul style="list-style-type: none"> • Test an individual student in a separate location (A401) • Test a small group of students in a separate, but familiar location (A402) • Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) (A403) • Use of sensory supports or interventions to allow students to attend to task (A404) | <p>60</p> <p>60</p> <p>60</p> <p>61</p> |
| Changes in test scheduling | <ul style="list-style-type: none"> • Administer at a time of day most beneficial to the student (A501) | <p>63</p> |

* The above table includes all the appropriate accommodations which have been approved by the Oregon Accommodations Panel for students participating in the Oregon Writing Performance Assessment. Please see the comparison charts on Fact Sheets 1 – 5 within the manual for allowable accommodations in each category: GENERAL EDUCATION, STUDENTS WITH IEPs OR 504 PLANS, AND ELLs.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

WRITING PERFORMANCE

(Writing Essential Skills Work Sample Options)

| TYPE OF ACCOMMODATION | WORK SAMPLE ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|---|---------------------|
| Changes in the test directions | • Sign directions (A102) | 41 |
| | • Provide written version of oral directions, including Braille (Contact District Test Coordinator for more information) (A104) | 42 |
| | • Simplify language in directions (A105) | 42 |
| Changes in how the test questions are presented | • Sign writing prompts (A207) | 50 |
| Changes in how the student responds | <ul style="list-style-type: none"> Student should be allowed any technology device that serves as their primary written communication mode (e.g., word processing or typewriter, refreshable Braille keyboard, adaptive keyboard, or other assistive technology). Technology assisted writing is an accommodation if the following features are disengaged: <ul style="list-style-type: none"> ○ Formatting ○ Spell check * ○ Grammar check ○ Word prediction <p>Function keys (combination key strokes and the technology that enters text for the writer) may not be used</p> <p><i>* High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document (11/1/10) (A302)</i></p> | 56 |
| | • Respond to writing prompts in Braille (A305) | 56 |
| Changes in test setting | • Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture) (A403) | 60 |

* The above table includes several accommodations which are typically used only for students with specific disabilities and would not be appropriate for students without disabilities (i.e., General Education or ELLs only). Please see the Writing Performance Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students with disabilities.

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS¹

WRITING PERFORMANCE

(Writing Essential Skills Work Sample Options)

| TYPE OF ACCOMMODATION | WORK SAMPLE ACCOMMODATIONS | DESCRIPTION ON PAGE |
|---|---|---------------------|
| Changes in the test directions | • Interpret directions orally (A103) | 41 |
| | • Provide written version of oral directions (A104) | 42 |
| | • Simplify language in oral directions (A105) | 42 |
| | • Provide written translations** of oral directions (A107) | 42 |
| Changes in how the test questions are presented | • Make a verbatim audio recording of available writing prompts for pencil/paper side-by-side tests in English/Spanish**, read verbatim directly from the test booklet (A205) | 49 |
| | • Administration of the Spanish**/English writing prompts (A215) | 51 |
| | • Local interpreter may provide a written translation of the writing prompt in a student's native language** in advance of test administration (A216) | 51 |

¹ See eligibility guidelines in Appendix K of the Test Administration Manual.

* The above table includes several accommodations which are typically used only for students who are English Language Learners and would not be appropriate for students who are not ELLs. Please see the Writing Performance Accommodations Overview table for the complete list of approved accommodations when considering accommodations for students who are English Language Learners.

** A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

NOTE: The Accommodations Panel has determined that some strategies formerly considered accommodations are more appropriately classified as *Allowable Resources* or *Standard Testing Conditions*. Allowable resources and standard testing conditions refer to changes in the testing environment that are the result of actions taken, materials provided, or other adjustments made by either a test administrator or student that are not student-specific.

A summary of allowable resources and standard testing conditions including those previously recognized as accommodations can be found in the current Test Administration Manual (TAM), provided at: <http://www.ode.state.or.us/go/tam>.

STEP 1

EXPECT ALL STUDENTS TO ACHIEVE PROFICIENCY IN THE GRADE-LEVEL ACADEMIC CONTENT STANDARDS

FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES

Several important laws require the participation of all students, including students with disabilities, in standards-based instruction and assessment initiatives. These include federal laws such as the Elementary and Secondary Education Act of 2001 (ESEA/NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Elementary and Secondary Education Act as reauthorized by No Child Left Behind Act 2001

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions for providing public accountability at the school, district, and state levels for all students, including those with disabilities. NCLB explicitly calls for

... the participation in such assessments of all students [Sec. 1111 (3)(C)(i)]. [The term 'such assessments' refers to a set of high-quality, yearly student academic assessments.] The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and student achievement standards [Sec. 1111 (3)(C)(ii)].

One of the best reform principles of NCLB is stronger accountability for results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information on student progress and performance, school progress and performance, and district and state improvement needs for all students regardless of population.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should perform) in reading/language arts, mathematics, and science form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in student attainment of the knowledge and skills defined by the content standards. States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school. States must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability measures reflect the educational success of all students and help determine what needs to be improved for

specific groups of students. The accountability system is defined in terms of Adequate Yearly Progress (AYP), a way to measure improvement in achieving standards for all students and designated student subgroups each year. Schools, district, and states are held accountable for improvement on an annual basis by public reporting, and ultimately through consequences if they do not achieve AYP.

Individuals with Disabilities Education Improvement Act of 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec .612 (a)(16)(A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes... a statement of any individual modifications in the administration of state and district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d)(1)(A)(V) and (VI)].

INCLUDING ALL STUDENTS IN STATE ACCOUNTABILITY ASSESSMENTS

In Oregon, all students must be given the opportunity to take the Oregon Assessment of Knowledge and Skills (OAKS), Oregon's primary Statewide Assessment. To provide each student with this opportunity, Oregon offers a number of assessment options, including OAKS Online for Reading/Literature, Mathematics, Science, and Social Sciences including zoom feature and Braille interface for students with visual impairments, the OAKS Writing Performance Assessment (available online and in paper/pencil format), Oregon's Kindergarten Assessment for Early Literacy and Mathematics, and OAKS Extended for Reading/Literature, Mathematics, Science, and Writing Performance. In addition, all Oregon students eligible to receive English Language Learner (ELL) services under NCLB must be given the opportunity to take the English Language Proficiency Assessment (ELPA).

Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. When determining appropriate assessment options for a student with learning challenges, school teams members, including the IEP or 504 team, must actively engage in a planning process that addresses all of the relevant variables associated with student need, accommodations considerations (for appropriate access), and the use of alternate assessments for students with disabilities.

For more information on OAKS participation options for students with disabilities refer to “*Guidelines for Statewide Assessment Decision Making for IEP Teams*” on the Oregon’s Special Education Assessment website at:

<http://www.ode.state.or.us/search/page/?id=2699>.

EQUAL ACCESS TO GRADE-LEVEL CONTENT

With the focus of legislation on accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to achieve at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessment may also promote equal access to grade-level content. To accomplish this goal of equal access, general and special educators must actively collaborate to address student needs and team members (including IEP and 504 teams) must be familiar with content standards and expectations provided at the state and district level.

All students, including those with learning challenges, can work toward achieving proficiency in the grade-level academic content standards, and most of these students will be able to achieve these standards when the following conditions are met: (a) instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners; and (b) appropriate supports for instruction and assessment are provided to help students access grade-level content.

OREGON’S ACADEMIC CONTENT STANDARDS

Oregon’s Academic Content Standards can be found at the following websites:

| WEBSITE REFERENCES | |
|---|---|
| Searchable Standards | http://www.ode.state.or.us/teachlearn/real/standards/ |
| Standards Newspaper Online | http://www.ode.state.or.us/teachlearn/real/newspaper/ |
| Oregon’s Achievement Standards and Performance Level Indicators | http://www.ode.state.or.us/search/results/?id=223 |
| Achievement Standards for Work Samples | http://www.ode.state.or.us/teachlearn/testing/manuals/2009/appendix_e.pdf |

STEP 2

LEARN ABOUT ACCOMMODATIONS FOR ASSESSMENT

WHAT ARE ACCOMMODATIONS

As mentioned previously, Oregon's Accommodations Panel refers to the term "Accommodation" as a distinctly specific term relative to the Oregon Statewide Assessment System. The panel defines accommodations as practices and procedures in presentation, response, setting, and timing or scheduling that, when used in an assessment, provide equitable access to all students. Accommodations do not compromise the learning expectations, construct, grade-level standards, and/or measured outcome of the assessment. Use of approved accommodations during administration of an Oregon Statewide Assessment based on individual student needs will not impact the validity of the assessment results.

During administration of an Oregon Statewide Assessment, accommodations provided to a student must have been previously approved by the Accommodations Panel and listed in the Accommodations Tables. In contrast, during instruction educators may provide students with additional supports, including, but not limited to approved accommodations. In other words, during instruction educators can use supports for students that go beyond the list of accommodations approved by the Accommodations Panel for use during administration of the Oregon Statewide Assessments. References to *adaptations*, *alterations*, *changes*, or *supports* are general terms that do not indicate whether the change would be classified as an accommodation approved for use in assessment.

DESCRIPTIONS OF ACCOMMODATIONS CATEGORIES IN OREGON

Accommodations are commonly categorized in four main ways: timing and scheduling, presentation, response, and setting. Oregon currently defines five categories of accommodations for statewide assessments:

| ACCOMMODATIONS CATEGORIES | |
|--------------------------------|--|
| DIRECTIONS ACCOMMODATIONS | These allow for various alterations to be made to the directions that precede the administration of the assessment items and tasks to ensure the student's access to the item without impacting the meaning of the assessment results. |
| PRESENTATION ACCOMMODATIONS | These allow a student to access displayed information in alternate ways. |
| RESPONSE ACCOMMODATIONS | These allow a student to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer. |

| | |
|------------------------------|--|
| SETTING ACCOMMODATIONS | These changes the location in which a test or assignment is given or the conditions of the assessment setting. |
| SCHEDULING ACCOMMODATIONS | These reorganize the way time is used. |

Refer to Fact Sheets 1-5 for specific examples of approved assessment accommodations in each of these categories. There is a description of each accommodation to assist with decision making and implementation during assessment.

MODIFICATIONS vs. ACCOMMODATIONS

“Modifications” refer to practices or procedures used during instruction or assessment that change, lower, or reduce the learning expectations of the student when applied. Oregon’s Accommodations Panel uses the term “Modifications” as a distinctly specific term relevant to the administration of Oregon Statewide Assessments. Modifications are designed as *instructional* practices and procedures that compromise the intent of the assessment through a change in the learning expectations, construct, grade-level standards, and/or measured outcome.

Using modifications may result in outcomes that could adversely affect a student throughout his or her educational career. Modifications can increase the gap between achievement and expectations for proficiency at a particular grade level for struggling or disabled students. Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements.

NOTE: Providing a student with a modification during administration of an Oregon Statewide Assessment will result in an invalid test administration and ODE will count students whose assessments are administered with modifications as non-participants in its calculations of participation and performance. In addition, use of a modification except as determined by a student’s IEP or 504 Team and documented on the student’s IEP or 504 Plan may result in an investigation of the testing practices of the school or district.

The table below includes two examples of modifications:

| EXAMPLES OF MODIFICATIONS |
|---|
| <ul style="list-style-type: none"> Revising assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four). |
| <ul style="list-style-type: none"> Giving a student hints or clues to correct responses on assessments. |

A more comprehensive (but not exhaustive) list of modifications may be found in the Modifications Tables located online at: <http://www.ode.state.or.us/search/page/?=487> .

DETERMINING THE CONSEQUENCES OF USING ACCOMMODATIONS DURING ASSESSMENT

When selecting which accommodations a student should use while taking an Oregon Statewide Assessment, it is important to refer to the state's most current Accommodations Tables to ensure that the proposed practice or procedure is a state-approved accommodation. If the proposed practice or procedure is not explicitly included in the Accommodations Tables, its use during assessment will result in an invalid score. The student will be counted as a non-participant on various state and federal reports and the expectations associated with the grade-level content standards may be lowered.

STEP 3

SELECT ASSESSMENT ACCOMMODATIONS FOR INDIVIDUAL STUDENTS

To ensure that students are engaged in standards-based instruction and assessments, school personnel must be knowledgeable about the state and district academic content standards and assessments. Effective decision-making about the provisions of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's needs and performance in relation to local and state academic standards. In essence, using accommodations allows educational teams to attempt to "level the playing field" so that all students can participate productively in the general education curriculum.

While a wide variety of accommodations, resources, and modifications are available during *instruction*, only specific accommodations approved by Oregon's Accommodations Panel and the ODE are available during assessment. *In Oregon, accommodations are available to all students, although the decision to apply accommodations must be based on an assessment of individual student need.* Allowable accommodations are located on Fact Sheets 1-5 in this manual.

In addition to accommodations, all students have access to subject-specific allowable resources during assessment. Allowable resources are materials and strategies specifically approved and identified by ODE that a student may access during assessment that do not change the construct being assessed. The 2013-2014 Test Administration Manual contains lists of allowable resources by content area that may be used during administration of the Oregon Statewide Assessments. The Test Administration Manual (TAM) can be found at: <http://www.ode.state.or.us/go/tam>.

DOCUMENTING ACCOMMODATIONS IN A STUDENT'S CUMULATIVE FILE

School teams making educational decisions for students in either general or special education or who are English Language Learners are strongly encouraged to document any discussions regarding accommodations in the student's file. Classroom performance data, review of previous performance on state assessments, review of supports available in the classroom and their effectiveness, and interviews with the student are several types of information that school teams can use to make informed decisions. A record of meeting participants, including parents or guardians, and any decision made is strongly encouraged. A sample record form is included as Teacher Tool 2 of this manual.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP

IEP teams that follow good IEP practices should be able to efficiently determine appropriate instructional and assessment accommodations for students with disabilities

served under IDEA, using information obtained from the required summary of the student's functional Present Levels of Academic Achievement and Functional Performance (PLAAFP) (also known informally as the Present Levels of Educational Performance, or PLEP). The PLAAFP is a federal requirement in which IEP team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [Sec. 614 (d)(1)(A)(i)(I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

| ACCOMMODATIONS CAN BE ADDRESSED IN THREE AREAS OF THE IEP | |
|---|--|
| 1. "Consideration of Special Factors" [Sec. 614 (d)(3)(B)]. | This is where communication and assistive technology supports are considered. |
| 2. "Supplementary Aids and Services" [Sec. 602 (33) and Sec 614 (d)(1)(A)(i)]. | This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate. |
| 3. "Participation in Assessments" [Sec. 612 (a)(16)]. | This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments. |

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S 504 PLAN

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

"No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits or, or be subject to discrimination under any program or activity receiving Federal financial assistance." [29 U.S.C. Sec. 794]

INVOLVING STUDENTS IN SELECTING, USING, AND EVALUATING ACCOMMODATIONS

The more students are involved in the accommodation selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about learning strengths and needs, particularly in the presence of parents, teachers, and principals, may be a new role for students, and one for which they need guidance and feedback. Teachers, parents, and other school team members play a key role when they encourage students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Use the questions provided below to guide the selection of approved assessment accommodations. For students with an IEP or 504 Plan electing accommodations for instruction and assessment is a specific role of the IEP team or 504 team. Refer to Fact Sheets 1-5 and Teacher Tools 1 and 2 for additional information in completing this step.

| QUESTIONS TO GUIDE AND DOCUMENT ACCOMMODATION SELECTION |
|--|
| 1. What are the student's learning strengths? |
| 2. What are the student's learning needs/challenges and how do they affect the achievement of grade-level content standards? |
| 3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards? |
| 4. What practices and procedures will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's challenges? These may either be new strategies or supports the student is currently using. |
| 5. What practices and procedures does the student use regularly during instruction? |
| 6. When used in the classroom, what are the results for assignments and assessments when these practices and procedures were used and not used? |
| 7. What difficulties, if any, does the student experience when using a given practice or procedure? |
| 8. What is the student's perception of how well a practice or procedure "works?" |

| |
|---|
| 9. What are the perceptions of parents, teachers, and specialists about the student's success when using these practices or procedures? |
| 10. Are there effective combinations of practices and procedures for this student? |
| 11. Is it possible to meet the student's needs through the use of allowable resources listed in the Test Administration Manual? |
| 12. Which practices and procedures use by the student are accommodations approved by the Accommodations Panel for use during assessment? |
| 13. Should an accommodation used on the previous year's assessment be continued or changed? Accommodations are those specific practices and procedures that the panel has approved and which are listed in the Accommodations Tables. |
| 14. If a promising practice or procedure is not listed in the Accommodations Tables, is there a similar practice or procedure that can be used that would not impact the student's performance or participation during instruction or assessment? |

Of the accommodations that match the student's needs, consider the student's willingness to learn to use the accommodation, opportunities to learn how to use the accommodation in classroom settings, and conditions for use on state assessments. Plan how and when the student will learn to use each new accommodation, so there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. A student's refusal to accept or use a required accommodation potentially jeopardizes the measure of performance and raises questions about the implementation of the IEP or 504 plan. Attempts to address the refusal at the time of testing may further disrupt the student's test performance or inadvertently raise a question of test propriety. For these reasons, various sources, from the CCSSO State Collaborative on Assessment to the U.S. Office of Civil Rights (OCR) to stress prevention strategies.

- Including in the IEP or 504 plan those accommodations specifically needed, rather than listing all those possibly needed.
- Including students in the design of accommodations, especially for older students.
- Ensuring teachers understand and implement those accommodations so students are familiar with the accommodations to be used for assessments.
- Getting students' feedback on accommodations.
- Reconvening teams to redesign accommodation students refuse to use or no longer need or those that are otherwise ineffective.

And finally, if advance planning fails and a student refuses to accept an accommodation, document their refusal of an accommodation.

Finally, it is important to plan for the ongoing evaluation and improvement of the student's use of accommodations.

STEP 4

ADMINISTER ACCOMMODATIONS DURING INSTRUCTION AND ASSESSMENT

ACCOMMODATIONS DURING INSTRUCTION

Student must have practice using approved accommodations before participating in the Oregon Statewide Assessment. Providing the selected accommodations during instructional periods that necessitate their use is an essential classroom practice that allows students and educators to determine the effectiveness of an accommodation and allows students to become comfortable and proficient when using the accommodation. Assessment performance may potentially be hindered if the student has not had an opportunity to use specified supports before participating in state assessments.

ACCOMMODATIONS DURING ASSESSMENT

Planning for Test Day

Prior to the day of assessment, be certain that the Test Administrator (TA) knows which accommodations each student will be using and how to administer them properly. TAs administering accommodations, such as reading to a student or translating writing prompts, must adhere to specific guidelines so that student scores are valid. Accommodations that are improperly administered may result in invalidation of the student's score.

Refer to Teacher Tools 3, 4, and 5 for examples of how accommodations might be anticipated and implemented.

Administering Assessments and Accommodations

State and district laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. TAs and all other staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that TAs and others involved in assessment must:

REQUIREMENTS FOR TEST ADMINISTRATORS TO ENSURE TEST SECURITY AND THE STANDARDIZED AND ETHICAL ADMINISTRATION OF ASSESSMENTS

- Take appropriate security precautions before, during, and after the administration of the assessment.
- Understand the procedures needed to administer the assessment prior to administration.
- Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.
- Provide for and document all approved accommodations for the administration of the assessment to persons with disabilities or special needs.

In addition, ODE specifically requires that all TAs receive annual test administration and security training, and read the current school year Test Administration Manual which contains test administration policies and procedures. Additionally, all TAs must sign an Assurance of Test Security form for the current school year; signed assurance forms must be kept on file in the district office.

STANDARDIZATION

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines and procedures for the administration of accommodations is necessary to ensure that test results reflect actual student learning.

ETHICAL TESTING PRACTICES AND TEST SECURITY

All test items, test materials, and student-level testing information, both for online testing and pencil and paper tests, are secure documents and must be appropriately handled. Secure handling must protect the integrity, validity, and confidentiality of assessment questions, prompts, and student results. Any deviation in test administration must be reported to the District Test Coordinator immediately to ensure the validity of the assessment results. Mishandling of test administration materials puts student information at risk and places the student at a disadvantage as tests that are improperly administered may be invalidated. Failure to honor security severely jeopardizes district and state accountability requirements and the accuracy of student data.

Test security involves maintaining the confidentiality of test questions and answers, and it is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone

other than the student is allowed to see the test (e.g., interpreter, reader). In order to ensure test security and confidentiality, TAs must adhere to the test security practices specified in the 2013-2014 Test Administration Manual, available at: <http://www.ode.state.or.us/go/tam>. Refer to Fact Sheets 1-5 of this manual for detailed rules for the administration of specific accommodations.

Ethical testing practices must be maintained during the administration of an assessment. Unethical testing practices refer to inappropriate interactions between TAs and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

TAs must carefully adhere to all test administration procedures to avoid test improprieties. The 2013-2014 Test Administration Manual (TAM) generally describes allowable actions. In cases where a student's IEP indicates that an accommodation should be used, review the student's IEP as well as the Accommodations Tables. If the TAM does not explicitly allow an action, contact your District Test Coordinator (DTC) to determine whether such an action is allowable prior to administering an assessment.

HANDLING “IN THE MOMENT” STUDENT REQUESTS FOR AN ACCOMMODATION

In order to ensure standardization, and that test security and ethical testing practices are followed throughout the assessment process, test administrators must not provide an accommodation which was not previously identified for a student. If a student requests an accommodation that was not previously identified while “in the moment” of testing, the test administrator must reference the directions provided in Appendices B, G, and H of the Test Administration Manual (TAM). The TA must not provide any accommodation to any student that was not selected based on an assessment of individual student need. The TA must report the request by the student to the appropriate decision making team (IEP, 504 Plan, or other team) and consideration to allow the requested accommodation will be made based on an assessment of the student's individual needs.

STEP 5

EVALUATE AND IMPROVE ACCOMMODATIONS USE

All practices and procedures used for students during instruction must be selected on the basis of the individual student's needs. For accommodations to be used during administration of an Oregon Statewide Assessment, the accommodation must be also previously approved by the Accommodations Panel and listed in the Accommodations Tables, be implemented during instruction, and be familiar to the student prior to use during assessment. Collecting and analyzing data on the use and effectiveness of accommodations is necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the IEP team, Section 504 plan committee, and TAs need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, districts may also decide to gather information on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with TAs, and talking with students after testing sessions may yield data that can be used to guide the formative evaluation process at the student level and at the school or district levels. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the student, school, and district levels. Teacher Tool 7 provides these questions in a worksheet format to guide evaluation discussions.

| QUESTIONS TO GUIDE ACCOMMODATION USE AT THE STUDENT LEVEL |
|--|
| 1. What accommodations are used by the student during instruction and assessments? |
| 2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, inappropriate choice of accommodations, and/or misapplication of an accommodations? |
| 3. What is the student's perception of how well the accommodation worked? |
| 4. What combinations of accommodations seem to be effective? |
| 5. What are the difficulties encountered in the use of accommodations? |

- | |
|---|
| 6. What are the perceptions of teachers and others about how the accommodation appears to be working? |
|---|

| |
|---|
| <p align="center">QUESTIONS TO GUIDE ACCOMMODATION USE AT THE SCHOOL OR DISTRICT LEVEL</p> |
|---|

- | |
|---|
| 1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test? |
| 2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations? |
| 3. Are students receiving accommodations as documented in their IEPs and 504 plans? |
| 4. How many students with IEPs and 504 plans are receiving accommodations? |
| 5. Are there procedures in place to ensure that TAs adhere to directions for the implementation of accommodations? |
| 6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities receiving accommodations? |
| 7. How many general education students receive accommodations? |
| 8. Are some types of accommodations used more than others? |

FACT SHEETS

FACT SHEET 1

TEST DIRECTIONS ACCOMMODATIONS

WHAT ARE TEST DIRECTIONS ACCOMMODATIONS?

Test direction accommodations allow for various alterations to be made to the directions that precede assessment items and tasks.

WHO CAN BENEFIT FROM TEST DIRECTIONS ACCOMMODATIONS?

Students who benefit most from test directions accommodations are who have difficulty or an inability to read and comprehend directions presented in standard print. Additionally, students with language processing challenges, students who are deaf or hard of hearing or students who require a multisensory approach to learning may benefit.

| Type of Accommodations | Standard Administration of Oregon State Assessment System (OSAS) | Any Student | Students with IEPs or 504 Plans | ELLs, including those with IEPs or 504 Plans |
|--------------------------------|--|-------------|---------------------------------|--|
| Changes in the test directions | Read or reread directions to student (K&S, W, ELPA) | √ | √ | √ |
| | Sign* directions (K&S, W, KA, ELPA, WS) | | √ | √ |
| | Interpret directions orally (K&S, W, KA, ELPA, WS) | | | √ |
| | For mathematics, a local translator may provide a written translation of the directions in a student's language of origin** in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student (KA) | | √ | √ |
| | Provide written version of oral directions, including Braille (K&S, W, ELPA, WS) | √ | √ | √ |

| | | | | |
|--|---|---|---|---|
| | Simplify language in directions (K&S, W, KA) | √ | √ | √ |
| | Provide written translations of oral directions (K&S, ELPA, WS) | | | √ |

KEY: **K&S** = Assessment of Knowledge and Skills
W = Writing Performance Assessment
KA = Kindergarten Assessment
ELPA = English Language Proficiency Assessment
WS = Work Samples

*Cf. Appendix C: Guidelines for Sign Language Accommodation

DIRECTIONS ACOMMODATIONS

- **Sign directions (K&S, W, KA, ELPA, WS)**

For all assessments, directions that are not linked to a specific item may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items. NOTES: (1) Introductions to reading passages are not considered part of the directions and may not be signed; (2**) Any information in the body of an item is considered part of that item and may not be signed as directions. The verbatim student directions for OAKS Online Math, Reading, Science, and Social Sciences assessments are located in Appendix B of the Test Administration Manual; verbatim student directions for the Writing Performance Assessment are located in Appendix G of the Test Administration Manual, and verbatim student directions for the Kindergarten Assessment are included in the Assessor copies of the assessment itself.

*Cf. Appendix C: Guidelines for Sign Language Accommodation

**This note is not applicable to Oregon's Extended Assessment.

- **Interpret directions orally (K&S, W, KA, ELPA, WS)**

For all assessments that do not have a side-by-side version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.

- **For mathematics, a local translator may provide a written translation of the directions in a student's language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student (KA)**

A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

- **Provide written version of oral directions, including Braille (K&S, W, ELPA, WS)**

Students may be provided with the written version of the directions developed by ODE for each assessment, including Braille. ODE-provided student directions for each subject can be found online at:

http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_math_0809.pdf

http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_reading_0809.pdf

http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_science_0809.pdf

http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_socialscience_0809.pdf

http://www.ode.state.or.us/teachlearn/testing/admin/oaks_studentdirections_writing_0809.pdf

The Braille version can be acquired through OTMC (Oregon Textbook and Media Center)

- **Simplify language in directions (K&S, W, KA)**

Before administering the OAKS, use the practice tests provided in the assessment system to assist students in understanding the format, language, and intent of test directions. If a student requests clarification during assessment, a test administrator (TA) or test technician (TT) may simplify language provided in directions by substituting a single word for a word the student does not understand.

- **Provide written translations of oral directions (K&S, ELPA, WS)**

In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a written translation, including Braille. Spanish translations for mathematics, science, and social sciences are available in Appendix B in the Test Administration Manual (TAM).

FACT SHEET 2

PRESENTATION ACCOMMODATIONS

WHAT ARE PRESENTATION ACCOMMODATIONS?

Presentation accommodations allow students to access displayed information in alternate ways. These alternate modes of access might include auditory, tactile, visual, and a combination of auditory and visual accommodations.

WHO CAN BENEFIT FROM PRESENTATION ACCOMMODATIONS?

Students who benefit most from presentation accommodations are who have difficulty or an inability to read and comprehend information presented in standard print. Additionally, students with language processing challenges, students who are deaf or hard of hearing or students who require a multisensory approach to learning may benefit.

| Type of Accommodations | Standard Administration of Oregon State Assessment System (OSAS) | Any Student | Students with IEPs or 504 Plans | ELLs, including those with IEPs or 504 Plans |
|---|---|-------------|---------------------------------|--|
| Changes in how the test questions are presented | Accessing OAKS Online through Braille Interface (JAWS audio with Refreshable Braille display, and/or Embossed Braille) (K&S) | | √ | |
| | Read mathematics, science, and social sciences (<i>not reading/literature</i>) items, stimuli and response choices aloud to the student by the test administrator or by technology. For mathematics, follow the ODE adapted NAEP read aloud guidelines (see note below chart) (K&S,WS) | √ | √ | √ |
| | Sign mathematics, science, and social sciences (not Reading, ELPA, or Kindergarten Early Literacy) items/stimuli and/or response choices to the | | √ | √ |

| | | | | |
|--|--|---|---|---|
| | student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols (K&S, KA) . | | | |
| | The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact (K&S, KA, WS) | √ | √ | √ |
| | For mathematics, test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (KA) . | | √ | √ |
| | For mathematics, a local translator may provide a written translation of the directions in a student's language of origin** in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student (KA) | | √ | √ |
| | Make a verbatim audio recording of side-by-side tests in English/Spanish; read verbatim directly from the student's screen (K&S-not Reading) and from the | | | √ |

| | | | | |
|--|--|---|---|---|
| | test booklet (W, KA-not Early Literacy, WS) | | | |
| | Read prompts aloud to student (W) | √ | √ | √ |
| | Sign writing prompts (W) | | √ | √ |
| | Student reads test aloud or sub-vocalizes text to listener or self (K&S, W, ELPA, WS) | √ | √ | √ |
| | For students participating in the paper and pencil administration of the writing assessment, electronic word-for-word, text-to-voice scanning as assessment prompts, for example, computer reads prompts aloud to student (W) | √ | √ | √ |
| | Visual magnification devices or software (K&S, W, KA, ELPA, WS) | √ | √ | √ |
| | Use of projection devices (K&S, W, KA, ELPA, WS) | √ | √ | √ |
| | Administration of side-by-side Spanish/English version of the mathematics, science, and social sciences tests (K&S, KA, WS) | | | √ |
| | Administration of the Spanish/English writing prompts (W) | | | √ |
| | Access tests using uncontracted or contracted embossed Braille format (KA) | | √ | √ |
| | Local interpreter may provide written translation of the writing prompt in a student's native language (W) | | | √ |
| | Synonym provided for unknown word in prompt if requested by student (W) | √ | √ | √ |

KEY: **K&S** = Assessment of Knowledge and Skills
W = Writing Performance Assessment

KA = Kindergarten Assessment

ELPA = English Language Proficiency Assessment

WS = Work Samples

NOTE: NAEP read aloud guidelines: <http://www.ode.state.or.us/search/page/?=487>

PRESENTATION ACOMMODATIONS

- **Accessing OAKS Online through Braille Interface (JAWS audio with Refreshable Braille display and/or Embossed Braille) (K&S)**

The OAKS Online assessment is now available to students who use Braille through the new Braille Interface of OAKS Online. These students will now have access to the adaptive engine of OAKS Online and will receive the same number of test opportunities as general education students. Prior to administering the OAKS Online through the new Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering OAKS Online through the new Braille Interface and its supporting Braille technologies. In addition, districts must ensure that students using the new Braille Interface of OAKS Online receive training on all supporting Braille equipment and receive an opportunity to access the OAKS Online Practice Tests available at <http://www.oaks.k12.or.us> prior to taking the test.

For students receiving an Online Braille accommodation, test administrators and test-readers should consult the student's IEP team for additional guidance. For more information, please refer to Part VIII – Students with Disabilities of the 2013-2014 Test Administration Manual posted at <http://www.ode.state.or.us/go/tam>.

- **Read mathematics, science, and social sciences (*not reading/literature*) items, stimuli and response choices aloud to the student by the test administrator or by technology. For mathematics, follow the ODE adapted NAEP read aloud guidelines posted at <http://www.ode.state.or.us/search/page/?=487> (K&S, WS)**

NOTE: A test reader's responsibility is only to read the text of an assessment. Test readers must follow the same test administration and security training requirements as test administrators. When providing read-aloud support to a student, other interactions between a test reader and a student regarding test questions or content is not allowable and may be treated as a testing impropriety. To minimize confusion, when assisting a student with a read aloud for a complex graph or graphic, the test administrator will ask the student to indicate the word or words that need assistance with. When providing accommodations for students on IEPs, the TA is required to make sure that the students know what accommodations are available to them per the IEP, has access to them, and/or knows how to initiate assistance. With the read aloud for students on IEPs, it should be decided during the development of the IEP

if the students requires all items read aloud or only specific words indicated by the student.

Read aloud accommodations must be provided individually and typically requires a separate setting. When reading math numerals and symbols, test readers are required to follow the ODE adapted NAEP read aloud guidelines posted at <http://www.ode.state.or.us/search/page/?=487>.

Unless otherwise indicated by the IEP, the pace of the test administration must be controlled by the student. Test readers must be sensitive to the student's needs when pacing the reading of an assessment. Test items may be re-read upon student request.

Test reader must:

- ✓ avoid giving clues that either indicate the correct answer or eliminate answer choices
 - ✓ use even pace and tone when reading so that the student does not receive any clues from the reader
 - ✓ read test items or prompts and text exactly as written
 - ✓ not clarify, elaborate, or provide assistance to students
 - ✓ not answer questions about specific test items
- **Sign mathematics, science, and social sciences (not Reading, ELPA, or Kindergarten Early Literacy) items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols (K&S, KA).**

This accommodation is for paper-pencil based assessments only that are proctored by a qualified test administrator. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.

Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

*Cf. Appendix C: Guidelines for Sign Language Accommodation

- **The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact (K&S, KA, WS)**

- **For mathematics, test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (KA).**

The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student. To be used in conjunction with "Changes in how student responds" accommodation.

- **For mathematics, a local translator may provide a written translation of the directions in a student's language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student (KA)**

A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.

- **Make a verbatim audio recording of side-by-side tests in English/Spanish; read verbatim directly from the student's screen (K&S-*not reading*) and from the test booklet (W, KA-*not Early Literacy*, WS)**

Students may be provided with a locally produced verbatim recording of current side-by-side translated assessments (with the exception of reading/literature (K&S) and, Early Literacy (KA). When using audio recordings of side-by-side Spanish/English tests, test administrators need to monitor student movement through audio versions to make certain the student maintains the appropriate place in the test and that the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test administrators must spot check audio equipment before use to ensure that everything is working properly. If the student is not able to manage the equipment, test administrators should be allowed to provide support. Any locally-produced tapes must be maintained in the strictest of security in keeping with the security guidelines provided for assessment materials. Following the assessment session, all tapes and materials must be securely destroyed.

- **Read prompts aloud to student (W)**

Prompts must be read word-for-word without extra explanations or interpretations that are unavailable to other students. To avoid distracting others, other accommodations may need to be used in implementing read aloud to a small group (e.g., separate setting).

- **Sign* writing prompts (W)**

Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

*Cf. Appendix C: Guidelines for Sign Language Accommodation

- **Student reads test aloud or sub-vocalizes text to listener or self (K&S, W, ELPA, WS)**

A student who sub-vocalizes (reads aloud to him/herself) or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as an accommodation. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student's part.

- **For students participating in the paper and pencil administration of the writing assessment, electronic word-for-word, text-to-voice scanning as assessment prompts, for example, computer reads prompts aloud to student (W)**

Any software and equipment designed to scan and read text should be administered in accordance with other read-aloud guidance. Test administrators should be familiar with the software or technology associated with this accommodation.

- **Visual magnification devices or software (K&S, W, KA, ELPA, WS)**

A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements.

Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.

- **Use of projection devices (K&S, W, KA, ELPA, WS)**

This accommodation is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A

secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment

- **Administration of side-by-side Spanish/English version of the mathematics, science, and social sciences tests (K&S, KA, WS)**

Administration of all non-English versions of the statewide assessment must be implemented in accordance with accommodations guideline as provided in this manual as well as in accordance with guidance provided for the relevant subject area. Please reference Part VI – English Language Learners and Appendix B in the 2013-2014 Test Administration Manual.

- **Administration of the Spanish/English writing prompts (W)**

Administration of all non-English versions of the statewide assessment must be implemented in accordance with accommodations guideline as provided in this manual as well as in accordance with guidance provided for the relevant subject area. Please reference Part VI – English Language Learners and Appendix G in the 2013-2014 Test Administration Manual.

- **Access tests using uncontracted or contracted embossed Braille format (KA)**
- **Local interpreter may provide written translation of the writing prompt in a student's native language (W)**

This must be in a language for which the state does not already provide translation. Consistent with any administration, the prompt may be read aloud to the student in both English and the translated language. Translations must be written in advance and will become secure materials. Translated materials will fall under the same security parameters as all other secure test materials.

Any individual (or group of individuals) tasked to translate writing prompts may not engage in any review, discussion, or analysis of the prompt before, during, or after testing with either students or other adults. Any individual tasked to translate writing prompts must be endorsed and employed/contracted by the district, consistent with school board policy. Any individual tasked to translate writing prompts must have signed a test security assurance form and must participate in district security training for the current school year.

- **Synonym provided for unknown word in prompt if requested by student (W)**

At the student's request, in the writing assessment a test administrator may provide a single synonym for any word in the prompt that the student does not know or recognize. A test administrator must not provide extensive definitions or extended

clarifications of words. For example, the word “rug” may be substituted for “carpet”; however, further description or interpretation of the tested concept is prohibited.

FACT SHEET 3

RESPONSE ACCOMMODATIONS

WHAT ARE RESPONSE ACCOMMODATIONS?

Response accommodations allow students to respond to assessments in different ways, or to solve or organize problems using some type of assistive device or organizer.

WHO CAN BENEFIT FROM RESPONSE ACCOMMODATIONS?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

| Type of Accommodations | Standard Administration of Oregon State Assessment System (OSAS) | Any Student | Students with IEPs or 504 Plans | ELLs, including those with IEPs or 504 Plans |
|-------------------------------------|---|-------------|---------------------------------|--|
| Changes in how the student responds | Respond in Braille (Refreshable Braille display) (K&S, W) | | √ | |
| | Students who require increased spacing, wider lines, or margins should have additional room beyond what is in the writing folder to complete their responses (W) | √ | √ | √ |
| | Students using any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology). (K&S, W, KA-multiple choice questions only, ELPA, WS) Technology assisted writing is an accommodation if the following features are disengaged : <ul style="list-style-type: none"> ○ Formatting | √ | √ | √ |

| | | | | |
|--|--|---|---|---|
| | <ul style="list-style-type: none"> ○ Spell check * ○ Grammar check ○ Word prediction <p>Function keys (combination key strokes and the technology that enters text for the writer) may not be used</p> <p>(W, ELPA)</p> <p><i>* High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document; this does not apply to the ELPA (11/1/10)</i></p> | | | |
| | For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (KA) . | | √ | √ |
| | Point to or dictate multiple-choice responses to a test administrator (K&S, ELPA, WS) | | √ | √ |
| | Student retells story to test administrator or educational assistant in his or her own words before responding to the multiple-choice items (K&S, ELPA, WS) | √ | √ | √ |
| | Student is allowed to vocalize his or her thought process out loud to self or to a neutral test administrator (K&S, W, KA, WS) | √ | √ | √ |
| | Students may sign responses to a qualified sign language interpreter(s) who is serving as test administrator (KA) | | √ | √ |

| | | | | |
|--|--|---|---|---|
| | Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses (K&S, WS) | √ | √ | √ |
| | Students are allowed to use a recording device to record and play-back their think-aloud or written responses before writing their final copy. All work and recordings must be student-generated and student-read. (W) | √ | √ | √ |

KEY: **K&S** = Assessment of Knowledge and Skills
W = Writing Performance Assessment
KA = Kindergarten Assessment
ELPA = English Language Proficiency Assessment
WS = Work Samples

RESPONSE ACOMMODATIONS

- **Accessing OAKS Online through Braille Interface (JAWS audio with Refreshable Braille display and/or Embossed Braille) (K&S)**

The OAKS Online assessment is now available to students who use Braille through the new Braille Interface of OAKS Online. These students will now have access to the adaptive engine of OAKS Online and will receive the same number of test opportunities as general education students. Prior to administering the OAKS Online through the new Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering OAKS Online through the new Braille Interface and its supporting Braille technologies. In addition, districts must ensure that students using the new Braille Interface of OAKS Online receive training on all supporting Braille equipment and receive an opportunity to access the OAKS Online Practice Tests available at <http://www.oaks.k12.or.us> prior to taking the test.

For students receiving an Online Braille accommodation, test administrators and test-readers should consult the student's IEP team for additional guidance. For more information, please refer to Part VIII – Students with Disabilities of the 2013-2014 Test Administration Manual posted at <http://www.ode.state.or.us/go/tam>.

- **Respond in Braille (W)**

Students responding in Braille should be monitored by individuals knowledgeable in Braille technology. When students are accessing the assessment using additional writing technology, the following features must be disengaged:

- Formatting
- Spell check – High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document; **this does not apply to the ELPA (11/1/10)**
- Grammar check
- Word prediction

Any additional Braille pages or the Braille printout associated with the assessment must be attached securely to the assessment. See administration manual for instructions on mailing Braille materials.

- **Increased spacing, wider lines, or margins (W)**

Students may respond to written prompts on paper that is in proportion to their needs. Students who need increased spacing for larger handwriting may respond to the test on materials similar to the materials they use in their classroom to accommodate the same need. Any additional pages must be attached securely to the writing folder in addition to an explanation that the essay was completed on wider-ruled paper in keeping with the provision of an accommodation. Student name and essay number must appear on both the student writing folder and any attached materials with a paperclip.

- **Students using any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology) (K&S, W, KA-multiple choice questions only, ELPA, WS)**

Technology assisted writing is an accommodation if the following features are **disengaged**:

- Formatting
- Spell check – High school students taking the Writing Assessment may use spell check for entire sentences or paragraphs to identify multiple potential spelling errors throughout a document; **this does not apply to the ELPA (11/1/10)**
- Grammar check
- Word prediction

Function keys (combination key strokes and the technology that enters text for the writer) may not be used (**W, ELPA**)

A student may use any technology device that serves as their primary mode of written communication. When students are using these technology devices for the statewide Writing Assessment in the 11th Grade, the above mentioned features must be disengaged and/or the respective function keys disallowed. *(Due to budgetary restrictions, the Oregon Legislature has determined that for 2013-14, the Writing Performance Assessment will only be available for students in grade 11. The Writing Performance Assessment will not be offered at grades 4 or 7, or for high school students in grades 9, 10, or 12).*

- **For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (KA)**

To be used in conjunction with “Changes in how the test questions are presented” accommodation.

- **Point to or dictate multiple-choice responses to a test administrator (K&S, ELPA, WS)**

A student may point to, dictate, or otherwise indicate multiple-choice responses to a test administrator. The test administrator will use a pencil, keyboard, or mouse to input those responses exactly as indicated by the student. ELLs may respond in English or language of origin. Test administrators and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills. Students unable to manipulate the mouse or keyboard may request assistance from the test administrator. For students taking OAKS through the Braille Interface, test administrators may assist with navigation and answer entry for students who are still acquiring computer skills.

- **Student retells story to test administrator or educational assistant in his or her own words before responding to the multiple-choice items (K&S, ELPA, WS)**

Students may retell a story or test item to a trained staff member. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. An alternate test setting will be necessary to implement this accommodation so retell is not disruptive to other students. Test administrators and others supporting a student's test taking must be neutral in responding to the student during the test administration. *Caution: Because this accommodation can lead to an invalid test based on a test administrator's unintended interaction with the student on an assessment item, consider having the student practice retelling the story to a recorder or inanimate object (toy, stuffed animal, etc).*

- **Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator (K&S, KA,W, WS)**

Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part.

- **Students may sign* responses to a qualified sign language interpreter(s) who is serving as test administrator (KA)**

Students may sign their responses to a qualified sign language interpreter. In order to complete the timed, Reading portion of the assessment, it is recommended that there be two qualified sign language interpreter (one to read the student's response and one to record the response) to prevent a time delay in the administration of the assessment to the student.

*Cf. Appendix C: Guidelines for Sign Language Accommodation

- **Student is allowed to use a recording device to record/play back questions, passages, thought processes, and responses (K&S, WS)**

A student may record his or her responses into a recording device prior to responding to the assessment. The student should be familiar with the process of self-recording; however, if the student is not able to manage the equipment, test administrators are allowed to provide support. Following the assessment session, all tapes and materials must be securely destroyed.

- **Students are allowed to use a recording device to record and play-back their think-aloud or written responses before writing their final copy. All work and recordings must be student-generated and student-read. (W)**

A student may record his or her response to the prompt into a recording device and play it back to as he/she constructs his/her written text. A student may also use a recording device to read and listen to his/her completed response for editing purposes. The student should be familiar with the process of self-recording; however, if the student is not able to manage the equipment, test administrators are allowed to provide support. Following the assessment session, all tapes and materials must be securely destroyed.

FACT SHEET 4

SETTING ACCOMMODATIONS

WHAT ARE SETTING ACCOMMODATIONS?

Setting accommodations change the location in which a student participates in an assessment. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting including conditions as simple as making sure materials are temporarily stabilized with tape or clips or as complex as providing extensive physical supports. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables set at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition.

WHO CAN BENEFIT FROM SETTING ACCOMMODATIONS?

Setting accommodations, which are changes in assessment location, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g., read aloud) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

| Type of Accommodations | Standard Administration of Oregon State Assessment System (OSAS) | Any Student | Students with IEPs or 504 Plans | ELLs, including those with IEPs or 504 Plans |
|-------------------------|--|-------------|---------------------------------|--|
| Changes in test setting | Test an individual student in a separate location (K&S, W, KA, ELPA, WS) | √ | √ | √ |
| | Test a small group of students in a separate, but familiar location (K&S, W, ELPA, WS) | √ | √ | √ |
| | Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, | √ | √ | √ |

| | | | | |
|--|---|---|---|---|
| | provide adaptive equipment/furniture) (K&S, W, KA, ELPA, WS) | | | |
| | Use of sensory supports or interventions to allow students to attend to task (K&S, W, KA, ELPA, WS) | √ | √ | √ |

KEY: **K&S** = Assessment of Knowledge and Skills
W = Writing Performance Assessment
ELPA = English Language Proficiency Assessment
WS = Work Samples

SETTING ACOMMODATIONS

- **Test an individual student in a separate location (K&S, W, KA, ELPA, WS)**

Each student tested in a separate location must have a qualified test administrator present. A student may be tested in a separate location to prevent peer interaction or distraction.

NOTE: It is assumed that a student will participate in statewide assessments in school during the typical school day; however, a student may be assessed in a location outside of the school and/or after typical school hours when special circumstances exist.

- **Test a small group of students in a separate, but familiar location (K&S, W, ELPA, WS)**

A small group of four or five students who require the same type and level of accommodation may be accommodated as a group. This type of grouping may include students from multiple grades. A test administrator must be present when students are being assessed in small groups.

- **Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) (K&S, W, KA, ELPA, WS)**

A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not

involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.

- **Use of sensory supports or interventions to allow students to attend to task (K&S, W, KA, ELPA, WS)**

As needed, this accommodation should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. *Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.*

FACT SHEET 5

SCHEDULING ACCOMMODATIONS

WHAT ARE SCHEDULING ACCOMMODATIONS?

Scheduling accommodations change the way the time is organized. These accommodations may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or assessment takes place.

WHO CAN BENEFIT FROM SCHEDULING ACCOMMODATIONS?

Scheduling accommodations are most helpful for students who cannot concentrate continuously for an extended period, or who become frustrated or stressed easily and may need frequent or extended relaxation breaks. It may also help to schedule in the morning those classes and test that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day than other times.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For examples, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

| Type of Accommodations | Standard Administration of Oregon State Assessment System (OSAS) | Any Student | Students with IEPs or 504 Plans | ELLs, including those with IEPs or 504 Plans |
|---|---|-------------|---------------------------------|--|
| Changes in scheduling of the assessment | Administer at a time of day most beneficial to the student (K&S, W, KA, ELPA, WS) | √ | √ | √ |

KEY: **K&S** = Assessment of Knowledge and Skills
W = Writing Performance Assessment
KA = Kindergarten Assessment
ELPA = English Language Proficiency Assessment

SCHEDULING ACOMMODATIONS

- **Administer at a time of day most beneficial to the student (K&S, W, KA, ELPA, WS)**

A time or period of day (e.g., student is usually able to engage following physical education) may be designated as a beneficial testing time. Testing times should be selected so that they do not extend beyond the boundaries of the typical school day.

FACT SHEET 6

DOS AND DON'TS WHEN SELECTING ACCOMMODATIONS FOR USE DURING STATEWIDE ASSESSMENT

| | |
|--|---|
| DO... make accommodation decisions based on individual needs. | DON'T... make accommodation decisions based on whatever is easiest to do (e.g., preferential seating). |
| DO... select accommodations that allow access to academic information and demonstrate learning | DON'T... select accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage. |
| DO... be certain to document instructional and assessment accommodation(s) in the student's cumulative file, on the IEP or on the 504 Plan. | DON'T... use an accommodation that has not been reviewed and approved by the Accommodations Panel for individual use during assessments. |
| DO... be familiar with the types of accommodations that can be used as both instructional and assessment accommodations. | DON'T... assume that all instructional accommodations are appropriate for use on assessments. |
| DO... be specific about the "Where, When, Who, and How" of providing accommodations. | DON'T... simply indicate an accommodation will be provided "as appropriate" or "as needed". |
| DO... refer to state accommodations policies and understand implications of selections. | DON'T... check every accommodation possible on a checklist simply to be "safe". |
| DO... evaluate accommodations used by the student. | DON'T... assume the same accommodations remain appropriate year after year. |
| DO... get input about accommodations from teachers, parents, and students, and use it to make decisions at relevant team meetings. | DON'T... make decisions about assessment accommodations alone. |
| DO... provide approved accommodations for assessment that are routinely used during classroom instruction and assessment. | DON'T... provide an assessment accommodation for the first time on the day of a test. |
| DO... select accommodations based on specific individual needs in each content area. | DON'T... assume certain accommodations, such as read aloud, are appropriate for every student. |

TEACHER TOOLS

TEACHER TOOL 1

ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

*Directions: Use these questions to identify various types of presentation, response, setting, and timing and scheduling accommodations for students with learning challenges. The list is not exhaustive—its purpose is to prompt team members to consider a wide range of accommodation needs. Use the list in planning by indicating **Y** (Yes), **N** (No), or **DK/NA** (Don't Know/Not Applicable).*

| | Y | N | DK/ NA |
|--|--------------------------|--------------------------|--------------------------|
| DIRECTIONS ACCOMMODATIONS | | | |
| 1. Is the student able to read and understand directions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Can the student follow oral directions from an adult or audiotape? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the student need directions repeated frequently? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the student have a hearing impairment that requires an interpreter to sign directions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does the student require translated or interpreted materials? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PRESENTATION ACCOMMODATIONS | | | |
| 6. Does the student have a visual impairment that requires large-type or Braille materials? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Does the student have a hearing impairment and need a listening device or interpreter? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Does the student require assistive technology devices to access the assessment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Does the student require read-aloud strategies to access the assessment (not allowable for reading)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| RESPONSE ACCOMMODATIONS | | | |
| 10. Does the student have difficulty with visual tracking and maintaining that student's place? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Does the student have a disability that affects the ability to record that student's responses in the standard manner? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Can the student use a pencil or writing instrument? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Does the student use a word processor to complete assignments or tests? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Does the student use a tape recorder to complete assignments or tests? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SETTING ACCOMMODATIONS

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 15. Do others easily distract the student or does that student have difficulty remaining on task? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Does the student require any specialized equipment or other accommodations that may be distracting to others? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Does the student have visual or auditory impairments that require special lighting or acoustics? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Can the student focus on the student's own work in a setting with large groups of other students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Does the student exhibit behaviors that may disrupt the attention of other students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Do any physical accommodations need to be made for the student in the classroom? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SCHEDULING ACCOMMODATIONS

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 21. Does the student tire easily due to health impairments? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Does the student have a medical condition (e.g., diabetes) that necessitates an optimal testing schedule? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Does the student have attention span or distractibility challenges that require an optimal testing schedule? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TEACHER TOOL 2

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Directions: Use these questions to guide discussion about selecting accommodations for instruction and assessment during a team meeting.

1. What are the student's learning strengths?

2. What are the student's learning needs/challenges and how do they affect the achievement of grade-level content standards?

3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?

4. What practices and procedures will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's challenges? These may either be new strategies or supports the student is currently using?

5. What practices and procedures does the student use regularly during instruction and assessment?

6. In the classroom, what are the results for assignments and assessments when these practices and procedures were used and not used?

7. What difficulties, if any, does the student experience when using a given practice and procedure?

8. What is the student's perception of how well a practice or procedure "worked"?

9. What are the perceptions of parents, teachers, and specialists about the student's success when using these practices and procedures?

10. Are there effective combinations of practices and procedures for this student?

11. Can the student's needs be met through the use of allowable resources listed in the Test Administration Manual?

12. Which practices and procedures does the student use that are accommodations approved by the Accommodations Panel?

13. Should an accommodation used on the previous year's assessment be continued or changed?

14. If a promising practice or procedure is not listed in the Accommodations Tables, is there a similar practice or procedure that can be used that would not impact the student's performance or participation during instruction or assessment?

Accommodations are those specific practices and procedures that the panel has approved and which are listed in the Accommodations Tables.

TEACHER TOOL 3

ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

Directions: Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, be certain that the student understands the concern of an "accommodation", providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. In what class do you think you do your best work?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For examples, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like a subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "Which class is hardest for you?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

| Class List | |
|------------|----------------|
| Classes | Accommodations |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

This questionnaire was adapted from A Student's Guide to the IEP by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.

TEACHER TOOL 4 ASSESSMENT ACCOMMODATIONS PLAN

| Student Information | Case Information |
|---------------------------------|---|
| Name: _____ | General Education Teacher(s): _____ _____ |
| Date(s) of Assessment: _____ | Special Education Teacher(s): _____ _____ |
| Name of Assessment: _____ | Building / School: _____ |
| School Year: _____ | |

Assessment accommodations the student needs for the assessment and date arranged:

Accommodations:

1. _____
2. _____
3. _____
4. _____

Comments: _____

Date Arranged:

Person responsible for arranging accommodations and due date:

Person Responsible:

1. _____
2. _____
3. _____
4. _____

Comments: _____

Due Date:

Room Assignment for assessment: _____

Planner(s) for this process: _____

Signature

Signature

Adapted from: Scheiber, B. & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

TEACHER TOOL 5

ASSESSMENT ACCOMMODATIONS AGREEMENT

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, students can show what they know on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day, but should still be included on this list. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the students to list the approved accommodations that are necessary and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intent to pursue a postsecondary education.

I, _____, need the following accommodations to take part
in any assessment:
(Student's Name)

If more information is needed about these accommodations, please contact:

(Name of teacher, principal, and/or district person
knowledgeable about accommodations)

Thank you for helping me to do my best on this test!

(Student's Signature)

(Date)

TEACHER TOOL 6

LOGISTICS PLANNING CHECKLIST

*Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student or for a system. Use the checklist by indicating **Y** (Yes), **N** (No), or **NA** (Not Applicable).*

| | Y | N | NA |
|---|--------------------------|--------------------------|--------------------------|
| ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR | | | |
| 1. Accommodations are documented on the student's learning, IEP, or 504 Plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students who use accommodations regularly are provided opportunities to evaluate use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A master accommodations plan/data base listing assessment accommodations needs for each student who needs accommodations during testing is updated regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PREPARATION FOR TEST DAY | | | |
| 4. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Test administrators receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings (with substitutes available). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Trained readers and sign language interpreters are arranged for students (with substitutes available). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ACCOMMODATIONS ON THE DAY OF THE TEST | | | |
| 9. All eligible students receive accommodations as determined by their learning, IEP, or 504 Plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Provision of accommodations is recorded by test administrator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Substitute providers of accommodations are available as needed (e.g., interpreters or readers). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Plans are made to replace defective equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CONSIDERATION AFTER THE DAY OF THE TEST

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 13. For any student using special equipment, adapted test forms, or response documents (e.g., Braille), ensure all responses are accurately transferred to appropriate scannable answer sheets as specified in the Test Administration Manual (TAM). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. All equipment is returned to appropriate locations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Students who take make-up tests receive needed accommodations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TEACHER TOOL 7

QUESTIONS TO GUIDE EVALUATION OF ACCOMMODATION USE

Directions: Use these questions to guide discussion about selecting accommodations for assessment during any meeting.

AT THE STUDENT LEVEL:

1. What accommodations does the student use during instruction and assessment?

2. What are the outcomes of assignments and assessments when accommodations are used versus when they are not?

3. If the student does not meet expectations, is it due to:

_____ Student did not have access to necessary instruction

_____ Student did not receive accommodations

_____ Used accommodations were not effective

_____ Other _____

4. What is the student's perception of how well the accommodation worked?

5. What combinations of accommodations seem to be effective?

6. What are the difficulties encountered in the use of accommodations?

7. What are the perceptions of teachers, parents, and others about how the accommodations appear to be working?

AT THE SCHOOL OR DISTRICT LEVEL:

1. Are there policies to ensure ethical testing practices, standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?

2. Are these procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?

3. Are students receiving accommodations as documented on their IEP or 504 Plan?

4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?

5. How many students with IEPs or 504 Plans are receiving accommodations?

6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities who receive accommodations?

7. How many general education students receive accommodations?

8. Are some types of accommodations used more than others?

TEACHER TOOL 8

ACCOMMODATIONS JOURNAL

One way to keep track of what accommodations work for a student is to support the student in keeping an “accommodations journal”. The journal lets the student be “in charge” and could be kept up to date through regular consultation with a special education teachers or other staff member. Just think how much easier it would be for an IEP team to decide which accommodations to document on the student’s IEP if the student came to the IEP meeting with a journal documenting all the following things:

- accommodations used by the student in the classroom and on tests;
- test and assignment results when accommodations are used and not used;
- student’s perception of how well an accommodation “works”;
- effective combinations of accommodations;
- difficulties of accommodations use; and
- perceptions of teachers and others about how the accommodation appears to be working.

In the spaces provide below, design and organize the use of an accommodations journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

3. With whom would the student share journal entries, and when would it be done?

4. How could the journal be used in the development of a student's IEP?

APPENDICES

APPENDIX A

OREGON'S ACCOMMODATION PANEL

Oregon's Accommodations Panel is a group of Oregon educators and stakeholders that meet quarterly to consider accommodations recommendations that are submitted by the field for students taking the Oregon Statewide Assessments. The Accommodations Panel is hosted and facilitated by the Oregon Department of Education (ODE) and has been an active component of Oregon's assessment system for over ten years.

ODE selects Panel members based on nominations and team decision. Each panelist contributes a unique and important perspective to the outcome of the recommendations the Panel makes. The work of the team combines research, experience, and judgments to make decisions not only with respect to individual accommodations recommendations, but also regarding the participation of students with disabilities in the Oregon Statewide Assessment System (OSAS) as a whole.

Meetings typically last one day (occasionally two days) and the meeting times are established and outlined by the Panel so schedules can be cleared well in advance of selected dates. Panel members are typically released from their district or agency duties to participate in Panel activities; this provides a means for organizations with participating members to stay current with instructional and assessment issues that regularly impact their students. ODE reimburses Panel members for travel expenses; however, there is no remuneration associated with participation.

ACCOMMODATIONS PANEL MEMBERSHIP AND GUIDELINES

Membership Eligibility

The Accommodations Panel consists of educators and consumers of education (e.g., parents, individuals using and affecting by the Oregon Statewide Assessment System, advocates of students with disabilities). ODE selects new members from among (a) those nominated by outgoing members, (b) self-nominated individuals, (c) those nominated by exiting members, or (d) state recommendation. All members selected for nomination must possess the appropriate eligibility criteria in addition to filling the short-term and long-term needs of the Panel.

Length of Service

Panel members are eligible to continue in the role of Accommodations Panel Member: (a) as long as they maintain an ongoing role in the field of education and/or assessment as described under "Membership Eligibility" above, (b) by maintaining active involvement and participation on the panel, and/or (c) until retirement, reassignment, or resignation.

Roles

Panel members review recommendations, propose studies, and advise the Office of Assessment on current accommodations and universal designs regarding the inclusion of all students in Oregon, including those with disabilities and English Language

Learners, in statewide assessment, with a conscious link to the appropriate use of accommodations in instruction. The Panel advises ODE on those accommodations that do not impact the validity of a student's assessment score and clearly communicates distinctions to the field regarding accepted and rejected accommodations recommendations.

Participation

ODE expects Panel members to attend a majority of Panel meetings each year and may excuse Panel members from participation based on legitimate conflicts. Members communicate attendance with meeting facilitators in advance of missed meetings. Panel members may not send substitutes to participate on behalf of a member. Teachers who participate on the Panel are not expected to attend on a non-contract day, but may volunteer their time to attend.

Discontinuation or Removal

Panel members may continue as Panel members until retirement, reassignment, or resignation; however, ODE expects Panel members to maintain continued communication and attendance with the Panel and facilitators. Prolonged absences or lack of communication will be considered potential conflicts to effective membership.

Skills Sets

Twelve skill sets have been identified as fundamentally critical to the decisions made by this Panel. Panel members must collectively maintain these skills sets throughout the existence of the Panel; the Panel will replace reassigned, retired, or resigned individuals representing one of these fundamental skill-sets with individuals possessing the same set of skills.

Oregon Accommodations Panel Representation

- Deaf & Hard of Hearing (DHH) Community Representation
- Visually Impaired or Blind (VI) Community Representation
- Assistive Technology (AT) Representation
- English Language Learner (ELL) Representation
- Policy Representation
- Research Representation
- Practical / Classroom Representation
- Administrative Representation
- Special Education Representation
- General Education Representation
- Assessment Representation
- Parents of Students with Disabilities Representation
- Other skills as needed (e.g., Civil Rights, specific subject area)

APPENDIX B

APPROVAL PROCESS FOR A NEW ACCOMMODATION

There are times when teams or individuals feel that a strategy not present in the table of allowable accommodations deserves further consideration. When this occurs persons in the field are encouraged to complete a description of the accommodation and submit it to ODE for the Accommodations Panel to review. The Accommodations Panel uses current research, state practice, federal and state policy, and professional and technical expertise to guide the selection process and to determine the addition of new accommodations to the state's database. The Panel may also recommend specific research for the evaluation of accommodations recommendations.

On the following page, there is a form that must be used when suggesting a new assessment accommodation for the Accommodations Panel to consider. Please fill this form out in its entirety and submit to the ODE. Contact and address information is listed at the bottom of the form.

If you are using a computer to complete the form please note that the response boxes will expand when text fills the allotted space. This form can also be downloaded at <http://www.ode.state.or.us/search/page/?id=487> from the Assessment Accommodations webpage.

Recommendation for Statewide Testing Accommodations

| | |
|---|---|
| Date Submitted: | |
| Name: | School District: |
| Phone: | Email: |
| Recommended Accommodation: | |
| <input type="checkbox"/> OAKS Online | <input type="checkbox"/> Reading/Literature <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Sciences |
| | <input type="checkbox"/> Writing Performance |
| <input type="checkbox"/> Extended Assessments | <input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> Science |
| <input type="checkbox"/> English Language Proficiency Assessment (ELPA) | <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Kindergarten Assessment | <input type="checkbox"/> Early Literacy <input type="checkbox"/> Early Math <input type="checkbox"/> Approaches to Learning |
| Description of accommodation: | |

| |
|---|
| How will students use the accommodation in assessment (describe for each assessment): |
| Please include a sample of student work using the accommodation. |
| Rationale for adding to the Accommodations Tables: |
| Other factors that influence score validity when this adaptation is used (e.g., English proficiency): |

Please return this request to: Brad Lenhardt at Brad.Lenhardt@state.or.us ; Fax 503-378-5156;
or Mail to: Brad Lenhardt, Office of Student Learning and Partnerships; Oregon Department of
Education, 255 Capital Street NE, Salem, OR 97310

APPENDIX C

Guidelines for Sign Language Accommodation: Interpreting Oregon Statewide Assessments

Signed interpretation of Oregon's statewide assessments is an approved accommodation for all content areas except Reading (K&S)/Early Literacy (KA) and the ELPA. In addition to the respective Accommodations Tables and Fact Sheets, the following are the Oregon Department of Education's policy and guidelines related to the appropriate use of this accommodation—including qualifications for anyone who plans to serve as a signed test interpreter of Oregon's statewide assessments.

When providing sign language interpretation as an accommodation for a student taking an Oregon statewide assessment who is deaf or hard of hearing (DHH) the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation (e.g., read-aloud accommodation or text-to-speech support). Signed interpretation is equivalent to a read-aloud accommodation which is allowed in all areas except the OAKS reading/literature, Kindergarten Early Literacy, and ELPA assessments. Signed interpretation ties assessment to the language and modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Therefore, a signed interpretation of the Oregon Statewide Assessments is an accommodation when:

- The student uses a sign language interpreter in the classroom or receives direct instruction in sign language by a teacher of the DHH.
- The team, in advance and following ODE protocol, identifies the accommodation as appropriate for the individual student.
- The assessment is interpreted by a qualified signed test interpreter (see "Signed Test Interpreter Qualifications" section below).

Interpreting Oregon Statewide Assessments

Per the Accommodations tables above, a qualified signed test interpreter may interpret student directions for all OAKS assessments, as well as for the Writing Performance, Assessment, the Kindergarten Assessment and the ELPA. The verbatim student directions for OAKS Online Math, Reading, Science, and Social Sciences assessments are located in Appendix B of the Test Administration Manual, the verbatim student directions for the Writing Performance Assessment are located in Appendix G of the Test Administration Manual, and the verbatim student directions for the Kindergarten Assessment are embedded directly in the Assessor copy of the assessment itself. Sign Language interpretation of the OAKS Reading, Kindergarten Early Literacy, and ELPA assessments (other than the student directions) is not allowed and is considered a modification, consistent with the prohibition on providing a read-aloud for a hearing student on these assessments. However, the interpreter may interpret the OAKS mathematics (with the exception of mathematics signs and symbols), science, and social science items/stimuli and response choices to the student.

Signed Test Interpreter Qualifications

- Meet OAR 581-015-2035 minimum standard (see below)
- Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment (<http://orschools-ode-accomm.ziptrain.com>).
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in Part II of the Test Administration Manual.
- Read and understand Parts I – V and Appendices A and O of the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will support.
- Sign an Assurance of Test Security form for the current school year.
- Review and follow “Oregon Math Read-Aloud Guidelines and Examples” ([http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-\(3\).pdf](http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)).
- Review Math and Science terminology (see “Resources” below)
- Use OAKS sample questions to practice interpreting test items in the subject area they will be interpreting (see “Resources” below).

Qualifications of Teacher of the DHH as the “test interpreter”

- Be the teacher of that content area for the student.
- Meet the requirements of TSPC for a Teacher of the DHH.
- Instruct a DHH student on how to request the signed interpretation accommodation prior to test administration and what to expect in the testing environment before s/he is tested.
- The teacher must also meet the other items above:
- Complete and pass the ODE Sign Interpretation Training and Proficiency Assessment (<http://orschools-ode-accomm.ziptrain.com>)
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in Part II of the Test Administration Manual.
- Read and understand Parts I – V and Appendices A and O of the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will administer.

BEFORE THE TEST

The Test Interpreter:

- Will not have access to actual test items prior to the administration of the OAKS online assessment. However, sign language interpreters should review content standards for information on vocabulary (see “Resources” below) that is construct- specific to the item so that they do not give students an unfair advantage.
- Will have access to the OAKS Extended Assessment, paper-based Writing Performance Assessment, and Kindergarten Assessment test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled. Sign language interpreters should review content standards and test items for information on vocabulary (see “Resources” below) that is construct-specific to the item so that they do not give students an unfair advantage.

- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed. Proctor guidelines apply.
- Is expected to review the read-aloud guidelines ([http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-\(3\).pdf](http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)) which provide a consistent script to follow for commonly used terms and symbols that may appear on a test. These can be studied and “translated” ahead of time.
- Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

The Test Administrator:

- Is expected to understand the role and function of the interpreter in the secure test environment.
- Is expected to review the protocols with the test interpreter.

DURING THE TEST

- The interpreter is encouraged to remain calm--a hurried or stressed demeanor could have a negative impact on the student.
- The interpreter is to use the language and modality that is typically used in the classroom--using the same language and signs that are used in instruction.
- The interpreter will be afforded time to read the question to prepare for the task of interpreting. However, to align with classroom practice, during the actual administration of the test the interpreter will interpret as the test administrator reads it aloud.
- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test. (*See “Rationale” below.*)
- If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test. (*See “Rationale” below.*)
- If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed. (*See “Rationale” below.*)
- The interpreter is to follow “Oregon Math Read-Aloud Guidelines and Examples” ([http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-\(3\).pdf](http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)).
- For those assessments administered orally (Extended Assessment, Kindergarten Assessment):
 - The interpreter may ask the test administrator to read the question again or to read more slowly if that will make it possible to make a more conceptually accurate and complete interpretation.
 - The interpreter may ask the test administrator to read more than the student requested in the read aloud request. For example, if the student asks for a single word to be read aloud, the interpreter may ask for the entire sentence or more to be read so as to have enough context to make an accurate interpretation.

- If the interpreter is unsure of the vocabulary or concept, he/she may ask the test administrator to define a word or concept (away from the test taker) so they provide an accurate interpretation.
- The student may be provided with preferential seating so the interpreter and teacher are both able to be in the student's line of sight.
- **The interpreter is not allowed to...**
 - Use signs that invalidate the intent of the question (cf. training videos at <http://orschools-ode-accomm.ziptrain.com>).
 - Give any nonverbal response to affirm or negate a student response to test items.
 - Interpret if s/he does not understand the word or test item--this could skew the interpretation. However, they can pause the student's test and ask for clarification from the test administrator (see below).
 - Prompt the student in any way that would influence her or his response.

RATIONALE:

- **If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test.**

Signs that are commonly used in sign language are allowable in the signed interpretation of statewide assessments. Occasionally a commonly used sign that is "conceptually accurate" may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word "triangle" appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize "triangle" by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

- **If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test.**

For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction. An example of a locally developed sign might be for the English word "fission." It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if "fission" is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of "splitting apart" might

be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

- **If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed.**
 - If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:
 - *Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*
The phrase “subatomic particles” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.
 - If the word or phrase **IS NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:
 - *What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*
It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Resources

Test Administration Manual

<http://www.ode.state.or.us/wma/teachlearn/testing/admin/2013-14-tam.pdf>

Accommodation Tables

<http://www.ode.state.or.us/search/page/?=487>

Math vocabulary

http://www.ode.state.or.us/wma/teachlearn/testing/resources/translatedterms_english-spanish_2012.pdf

Math sample tests

<http://www.ode.state.or.us/search/page/?id=441>

Science Vocabulary

http://www.ode.state.or.us/wma/teachlearn/testing/resources/sci_translated_terms_2013.pdf

Science sample tests

<http://www.ode.state.or.us/search/page/?id=444>

Social Science Vocabulary

http://www.ode.state.or.us/wma/teachlearn/testing/resources/so_sci_translated_terms_2013.pdf

Social Science sample tests

<http://www.ode.state.or.us/search/page/?id=445>

OAR 581-015-2035:

Minimum Standards for Sign Language Interpreters Serving Students in Public Schools

- (1) Definitions. For purposes of this rule, the following definitions shall apply:
- (a) "CI" means Certificate of Interpretation issued by RID.
 - (b) "CT" means Certificate of Transliteration issued by RID.
 - (c) "EI/ECSE" means Early Intervention and Early Childhood Special Education.
 - (d) "EIPA" means the Educational Interpreter Performance Assessment®, including both the written and performance components.
 - (e) "NIC" means the National Interpreter Certification by RID.
 - (f) "Public School" means a public agency or school district or as defined in OAR 581-015-2000.
 - (g) "RID" means Registry of Interpreters for the Deaf Inc.
 - (h) "Sign Language Interpreter" means a person who provides educational interpreting services to students with hearing impairments.
 - (i) "Student" means a student with a hearing impairment who is:
 - (A) Eligible for EI/ECSE or special education services under OAR 581-015-2150;
 - or
 - (B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.
- (2) Minimum Standard. A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter meets the following minimum standards:
- (a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification; and
 - (b)(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or (B) Achieve a passing score on the EIPA Written test.
- (3) Continuing professional development. Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that meet this continuing professional development requirement.
- (4) Timeline for meeting rule requirements. Sign language interpreters must meet the following requirements if the interpreter is employed by or under a contract with a public school:
- (a) On or after July 1, 2008, the interpreter must meet the standards required by section (3) of this rule.
 - (b) On or after July 1, 2013, the interpreter must meet all of the requirements of this rule.

Stat. Auth.: ORS 185.225, 343.041
Stats. Implemented: ORS 185.110, 185.225
Hist.: ODE 11-2008, f. & cert. ef. 4-21-08

Appendix 2.3A.3

Oregon Extended
Procedures for Reducing the Depth, Breadth, and Complexity of Items
Behavioral Research and Teaching
University of Oregon

Due to the federal regulations provided in December 2003, steps were taken to increase the cognitive accessibility of all items on the Oregon Extended Assessments, both in terms of test design as well as reducing the depth, breadth, and complexity of the test items.

Test Design

Analyzing and removing potential barriers for students with significant cognitive disabilities addressed accessibility limitations related to the test design. Simplified language was used in all text (see *Instrument 1*). Alignment was ensured between teacher-scripted language and student materials. General test layout was considered from the view of readability and legibility. Specific administration directions were limited to a single page of the Scoring Protocol for ease of administration. Student materials were organized for ease of administration onto standard 8 ½" X 11" paper, with the number of items limited such that all items are visually accessible. The administrator can easily mask all items on the page other than the item being tested to maintain the student's attention to the item at hand. Pictures were constructed using primarily black and white for minimal complexity. Individual items were designed such that they were not worded in a negative manner (e.g., "Which of these answers is NOT..."). Student materials text was constructed in an appropriately sized font, typically Tahoma 18-24 or larger. All items were reviewed with administration and development steps toward reducing complexity.

Item Depth, Breadth, and Complexity

Reductions in depth, which is generally defined by Anderson's revision of Bloom's Taxonomy, were accomplished by limiting the process verbs to simpler tasks (recognize, identify, match, understand *versus* analyze, develop, evaluate, create). The team developed items that linked to the relevant Oregon Standards in reading, writing, mathematics, and science at the grades tested. From that point, the teams tried to target performance events that were reduced in terms of depth, but maintained access to appropriate content.

Reductions in breadth, which can be defined in terms of how broad a student's domain of knowledge must be to answer a specific item, were accomplished by limiting the item content to accessible domains. For example, while a general education assessment might target the process of implementing a laboratory experiment in science, the extended assessment might ask the student to define a term that is critical to the experiment. The content is relevant, but the performance demand does not require a wide knowledge set to answer appropriately.

Reductions in complexity, which is generally how difficult the test content is, were accomplished by limiting the difficulty of the content (e.g., adding single-digit integers is much easier than adding imaginary numbers, though the process verb, to add, is the same).

It is critical to mention that depth, breadth, and complexity are intertwined and work together to determine overall item difficulty. They are simply three lenses we look through to systematically address and make items more accessible from a test content perspective.

Independent Analysis

Alignment studies for all content areas of the Oregon Extended assessments were conducted in 2007-08 (reading, writing, math, science). Oregon teachers analyzed each item on every test for alignment to standards in terms of bias (see *Instrument 2*) and difficulty, including depth-of-knowledge (DOK), breadth of knowledge, and content. Math and science alignment studies were conducted anew by Dr. Lindy Crawford in 2010-11 due to the adoption of new state standards and the information was used to guide item adaptations for the 2011-12 secure test items.

Categorical concurrence, range of knowledge, and balance of representation were defined originally by Webb, and adapted by Dr. Tindal for use with students with significant cognitive disabilities, and then defined based on operational use within these Oregon Alignment Studies. Panelists analyzed alignment for each item using the following scale:

- 3 = Item is directly linked to the standard, though reduced in depth, breadth, and complexity
- 2 = Item is somewhat linked to the standard, though reduced in depth, breadth, and complexity
- 1 = Item is vaguely linked to the standard
- 0 = Item has no link to the standard

The results of these independent studies are published within the relevant annual Oregon Department of Education (ODE) technical reports.

Instrument 1 – Linguistic Complexity Rubric for Universal Design Item-Task Development

| <u>Linguistic Feature</u> | <u>Degree of Complexity</u> | | | | |
|--|-----------------------------|---|---|---|--------------------------|
| | Not Complex 1 | 2 | 3 | 4 | Most Complex 5 |
| 1. Word frequency/familiarity | | | | | |
| 2. Word length | | | | | |
| 3. Sentence length | | | | | |
| 4. Passive voice constructs | | | | | |
| 5. Long noun phrases | | | | | |
| 6. Long question phrases | | | | | |
| 7. Comparative structures | | | | | |
| 8. Prepositional phrases | | | | | |
| 9. Sentence and discourse structure | | | | | |
| 10. Subordinate clauses | | | | | |
| 11. Conditional clauses | | | | | |
| 12. Relative clauses | | | | | |
| 13. Concrete versus abstract or impersonal presentations | | | | | |
| 14. Negation | | | | | |

Instrument 2 – Bias and Sensitivity Review Checklist

Bias deals with problems in the manner that the assessment tasks are formatted so that the performance of the student is negatively affected. Please refer to the following checklist as you review each item in reading and mathematics.

| | <i>Yes</i> | <i>No</i> | <i>Uncertain</i> |
|--|------------|-----------|------------------|
| <u>Braille and sign language</u> : Are there any problems with the use of words that arise when the tasks are translated into Braille or used with sign language? | | | |
| <u>Simplified language in teacher directions and student materials</u> : Are the directions (for teachers) and materials (for students) presented in the most simplified way and without excess language)? | | | |
| <u>Response demands</u> : Does the manner in which the student responds prevent accurate measurement of what they know and can do? | | | |
| <u>Content</u> : Are there any problems with specific words or terms? | | | |
| <u>Access versus target skills</u> : Are there any skills that are required by the student and prevent assessment of the skills targeted in reading, writing, and mathematics? | | | |
| <u>Accommodations allowed (versus modifications)</u> : Are there sufficient alternatives presented for the student to participate in the tasks? | | | |
| <u>Not administered–Inappropriate (NA-I) and Not administered-Proficient (NA-P)</u> : Are the rules and conventions for participation clear? | | | |
| <u>Race-ethnicity bias</u> : Are any words or phrases discriminatory and result in negative perspectives? | | | |
| <u>Gender bias</u> : Are any words or phrases discriminatory and result in negative perspectives? | | | |
| <u>Cultural bias</u> : Are any words or phrases discriminatory and result in negative perspectives? | | | |
| <u>Language bias</u> : Are any words or phrases discriminatory and result in negative perspectives? | | | |
| <u>Value in the community</u> : Are any words or phrases discriminatory and result in negative perspectives? | | | |

Appendix 2.3B.1

Oregon Extended Assessment (ORExt)

<https://or.k12test.com>

Training & Proficiency - Grades 3-8 & 11

November 2018

Purpose

- Demonstrate how to navigate the or.k12test.com website, ensuring that all users (new and returning) have appropriate access
 - E-mail addresses
 - Passwords
- Demonstrate the utility of the website in your role as a Qualified Trainer (QT), helping to ensure that all of your QAs complete their proficiency tests
 - Instruction
 - Monitoring Progress
 - Sending Reminders
 - Resetting tests
 - Adding schools and validating QAs as associated with your district
- Introduce the ORExt electronic administration

Access

- Main Registration Page
 - E-mail address
 - Returning users use their e-mail addresses from last year (even if you've forgotten your password)
 - If your e-mail address changed, use your OLD e-mail address to log in, then update your e-mail address on your account tab
 - New users register using one of the two registration links
 - Password
 - Use your e-mail address and the 'Reset Password' link to enter a new password
- All users are assigned Assessor-In-Training (AIT) status each year; for returning users, your status will be automatically updated to last year's status once you pass the required proficiency assessments.

Resources that do not require Access to the website

- There is an example video within the 'System Requirements' link that you can use without accessing the website; this video can help you/your IT folks determine if you need any technical support to access the videos (*flv* files)
- Documents:
 - There is an 'Overview of Oregon's Extended Assessment Web Training Components' pdf
 - There is a [How-to's](#) link from the main registration page that takes you to **screenshot documents** which show you how to create a new account, reset your password, **and update your e-mail address**
 - There is an FAQ's document from ODE which provides guidance about recurring questions/challenges

Proficiency

- Proficiency test for RETURNING USERS
 - You are a Returning User if you successfully completed training the previous school year
 - Review the Electronic Administration section
 - One multiple-choice Refresher Test of 25 questions
 - Your answers are automatically saved when you log in again, so you do not have to complete the assessments in one sitting
 - You will be auto-logged out after 20 minutes of inactivity

Proficiency

- Proficiency tests for NEW USERS
 - You are a New User if you did not successfully complete required training in the prior school year
 - Four multiple-choice tests of 20 questions each:
 - Administration, ELA (Reading, Writing, & Language), Math, & Science
 - Your answers are automatically saved when you log in again, so you do not have to complete the assessments in one sitting
 - You will be auto-logged out after 20 minutes of inactivity

Materials

○ Practice Tests in ELA, Math, and Science

- Assessors can use the practice tests to improve their administration skill.
 - problem-solve testing context decisions with students prior to the test window, e.g., how to sit/handle materials/score/support the student at the same time
 - Provide students with testing situations to make the experience less novel
- The practice tests are available in the electronic format-environment to support appropriate use.

○ General Files

- Video transcripts
- All Scoring Protocols (SPs) and Student Materials (SMs) from the proficiency and training assessments
- Supplemental materials, such as OAM, General Admin Manual

Training

- Managing Videos
 - Introduction
 - Proper Administration of the OREx
 - Improper Administration of the OREx
 - Video Functions (320/480, sound, full screen, timer)
- Use Training modules to prepare for proficiency tests in Administration & ELA (Reading, Writing, & Language) Math, and Science

Admin

◉ MANAGING ACCOUNTS

- ◉ Access (e-mail, password, registration)

- ◉ Updating accounts

 - ◉ Certifying other users

 - ◉ Viewing log in history

- ◉ Monitoring progress

 - ◉ Checking proficiency status

 - ◉ How to Reset a User's Proficiency Test Video

 - ◉ Sending reminders

- ◉ Validating QA district association and adding schools

QT Admin Functions

- QTs can add multiple within-district schools for their QAs.
- To ensure test security, QTs must validate QA district/school associations this year, as the links to the secure test application will be emailed to QAs/QTs based on their or.k12test.com usernames.

Admin - User Accounts Dan Farley [Super Admin](#)

[View All](#) [Last Name](#) [District](#)

Farley, Dan Registered: 10/29/2015 1:34pm Login: nadfarley@yahoo.com [View Login History](#)

Proficiency Tests:

| Subject | Attempts | View |
|-----------------------|------------|------|
| Administration | 0 Attempts | |
| English Language Arts | 0 Attempts | |
| Mathematics | 0 Attempts | |
| Science | 0 Attempts | |
| Refresher | 0 Attempts | |

Returning User:

☐ New User

☒ Returning User

[Update Status](#)

User Type:

Assessor In-Training

[Update Account](#)

Change Password:

New Password:

Retype Password:

[Change Password](#)

Change Email/Login:

Email Address: nadfarley@yahoo.com

[Change Email/Login](#)

District Access:

This user belongs to the following district:

BRT [Save Changes](#)

School Access:

This user belongs to the following school:

BRT [Save Changes](#)

Credentials Verified:

Checking this box allows the user to access students in the district/school they have specified:

☐ District and School are Valid? [Save Changes](#)

Delete Account:

Remove this user account from the system.

[Delete Account](#)

[Home](#) | [About](#) | [Contact](#) | [Training](#) | [Proficiency](#) | [Materials](#) | [Admin](#) | [Account](#)

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Verified vs. Unverified

OR K12Test.com

Home

Training

Proficiency

Materials

Admin

Account

Your Oregon Extended Account

Evan BRT

Qualified Trainer

Account Information

Email:
EvanRTownsend@gmail.com

Change Email »

* Current Password:

New Password (only if updating):

Retype New Password (only if updating):

Personal Information

* First Name:
Evan

* Last Name:
BRT

* Phone:
541-555-1234

* Street Address:
232 Education

* City:
Eugene

* State:
Oregon

* Zip:
97405

District and School Information

Your District:
BRT

Your School:
BRT

Update Account

Here you can change any of the information associated with your account, except your email address. **You must enter your current password for any changes to take affect.**

Change Email »

Warning:

You are currently unable to access students. To be able access your students, you need to have your district and school credentials verified by a trusted user. Please contact your Qualified Trainer for assistance.

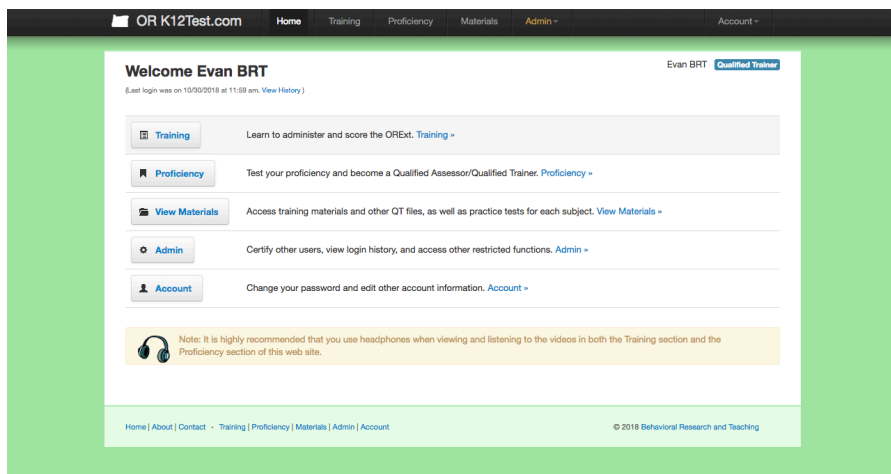
Home | About | Contact | Training | Proficiency | Materials | Admin | Account

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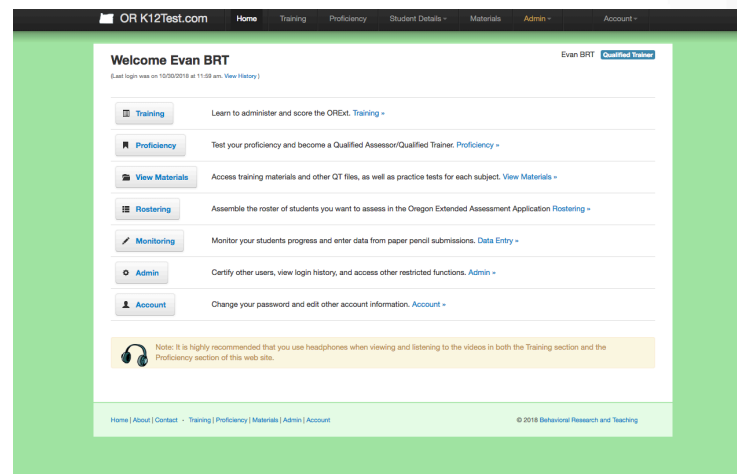
Verified vs. Unverified

- Full access to training tabs requires completion of proficiency testing, or refresher proficiency testing as well as verification by ODE.

Home screen prior to account verification



Home screen after account verification



Home

- Users can access all relevant functions of the website from here:
 - AITs – Home, Training, Proficiency, & Account
 - QAs- Home, Training, Proficiency, Materials (Practice Tests, General Files), Student Details (Rostering, Monitoring), & Account
 - QTs- Home, Training, Proficiency, Materials (Practice Tests, General Files, QT Training Materials), Student Details (Rostering, Monitoring) Admin, & Account
- It is highly recommended that you use headphones when viewing and listening to all videos
- All videos on the T & P website are now Closed-Captioned

Electronic and Paper/Pencil Administration

Electronic administration

- Link will be emailed securely after proficiency has been attained and QT validation has occurred
- Access to the test application will occur at least one week prior to the test window (though access to test items will not occur until the test window opens)
- ORora embedded into the electronic format for the electronic format administration

Paper/Pencil

- Materials and data entry are accessed via the BRT/UO Secure Website: <https://or.k12test.com/>

Electronic Administration

- A electronic format Practice Test website is available at the following link: <https://orext-practicetests.brtprojects.org>. The electronic format practice tests can be used to:
 - Determine whether or not a student can be successful accessing the electronic format administration
 - Familiarize QAs and students with the electronic format-based testing format
 - Rostering needs to be completed on Training and Proficiency website prior to administration.
 - Primary and secondary disability code needs to be selected on the Training and Proficiency prior to administration.

Paper/Pencil ORExt & ORora

- For the paper/pencil ORExt:
 - Read the prompt first; if the student does not respond, read the directive statement, then repeat the prompt
 - If the student still does not respond, score an “N/A” and move on to the next item
 - If a student demonstrates a pattern of needing the directive statement, QAs can begin each item by reading the directive statement first
- Many of the answer choices are read to the student; QAs are always expected to point to the answer choices as they are reading them to the student
- For the paper/pencil ORora:
 - Provide your professional ratings of the student’s performance of each indicator

Paper/Pencil Data Entry

- Paper/Pencil Data Entry is available in 2 places:
 - On the Training and Proficiency Site, select 'Student Details' then 'Monitoring' to access paper/pencil data entry
 - On the electronic/tablet application in the 'Data Entry' tab
- Primary eligibility code is required before paper/pencil data entry are accessible
- To complete data entry, select the progress descriptor icon for the student and subject area

Monitoring

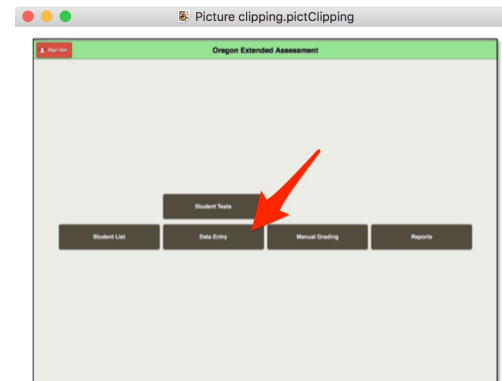
To enter data for your students, first make sure their IDEA codes are updated and press the save button. That will unlock data entry for that student.

Key:

- S Submitted
- I Incomplete
- N Not Started
- D Discontinued (Minimum Participation)
- Not Applicable

| SSID | First Name | Last Name | IDEA Primary | IDEA Secondary | ELA | Math | Science | Others |
|------|-------------|-----------|----------------------------|-----------------------------|-----|------|---------|--------|
| null | GradeFour | Student | [D]Hearing Impairment | [D]Communication Disorder | S | N | | |
| null | GradeEleven | Student | [D]Hearing Impairment | [D]Orthopedic Impairment | I | I | N | |
| null | Et | 3 | [I]Intellectual Disability | [D]Autism Spectrum Disorder | I | N | | |
| null | Demo | Student | [D]Not Applicable | [D]Not Applicable | N | N | | |

Save IDEA Selections



Clipping contents: TIFF image

Student Details - Rostering

- On the Training and Proficiency Site, select 'Student Details' then 'Rostering'
- You will see is the full list of students from your district. You will need to select the student's you will be administering the ORExt and click 'Save Roster.'

OR K12Test.com Home Training Proficiency Student Details Materials Admin Account

Available Students Evan BRT Qualified Trainer

Select the students you wish to use in your roster and click 'Save'.
Select: All - None

| Roster | SSID | First Name | Last Name |
|-------------------------------------|------|---------------|-----------|
| <input checked="" type="checkbox"/> | null | GradeFour | Student |
| <input checked="" type="checkbox"/> | null | GradeEleven | Student |
| <input checked="" type="checkbox"/> | null | Et | 3 |
| <input checked="" type="checkbox"/> | null | Demo | Student |
| <input type="checkbox"/> | null | John | Doe |
| <input type="checkbox"/> | null | Jane | Smith |
| <input type="checkbox"/> | null | reviewStudent | Grade3 |
| <input type="checkbox"/> | null | reviewStudent | Grade4 |
| <input type="checkbox"/> | null | reviewStudent | Grade5 |
| <input type="checkbox"/> | null | reviewStudent | Grade6 |
| <input type="checkbox"/> | null | reviewStudent | Grade7 |
| <input type="checkbox"/> | null | reviewStudent | Grade8 |
| <input type="checkbox"/> | null | reviewStudent | Grade11 |
| <input type="checkbox"/> | null | reviewStudent | Grade12 |

Save Roster

Home | About | Contact | Training | Proficiency | Materials | Admin | Account

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Student Details - Monitoring

- On the Training and Proficiency Site, select 'Student Details' then 'Monitoring' to access eligibility codes, administration progress, **and** data entry
- Primary eligibility code is required before electronic administration or paper/pencil data entry are accessible

Monitoring

To enter data for your students, first make sure their IDEA codes are updated and press the save button. That will unlock data entry for that student.

Key:

| | |
|---|--------------------------------------|
| S | Submitted |
| I | Incomplete |
| N | Not Started |
| D | Discontinued (Minimum Participation) |
| - | Not Applicable |

| SSID | First Name | Last Name | IDEA Primary | IDEA Secondary | ELA | Math | Science | ORora |
|------|-------------|-----------|-----------------------------|------------------------------|-----|------|---------|-------|
| null | GradeFour | Student | [20]Hearing Impairment | [50]Communication Disorder | S | N | - | I |
| null | GradeEleven | Student | [20]Hearing Impairment | [70]Orthopedic Impairment | I | I | N | - |
| null | Et | 3 | [10]Intellectual Disability | [82]Autism Spectrum Disorder | I | N | - | - |
| null | Demo | Student | [0]Not Applicable | [0]Not Applicable | N | N | - | - |

Save IDEA Selections

Home | About | Contact | Training | Proficiency | Materials | Admin | Account

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Data Entry Screen

From the Student Details tab, select Data Entry.
Select (drop down menu) time and date for Start/End.

OR K12Test.com Home Training Proficiency Student Details Materials Admin Account

Available Students Evan BRT Qualified Trainer

Select your student responses and Save Submission when complete.


Test Start
02/19/2019, 10:45 AM

February 2019

| Question Number | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----------------|-----|-----|-----|-----|-----|-----|-----|
| 1 | 27 | 28 | 29 | 30 | 31 | 1 | 2 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 3 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 4 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 5 | 24 | 25 | 26 | 27 | 28 | 1 | 2 |

| | | | | | |
|---|-------------------------|------------------------------------|------------------------------------|--------------------------------------|----------|
| 1 | <input type="radio"/> A | <input checked="" type="radio"/> B | <input type="radio"/> C | <input type="radio"/> N/A | (remove) |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input checked="" type="radio"/> C | <input type="radio"/> N/A | (remove) |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input checked="" type="radio"/> N/A | (remove) |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input checked="" type="radio"/> N/A | (remove) |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> N/A | (remove) |
| 6 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> N/A | (remove) |
| 7 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> N/A | (remove) |

Data Entry Screen

 OR K12Test.com

Home

Training

Proficiency

Student Details ▾

Materials

Admin ▾

Account ▾

Available Students

Evan BRT **Qualified Trainer**

Select your student responses and Save Submission when complete.

Test Start
02/19/2019, 10:45 AM

Test End
02/19/2019, 11:01 AM

☐ Test Was Discontinued?

| Question Number | Answer Options | | | |
|-----------------|------------------------------------|------------------------------------|------------------------------------|---|
| 1 | <input checked="" type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> N/A (remove) |
| 2 | <input type="radio"/> A | <input checked="" type="radio"/> B | <input type="radio"/> C | <input type="radio"/> N/A (remove) |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input checked="" type="radio"/> C | <input type="radio"/> N/A (remove) |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input checked="" type="radio"/> N/A (remove) |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> N/A (remove) |
| 6 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> N/A (remove) |
| ... | | | | |

Data Entry Screen

Remember to “Save Submission”

The screenshot shows a data entry interface with five rows of questions, numbered 44 to 48. Each row contains four radio button options: A, B, C, and N/A. To the right of each row is a blue link labeled '(remove)'. At the bottom of the question list is a grey button labeled 'Save Submission' with the text '4 of 48 Selected' below it. The footer of the page includes a navigation menu with links: Home | About | Contact | Training | Proficiency | Materials | Admin | Account, and a copyright notice: © 2018 Behavioral Research and Teaching.

Reminder if you have not entered an answer for each question

This screenshot shows the same data entry interface as the previous one, but with a confirmation dialog box overlaid in the center. The dialog box contains the text: 'You have not entered an answer for each question. Are you sure you want to close the submission?'. Below the text are two buttons: 'Cancel' and 'OK'. The background shows questions 30 through 38, with the same radio button options and '(remove)' links as seen in the previous screenshot.

Data Entry Screen

This is the ELA data entry screen. How can you tell it's ELA data entry?

**ALL ELA Writing Items (Electronic Administration or Paper/Pencil)
Must Be Scored Manually**

The screenshot shows the 'Available Students' data entry screen on the OR K12Test.com website. The user is logged in as 'Evan BRT' with the role of 'Qualified Trainer'. The screen includes fields for 'Test Start' and 'Test End' dates, a checkbox for 'Test Was Discontinued?', and a table for entering scores for 7 questions. The table has columns for 'Question Number' and 'Answer Options'.

| Question Number | Answer Options |
|-----------------|---|
| 1 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> N/A |
| 2 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> N/A |
| 3 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> N/A |
| 4 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> N/A |
| 5 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> N/A |
| 6 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> N/A |
| 7 | <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> N/A |

ORExt electronic format Administration

In addition to the *Electronic Administration* section, a comprehensive training section for the electronic format has been added to the or.k12test.com website, including a Directions for Administration (DFA) video and PPT with information on:

- Accessing the ORExt electronic administration Practice Test website to become accustomed to its features and give students an opportunity to gain experience with the test format (and, in some cases, to see if the student can successfully access the test application)
 - Downloading the ORExt testing application/navigation to website
 - Selecting students and assessments
 - Test administration expectations
 - Scoring writing responses manually after student completes testing
 - Reviewing available reports
- The information is posted in the *electronic format Administration of the ORExt* section

Wi-Fi Connectivity

- A reliable Wi-Fi connection is crucial to a smooth administration
- Signal strength must be sufficient; typically 2/3 bars or 3/4 bars is reliable
- Set up as close to the Wi-Fi router as possible
- Ensure that other electronic devices do not interfere (e.g., turn off microwaves, cordless phones, air conditioners, and/or other competing Wi-Fi devices)

Student Characteristics for electronic format Administration

- We expect about 80% of SWSCD in Oregon to be able to access the electronic format administration, with varying levels of support. Here are some examples, though not a comprehensive list:
 - Student may be able to interact with the electronic platform independently, with close monitoring provided by the QA
 - QA may need to intervene to help the electronic platform and functions, on occasion, or often
 - QAs may use the electronic platform to present the item content, then select the response identified by the student
 - QAs can use the electronic platform Practice Test website to help make these decisions
- Students who cannot access the audio and/or visual information presented on the electronic platform or are unable to safely interact with it would be administered the paper-pencil version.

User Guides & System Requirements

- **Administration Manual** (ORExt_AdminMan_2019): general overview and description of test administration and scoring.
- **User Guide** (ORExt_TestApp_UserGuide_2019): step-by-step instructions for the ORExt test application and descriptive screenshots, that walk you through the process.
- **System Requirements** (ORExtelectronic_Tablet_SysRequirements_2019): elaborates the electronic format and Wi-Fi requirements for successful participation.

Critical Information

- Student data for those who participate in the electronic format administration is **NOT** entered in the Oregon Department of Education's District Secure Data Entry website (including the ORora).
- Student data entry for those who participate in the ORExt will be collected via the Training and Proficiency site or collected automatically via the electronic administration. **ALL ELA Writing Items Must Be Scored Manually (both electronic and paper/pencil).**

Critical Information

- After you complete your proficiency testing and been validated by your QT, you will be emailed three secure links to the ORExt testing application (one for Android, iOS, and Google Chrome, respectively). The email will also have the PIN you need to exit testing. The PIN is always the year (2019) in which the assessment is administered.
- The information in your *Account* on the or.k12test.com website must be accurate (correct district, school, and username/email address), as it will define the students you are able to include in the ORExt electronic format administration.

How the Test App Works

- Secure application
- All SWSCD will need direct supervision by a Qualified Assessor (QA) during the electronic administration
- The application presents the same items found on the paper/pencil version
- Each item is read aloud to the student, where appropriate, with built-in audio files of prompts, sentences, stories, and answer choices

How the App Works, CONT.

- The answer choices are enlarged when the audio file is read to attract and focus student attention
- Students respond to the items presented by touching/ selecting the answer choice on the screen
- Once an answer is recorded, the QA/student selects the NEXT button and the next item is presented, and so on, until the test is completed.

NOTE: The student/electronic interaction may need to be mediated with assistive technology and/or direct student support. In such situations, the QA may enter the student's answer choices on behalf of the student if needed.

Downloading the Test App

- The User Guide describes how to download the test application based on which operating system your electronic platform requires. There are three operating systems that the ORExt Test App accommodates:
- **iOS** – all Apple™ iPads
- **Chrome** – All Google™ Chromebooks
- **Android** – Anything that is not Apple™ or Google™ is typically Android

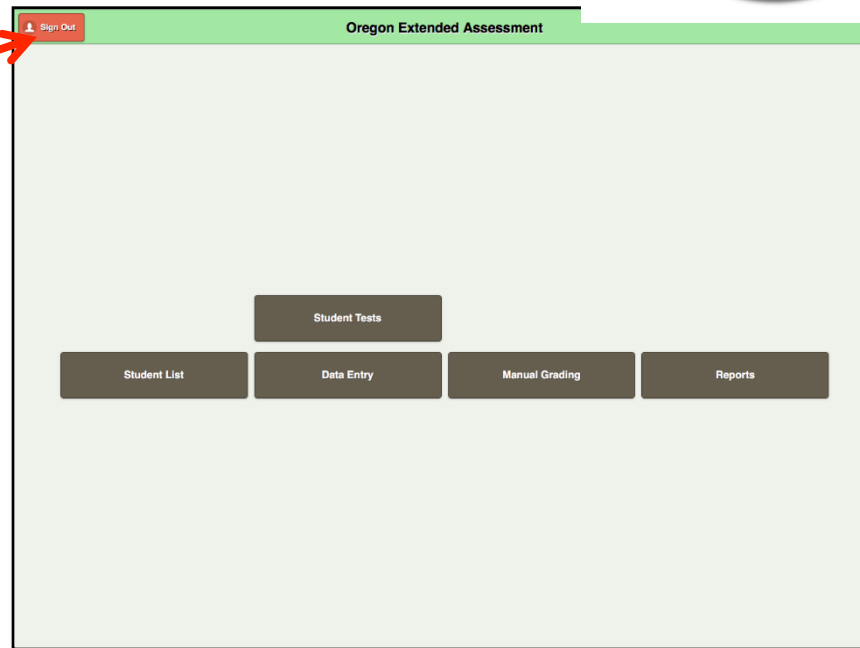
NOTE: You may need assistance from your IT staff, depending upon district download policies, to gain access to the test app.

Opening the Application

To open the ORExt test app, you simply select the icon on your screen



To exit the application select "Sign Out" from the Home screen



Logging Into the ORExt Testing Application

Once you reach the log-in screen, you will see the screen below. You simply need to type your assigned Username and Password into the boxes and “sign In.”

Accommodations

Oregon Extended Assessment

Please select all accommodations:

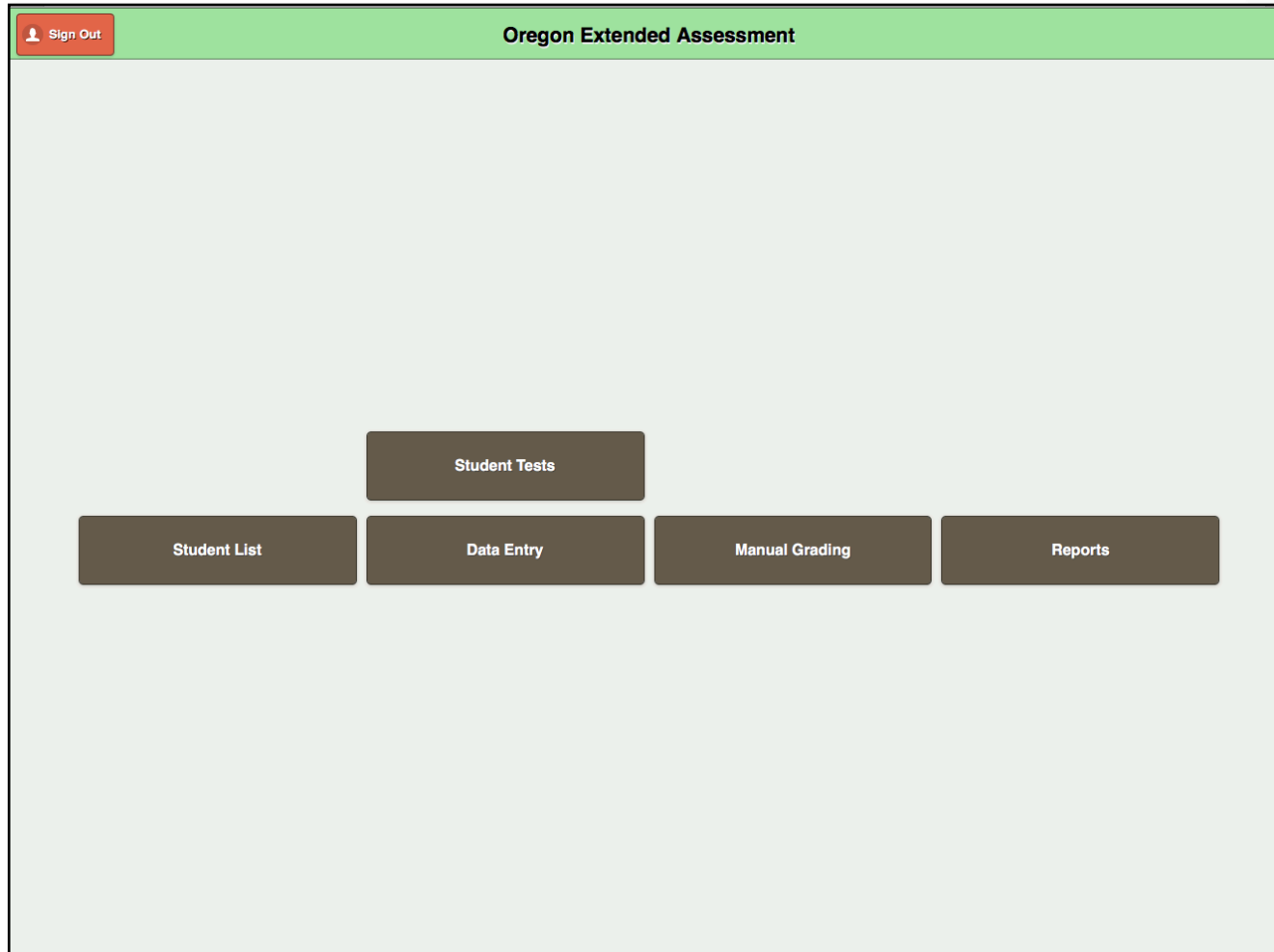
- ☐ [A230]Streamline - This accommodation provides a streamlined interface of the test which the items are displayed below the stimuli.
- ☐ [A302]Students using any assistive technology device that serves as their primary communication device (e.g., keyboard). Students who need this option may indicate their answer choice by blinking or other form of identified non-verbal communication.
- ☐ [A303]Point to, dictate or otherwise indicate multiple-choice responses to a neutral test administrator (e.g., language of origin)
- ☐ [A309]For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication.
- ☐ [A310]Students may sign responses to a qualified sign language interpreter.
- ☐ [A311]Speech-to-text - Voice recognition allows students to use the computer to dictate responses or give commands (e.g., opening application programs, saving files, etc.).
- ☐ [A312]Student dictates her/his responses to a human who records the responses (e.g., a scribe, a skilled person who has been trained to write down what a student dictates, pointing, sign language, or speech).

Save and Exit

Accommodations information for each student will be entered as the final step after test results have been submitted for each student.

Only the accommodations that are relevant to the ORExt administration will be listed (as well as a No Accommodations Were Administered option)

Main Dashboard



Student List

The SSID must be correct; please verify for all participants

The primary and secondary IDEA eligibility must be entered for all students

The screenshot displays the 'Student List' application interface. A modal window titled 'Student Information' is open, showing the details for a student named Dan Farley. The form includes fields for First Name, Middle Name, Last Name, Nickname, Gender (Male/Female), Grade Level (8), SSID Number (8675309), and IDEA Eligibility Codes (Primary: [10]Intellectual Disability, Secondary: [50]Communication Disorder). A red arrow points from the callout box on the left to the SSID Number field. Another red arrow points from the callout box on the right to the IDEA Eligibility Codes section. The background shows a list of other students, including Farley, Dan, Grader, Fifth, and Grader, Eleventh.

| Student Information | |
|---|---|
| First Name:* | Dan |
| Middle Name: | Quinn... |
| Last Name:* | Farley |
| Nickname: | Cas... |
| Gender:* | <input checked="" type="radio"/> Male <input type="radio"/> Female |
| Grade Level:* | 8 |
| SSID Number: | 8675309 |
| IDEA Eligibility Codes | |
| Primary:* | [10]Intellectual Disability |
| Secondary:* | [50]Communication Disorder |
| * Required Fields | |
| <input type="button" value="X"/> Cancel | <input type="button" value="Save"/> <input type="button" value="+"/> <input type="button" value="Delete Student"/> <input type="button" value="⌂"/> |

Student Tests

Progress Descriptor Icons:

Not Started = Gray

ORora Required = Red

Incomplete = Yellow

Manual Grading Required = Orange

Complete= Green

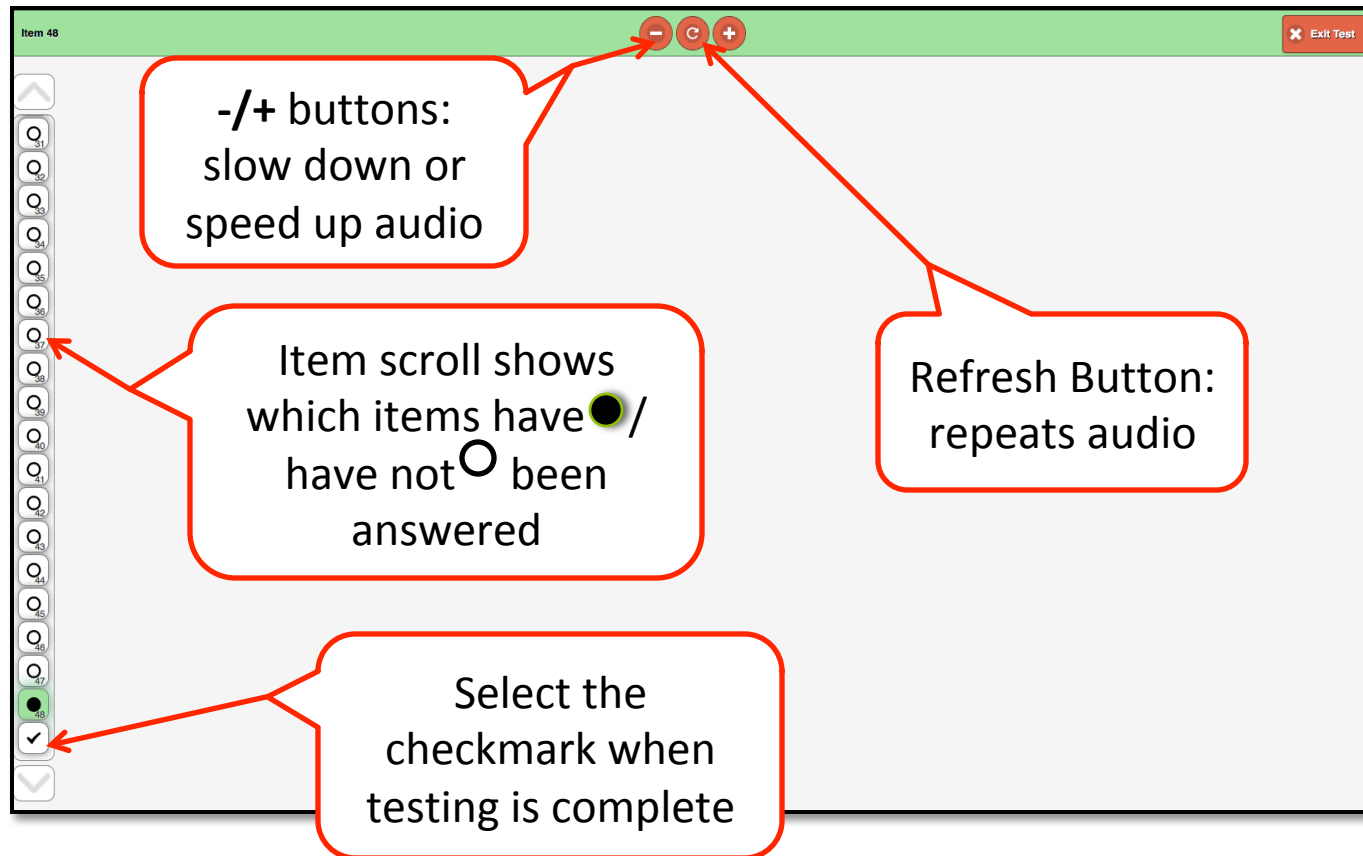
The screenshot shows a web interface for 'Student Tests'. At the top is a green navigation bar with a 'Home' button and the title 'Student Tests'. Below this is a section titled 'Select a Student to Begin the Assessment'. It contains a table with student information and buttons for different assessments. The progress of each assessment is indicated by a colored icon: Gray for 'Not Started', Red for 'ORora Required', Yellow for 'Incomplete', Orange for 'Manual Grading Required', and Green for 'Complete'.

| Select a Student to Begin the Assessment | | | | | |
|--|------------|-------------|----------------|-------|---|
| Student Grade3 | ELA_G3_PT | Math_G3_PT | ORora | > | |
| Student Grade4 | ELA_G4_PT | Math_G4_PT | ORora | > | |
| Student Grade5 | ELA_G5_PT | Math_G5_PT | Science_G5_PT | ORora | > |
| Student Grade6 | ELA_G6_PT | Math_G6_PT | ORora | > | |
| Student Grade7 | ELA_G7_PT | Math_G7_PT | ORora | > | |
| Student Grade8 | ELA_G8_PT | Math_G8_PT | Science_G8_PT | ORora | > |
| Student Grade11 | ELA_G11_PT | Math_G11_PT | Science_G11_PT | ORora | > |

Electronic Format Data Entry

- The majority of the data entered into the electronic format is automatically collected by the student's interaction (selecting answers, which are stored after the NEXT button is selected)
- For students who start the electronic format administration but are unable to continue in this format, use the paper-pencil option to administer the remaining items and enter data via electronic format.

Supporting Administration



Supporting Admin, CONT.

Oregon Extended Assessment ✕ Exit Test

⬆

1

2

3

4

5

6

7

8

9

10

11

12

13

14

⬇

There are 47 unanswered questions remaining

Please type the name of the Qualified Assessor responsible for this test administration in the text box below.

Warning: Students cannot resume any unfinished items once you submit this test.

Submit

Writing Items Finger/Stylus

The screenshot shows a digital writing interface titled "Item 5". At the top, there are three small circular buttons: a minus sign, a refresh/clear icon, and a plus sign. To the right of these is a red button labeled "Exit Test". Below the top bar, there are two tabs: "Drawing" (highlighted in red) and "Typing". On the left side, there is a vertical toolbar with various drawing tools, including a pencil, eraser, and selection tools. The main area contains a blue scribble. On the right side, there is a vertical toolbar with a pencil icon, a plus sign, a minus sign, and a red button labeled "Exit Test".

Establishes how student writes (finger/stylus or keyboard)

Indicates that Drawing is selected

Moves prompt around

Erases targeted written text

Increases/decrease size of text to copy/trace

Resets the item entirely

Submits the student's response

Writing Items - Keyboard

Select the text box,
then use a
keyboard/AACD to
enter required
written text

The screenshot shows a digital writing interface. At the top, a green header bar contains the text 'Item 15' on the left and three circular icons (minus, refresh, plus) on the right. Below the header, there are two buttons: 'Drawing' (red) and 'Typing' (dark grey). The main area features three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line. Below these lines is a large, empty text box with a blue border and a vertical cursor. A red arrow points from the text box in the callout to this text box. At the bottom of the interface, there are two circular icons: a red one with a left arrow and a red one with a checkmark. On the left side, there is a vertical list of 12 numbered circles (8-21), with circle 15 highlighted in green. A 'Test' button is visible in the top right corner.

Manual Grading

Student name, the prompt, and scoring instructions for each item are listed here

The screenshot shows a mobile application interface for manual grading. At the top is a green header bar with a 'Home' button on the left and the title 'Manual Grading' in the center. Below the header is a large orange box containing the text: 'Student Prompt: Trace the words "grass is green." Is the response correct?'. Below this prompt are two buttons: a red button labeled 'No (0)' and a light blue button labeled 'Yes (1)'. Below the buttons is a large white box containing a tracing exercise. The text 'grass is green.' is written in a dashed font. Overlaid on this text are several blue, scribbled lines representing a student's response. At the bottom of the white box is a red button labeled 'Save & Continue' with a right-pointing arrow. The entire interface is set against a light gray background.

Once scored (0/1), select Save & Continue until complete

Student Reports

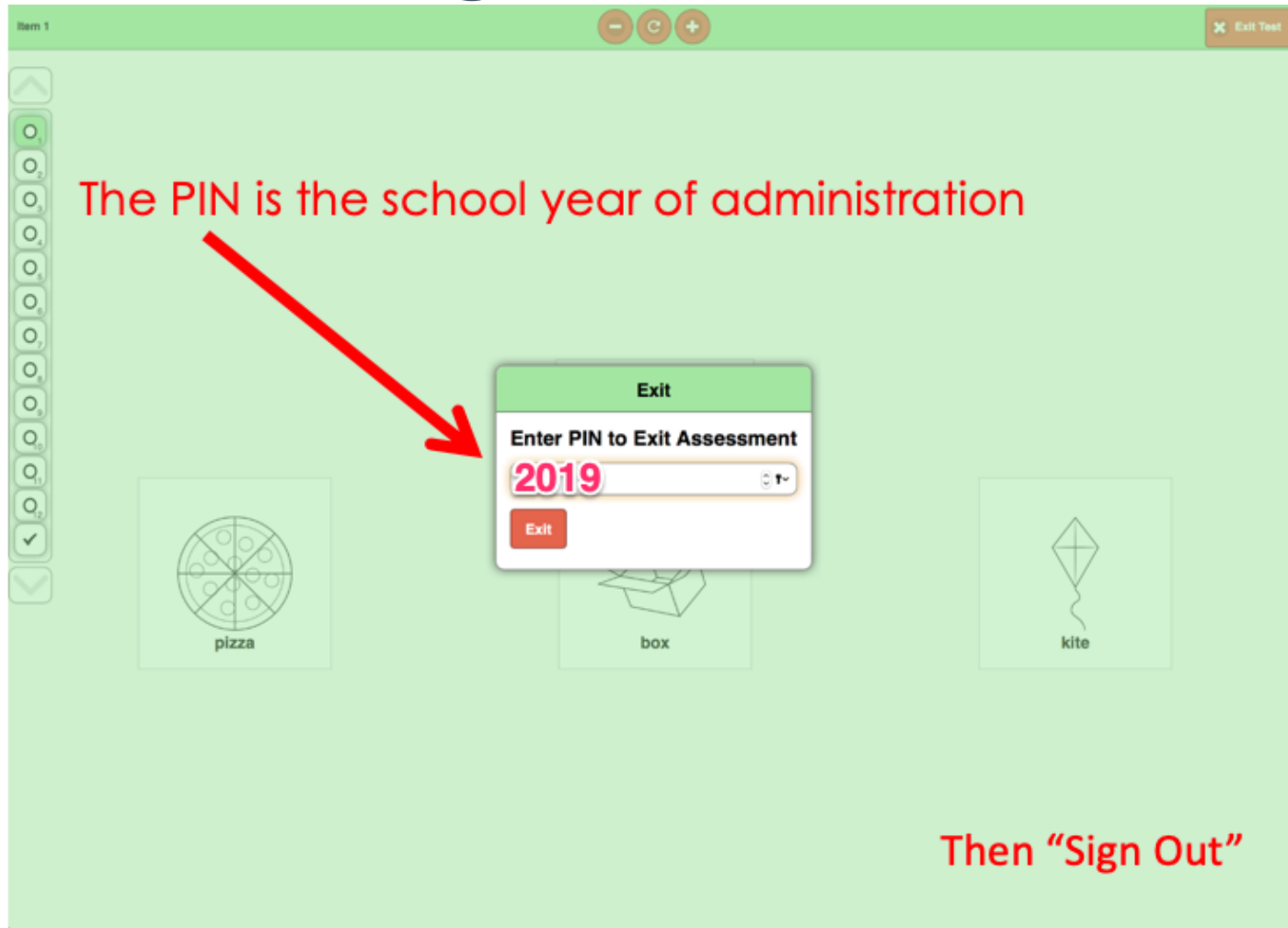
Oregon Extended Assessment x Reports x +

https://orext.brtprojects.org/app/#teacherReportPage

Home Reports

| Student | Grade | ELA | Math | Science | ORora |
|------------------------|-------|------------|--------------|--------------|------------|
| Grade12, reviewStudent | 12 | - | incomplete | - | - |
| Grade3, reviewStudent | 3 | incomplete | incomplete | x | incomplete |
| Grade4, reviewStudent | 4 | 0 | discontinued | x | 48 |
| Grade5, reviewStudent | 5 | incomplete | incomplete | incomplete | incomplete |
| Grade6, reviewStudent | 6 | incomplete | incomplete | x | incomplete |
| Grade7, reviewStudent | 7 | incomplete | - | x | - |
| Grade8, reviewStudent | 8 | incomplete | incomplete | - | - |
| Seventhgrade, Sylvie | 7 | - | - | x | - |
| Sixthgrade, Sam | 6 | - | - | x | - |
| Smith, Jane | 5 | incomplete | incomplete | discontinued | 68 |
| Student, | 0 | | | | |

Exiting the Test App

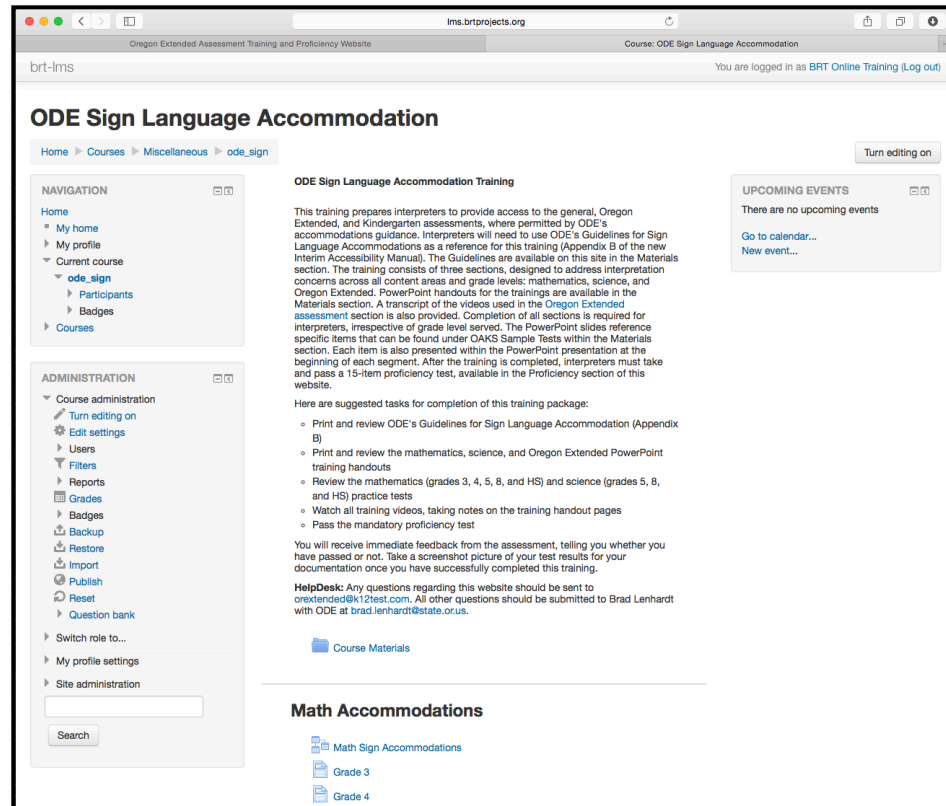


Sign Language Training

- ODE continues to offer a training and proficiency system for test administrators using a sign language administration
- The content and structure of the training is the same with the exception that updated information as well as accessibility information is now included.

Sign Language Training

- Log into the web address below,
- Select “ODE Sign Language Accommodation”
- Proceed through the training



<http://lms.brtprojects.org>

Updates

- Accommodations studies are part of this year's assessments
- Conducting a study on links between CCSS, Essentialized standards, and our test items
- Trying to provide as many opportunities for student's to demonstrate what they know – whether it's electronic, paper/pencil, or some hybrid
- Streamline scoring and data entry to reduce errors and workload
- *Looking Forward:* Consolidating to one website for data entry, monitoring, and reports

Questions?

- PLEASE CONTACT ODE or BRT WITH ANY QUESTIONS REGARDING THE TRAINING & PROFICIENCY WEBSITE:

Brad Lenhardt, ODE

brad.lenhardt@state.or.us

OR

Brock Rowley

brockr@uoregon.edu

Appendix 2.3B.2



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Oregon Extended Assessment (ORExt): Qualified Trainer Training



WELCOME



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Purpose

○ Every student should have an equal opportunity to show what s/he knows and can do. Common training ensures:

- Reliability

- ✓ from one assessor to another
- ✓ from one occasion to another
- ✓ from one district to another

- Validity:

- ✓ the results are an accurate reflection of student knowledge and skill
- ✓ the outcome is a reflection of what we intended to measure

Capacity and Allocations

- Districts are responsible for ensuring they have the capacity to assess all students who will be taking the ORExt.
- Allocations to support this responsibility were committed to districts based on their Special Education Child Count (SECC).

Administration

- Only QAs/QTs may administer the ORExt
- Administration must be conducted in accordance with ODE's requirements
 - Be a certified district employee
 - Complete the proficiency tests on the or.k12test.com website
 - Complete the district's test security training
 - Sign test security agreement

QA & QT Qualifications and Expectations

○ Qualified Assessor (QA)

- **Prerequisite Qualification:**
 - ✓ Licensed/certificated staff (i.e., teacher, school psychologist, etc.)
- Creates and keep a current QA account
- Prepares materials and setting for individual administration of the assessment
- Administers assessments directly to students
- Scores student responses fairly
- Delivers scores to online data entry system(s)
- Interprets results for student, family, or educational team
- Maintains security status through District Security Administrator
- Attend annual district test security training

○ Qualified Trainer (QT)

- In addition to QA responsibilities:
 - ✓ Serves as the local point person
 - ✓ Provides training and coaching to local Qualified Assessors
 - ✓ Manages QA Training and Proficiency accounts
 - ✓ Fluent in updates and changes
 - ✓ Awards certificates (per district policy)
- **First-time QTs must notify ODE of their status following their participation in the November QT training and having passed their proficiency assessments.**

QA Training Requirements

| Who | What | AND... |
|--------------------------------------|--|--|
| New Qualified Assessors | Attend one of the live trainings hosted by a local Qualified Trainer who has re-qualified for the current school year. | <ul style="list-style-type: none"> Review all training sections (under Training tab) <u>and</u> pass the <u>four</u> proficiency tests* on the training and proficiency website. Attend district's annual test security training and ensure current, signed confidentiality agreement on file with district. |
| Returning Qualified Assessors | May opt to attend a live training provided by a current Qualified Trainer. | <ul style="list-style-type: none"> Review the required training sections <u>and</u> pass the <u>refresher</u> proficiency tests on the training and proficiency website. Attend district's annual test security training and ensure current, signed confidentiality agreement on file with district. |



QT Training Requirements

| Who | What | AND... |
|--|--|---|
| New Qualified Trainers (a returning QA identified by his/her school and/or district to become a QT) | Attend one of the five live regional trainings by the Oregon Department of Education. | <ul style="list-style-type: none"> Review required training sections <u>and</u> pass the <u>refresher</u> proficiency test on the training and proficiency website. Attend district's annual test security training and ensure current, signed confidentiality agreement on file with the district. Attend triennial QT meeting. |
| Returning Qualified Trainers | May opt to attend one of the five live regional trainings by the Oregon Department of Education. | <ul style="list-style-type: none"> Review required training sections <u>and</u> pass the <u>refresher</u> proficiency test on the training and proficiency website. Attend district's annual test security training and ensure current, signed confidentiality agreement on file with the district. Attend triennial QT meeting. |



QA & QT Training Requirements (cont.)

| Who | What |
|--|---|
| Qualified Assessors & Qualified Trainers | <ul style="list-style-type: none">■ Oregon's current Test Administration Manual:<ul style="list-style-type: none">✓ Sections 1.0 - 4.0, 11.0, and Appendix A■ The Oregon Accessibility Manual:<ul style="list-style-type: none">✓ Introduction✓ ORExt accessibility supports✓ Appendices B – E |

Oregon Extended Assessment



ORExt: USED AA-AAAS Allowance

- Per USED, an allowance was made for states to create an alternate assessment for students with the most significant cognitive disabilities: Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS)/**Oregon's Extended Assessment**
- IEP team decides who participates

Participation by Content Area *and* Eligibility Category

- Participation by Content Area:

| Subject | Data |
|-----------------------|-------|
| English Language Arts | 3,940 |
| Math | 3,940 |
| Science | 1,690 |

- While all eligibility categories are represented, the majority of students who participate primarily come from these three:

| Eligibility | Data |
|--------------------------|--------|
| Intellectual Disability | 30-45% |
| Autism Spectrum Disorder | 28-34% |
| Other Health Impairment | 11-16% |

Decision-Making

- Among the numerous instructional decisions, IEP teams determine the student's statewide assessment option:
 - General assessment
 - ORExt
 - ✓ Use guidance document on eligibility for ORExt (cf. next slide)
 - ELPA21
 - ✓ If ELL, how they will participate in ELPA21?
 - Types of accessibility supports to provide during the assessment
 - ✓ Consult the current Oregon Accessibility Manual
 - ✓ NB: A decision to use unapproved assessment accessibility supports is a decision to modify and, therefore, invalidate the student's test for all reporting (AMO) purposes.

Eligibility Guidelines

- Guidelines are posted on the:
 - Statewide Alternate (Extended) Assessment website at <http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx>,
 - ORExt Training and Proficiency website at <https://or.k12test.com/>, and in the
 - ORExt Administration Manual (“Selecting the Assessment”)

Grade 12 Retake Option

- Grade 12 students whose current IEP indicates they are to participate in the ORExt will be afforded the opportunity to retake the ORExt (in ELA and/or Math) if they did not meet proficiency expectations (i.e., receive a “Level 3” or “Level 4”) as 11th graders.

Oregon Accessibility Manual

<http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx#main>

- Background
 - Smarter Balanced Consortium (i.e., Usability, Accessibility, and Accommodations Guidelines)
- Structure
 - Statewide Assessments Accessibility Supports Tables
 - Appendices
 - Change Log
- Terminology
 - Universal Tools, Designated Supports, Accommodations
 - Embedded, Non-embedded

ORExt Administration Window

- **Administration:**

- Opens February 14, 2019 and closes at 5:00 p.m. on April 25, 2019.
- Assessment materials are available for download **one week prior** to the opening of the administration window (beginning February 7, 2019).

ORExt Data Entry Window

- **Data Entry:**

- Grades 3-8 & 11: Opens February 14, 2019 and closes at 5:00 p.m. on May 10, 2019. Performance scores will be available May 24, 2019.
- Grade 12 (retake): Opens February 14, 2019 and closes at 5:00 p.m. on April 25, 2019 (to ensure performance scores will be available by May 10, 2019).

Paper/Pencil Administration Update

- Access to test materials and data entry:
 - BRT/UO secure site:
[Oregon's Extended Assessment Training and Proficiency Site](#)
- Adding a 'Data Entry Only' feature for students who were administered the paper/pencil version of the test.

Administration Types

○ Paper-Pencil

- Use the BRT/UO Secure website to:
 - ✓ Access the ORExt Student Materials and Scoring Protocol
 - ✓ Access the Oregon Observational Rating Assessment (Orora)
 - ✓ Enter data for both the ORExt (“How-to” Instructions posted) and the ORora

○ Electronic format administration (available for students who can successfully access the assessment in a electronic format). Use the electronic format to:

- Access the ORExt Student Materials.
- Data is automatically entered as testing proceeds for the ORExt.
- Access the ORora (an option presented to the QA/QT automatically if testing is discontinued)

Administration

- Logistical Considerations:
 - Review assessment(s) and prepare any materials in advance
 - Arrange substitute time as needed
 - Consider
 - ✓ reward system (as necessary)
 - ✓ seating arrangements based on student need
 - ✓ setting (one-on-one, limit distractions)
 - ✓ timing (as appropriate)
 - ✓ assistance (as required)
 - ✓ Maintain awareness of the level of support student needs to access an item on an item-by-item basis (not directly assessed this year)

Administration (cont.)

- Consequential validity survey results suggest that the length of assessment administration takes on average .75 to 1.5 hours per content area
- Average length of data entry (~10-15 minutes)
- Average length of time associated with materials preparation (varies)



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ORExt Format

- Three subject areas (English Language Arts (ELA) [Reading, Writing, Language], Mathematics, & Science)
- Grade leveled assessments in ELA and Math (3-8 & 11)
- Grades 5, 8, & 11 assessed in Science

ORExt Scoring

- Except for the Writing prompts, QAs will no longer be expected to score the test items; that is,
- Whether paper-pencil or electronically, the student or QA will enter the letter of the student's response only

Minimum Participation Rule

- **To count toward participation a student must be administered at least 10 items.**
 - If a student misses 10 items at any point within the administration of the first 15 items, QAs should consider discontinuation.
 - All accessibility supports and appropriate provisions should be considered thoroughly prior to discontinuing an ORExt administration.
 - If the ORExt is discontinued, the QA (or teacher who knows the student best) are encouraged to complete the ORora (only one ORora per student must be completed).

Oregon Observational Rating Assessment (ORora)*

- The ORora is for SWSCD who are not able to access the academic demands of the ORExt, despite the provision of extensive supports and test design features founded in the concepts of universal design for assessment. It provides:
 - instructional and functional information for teachers and parents
 - information on attention, math concepts, and receptive & expressive communication

*** The ORora is not part of the accountability reporting system.**

ORora Completion

- The ORora is not a performance assessment; it is a rating scale founded in the teacher's observations of the most current levels of student functioning.
- It is completed by the QA during the test window, but the student does not need to be present during its completion.
- There is a comprehensive user guide, which provides definitions for each aspect of the scale, as well as examples, published on the Training and Proficiency site at <https://or.k12test.com/>

ORora Domains & Sub-domains

- The ORora is composed of two domains with two sub-domains under each:
 - Level of Independence (LOI) = Attention + Basic Math Concepts
 - ✓ Attention
 - ✓ Basic Math Concepts
 - Communication (COM) = Receptive + Expressive
 - ✓ Receptive Communication
 - ✓ Expressive Communication
- The administrative directions for the ORora are posted in the QT Materials section of Oregon's Extended Assessment Training & Proficiency website at or.k12test.com

ORora Scales

- Level of Independence Rating Scale

| Level 1 <i>Full Physical</i> | Level 2 <i>Partial Physical</i> | Level 3 <i>Verbal/ Gestural</i> | Level 4 <i>Independent</i> |
|--|---|---|--------------------------------------|
| 1 | 2 | 3 | 4 |

- Communication Rating Scale

| Level 1 <i>Reactive</i> | Level 2 <i>Proactive</i> | Level 3 <i>Unconventional</i> | Level 4 <i>Conventional</i> |
|-----------------------------------|------------------------------------|---|---------------------------------------|
| 1 | 2 | 3 | 4 |

ORora Scoring

Oregon Observational Rating Assessment (ORora) Summary

| Domain | | Points Achieved |
|--|-----------------------------|-----------------|
| Level of Independence (LOI) | 1. Attention Sub-domain | _____ |
| | 2. Math Concepts Sub-domain | _____ |
| | LOI Total | _____ |
| Communication (COM) | 3. Receptive Sub-domain | _____ |
| | 4. Expressive Sub-domain | _____ |
| | COM Total | _____ |
| Total ORora Score (LOI Total + COM Total) : | | _____ |
| ORora Percentage (Total ORA Score/80) : | | _____ |



ORora Narrative Summary

- Teachers can address or identify areas such as:
 - Prerequisite skills that allow the student to access instruction,
 - Sensory support needs (i.e., hearing, vision, orthopedic, medical),
 - Effective use of Assistive Technology (AT) (e.g., alternative communication devices),
 - Relevant functional skills that have developed over the past year, and, generally,
 - Areas of growth that educators have noted in the prior year (e.g., comparing current to prior ORora scores, if available, or any context for determining the Present Levels of Academic Achievement and Functional Performance [PLAAFP] for SWSCDs).



ORora Data Entry

- The paper/pencil version of the ORora is on the same page as the paper/pencil ORExt materials on the BRT/UO Secure Website
- All data entry for the paper/pencil version is completed on the BRT/UO Secure Website

Reports and Scores

- While ORExt performance scores (and Individual Student Reports) are not available until May, student's **frequency of responses** are available under the "Reports" tab in Data Entry in both "Individual Student Reports" and "Class Roster Reports" formats.
- Teachers who are interested in accessing students' performance scores are encouraged to work with your School Test Coordinator.
- An interpretation guide for ORExt scaled scores is available at <http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx>.

Discussing Test Results with Parents

- Can and should always discuss performance and growth with respect to IEP short-term objectives and classroom assignments based on grade-level content.
- Can discuss qualitative skills that are demonstrated at a task or item level (e.g., “Out of five items that assessed your son’s knowledge and skills with respect to *Interdependence of Organisms in the Environment*, your son was able to answer one correctly”)

Discussing Test Results with Parents (continued)

- Emphasize that the ORExt is a summative assessment that is used to evaluate schools and programs and is not an adequate substitute for other forms of classroom progress monitoring
- Emphasize that the ORExt is an alternate assessment and as such performance is not comparable to performance categories on the general assessment (OAKS Online)
- Do not discuss “performance” (i.e. meets, does not meet, exceeds, etc.) until final reports are available.

QA Training Section Requirements

- Updates for current school year
- Electronic format administration
- Introduction
- Information for Assessors: Alternate Academic Achievement Standards (AAAS)
- Selecting an Assessment
- Administration of the ORExt
- Appropriate/Inappropriate Administration Examples
- Minimum Participation Rule
- Administration of the ORora

News

- Every Student Succeeds Act

- <https://www2.ed.gov/documents/essa-act-of-1965.pdf>
(See Section 1111(b)(2)(D), beginning p. 27)

- Assessment Regulations

- <https://www.gpo.gov/fdsys/pkg/FR-2016-12-08/pdf/2016-29128.pdf> (See Sections 200.6(c) and 200.6(d) on pp. 88934-88936)

- ESSA Participation Requirement

- <https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief12OnePercentCap.pdf>

News (cont.)

- Essentialized standards are available for instruction. They are published at <http://www.brtprojects.org/publications/training-modules> (see 2015), along with a User Guide that explains their intended uses and applications.
- Curriculum and Instruction website provides:
 - Lesson templates that are aligned to Essentialized Standards
 - ✓ Supporting videos
 - ✓ Scripts
 - A PLAAFP development training module*
 - An IEP goals and objectives development training module
 - ✓ PLAAFP and IEP development is aligned to the essentialized standards

* Training modules include voiceover PPTs and scripts, as well as relevant resources.

Four Key Websites

- Oregon Department of Education's Statewide Alternate (Extended) Assessments Website:

<http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx>

- Oregon Extended Assessment Training and Proficiency Website:

<https://or.k12test.com/>

- Oregon Department of Education District (Secure) Website:

<https://district.ode.state.or.us/>

- Curricular & Instruction Resource Website (including Present Levels of Academic Achievement and Functional Performance and Individualized Education Program goals and objectives training modules):

<http://lms.brtprojects.org>

Oregon Assessment Resources

- [Oregon Extended Assessment Administration Manual](#)
- [Oregon Accessibility Manual](#)
- [AA Updates](#)

ODE Supports

| Oregon Department of Education | BRT/University of Oregon |
|---|--|
| <ul style="list-style-type: none">○ Policy○ Guidelines○ Assessment and Participation Rules○ Administration rules○ Secure Test/Data Entry issues○ General complaining | <ul style="list-style-type: none">○ ORExt/ORora test design○ or.k12test.com website/○ training issues○ Technical aspects of the ORExt/ORora |

ODE Contacts

- Brad Lenhardt
 - Brad.Lenhardt@state.or.us
- Regional Assessment Support Partners
 - <http://www.oregon.gov/ode/educator-resources/assessment/Documents/esdpartners.pdf>

The screenshot shows the Oregon Department of Education (ODE) website. The top navigation bar includes links for Students & Families, Educator Resources, Schools & Districts, Learning Options, Data & Policies, and About Us. The main heading is "Statewide Alternate (Extended) Assessment" with the subtitle "Starting template used for provisioning Oregon agency sites". Below this, there is a breadcrumb trail: Home > Educator Resources > Student Assessment > Statewide Alternate (Extended) Assessment. The page content is divided into two columns. The left column has an "Overview" section explaining that these assessments are for students with significant cognitive disabilities and an "Administration" section with links to the current test schedule, district secure website, and qualified assessor expectations. The right column has a "Student Assessment" sidebar with links for Test Administration, Kindergarten, English Language Arts, Mathematics, English Language Proficiency, Science, Social Sciences, NAEP, A&A Update, Assessment Help, and Current Test Schedule. At the bottom of the page is a section for "Achievement/Performance Standards".

Statewide Alternate (Extended) Assessment
Starting template used for provisioning Oregon agency sites

Home > Educator Resources > Student Assessment > Statewide Alternate (Extended) Assessment

Overview
Oregon's Extended Assessments are [alternate assessments](#) designed specifically for students with the most significant cognitive disabilities. The decision to administer Oregon's Extended Assessment (the alternate assessment) can only be made by the student's IEP team -- including the parent. Because Extended Assessments are based on alternate achievement standards with content that is reduced in depth, breadth, and complexity, test results from these assessments are not comparable to results achieved on the state's general assessment, in spite of the similarity in performance category.

Administration

- [Current Test Schedule](#)
- [Extended Assessment District Secure Website](#)
Qualified Assessors (QAs) and Qualified Trainers (QTs) must have a username and password (provided by their district security administrator) to log on to this site and access the Extended Assessment application for the Extended Assessment test materials (Resource Materials) and to enter the student's Extended Assessment scores ("Data Entry Instructions").
- [Qualified Trainer and Qualified Assessor Expectations](#) 07/11/2013
To administer Extended Assessments to students in the State of Oregon, educators must be appropriately trained as either a Qualified Assessor or a Qualified Trainer of the Extended Assessments.
- [Oregon Extended Assessment Administration Manual](#) 9/29/2016
This manual is intended for educators and parents who are interested in a general overview of the Oregon's Extended Assessments - including a description of its architecture (organization and format as well as a review of decision-making for implementation), general administration, and scoring procedures. An overview of this year's Extended Assessments and the administration of such will be covered at the Qualified Assessor and Qualified Trainer Training meetings in November and under the "Training" tab on Oregon's Training & Proficiency website.

Student Assessment

- Test Administration
- Kindergarten
- English Language Arts
- Mathematics
- English Language Proficiency
- Science
- Social Sciences
- NAEP
- A&A Update
- Assessment Help
- Current Test Schedule

Achievement/Performance Standards



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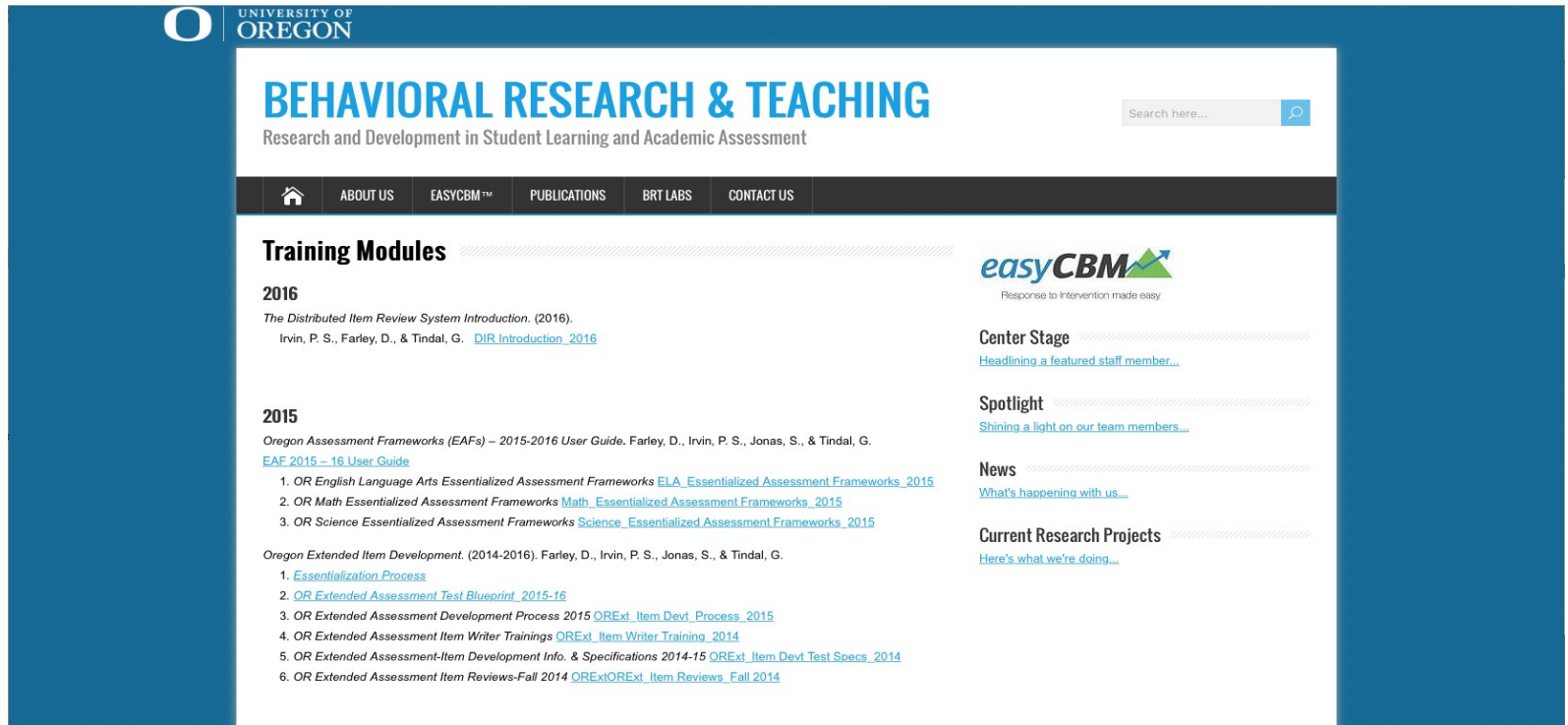
BRT Contacts

○ Brock Rowley

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○ Sevrina Tindal

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The screenshot shows the website for the University of Oregon's Behavioral Research & Teaching (BRT) center. The header includes the University of Oregon logo and the text "BEHAVIORAL RESEARCH & TEACHING" with the subtitle "Research and Development in Student Learning and Academic Assessment". A navigation bar contains links for Home, About Us, EASYCBM™, Publications, BRT Labs, and Contact Us. The main content area is titled "Training Modules" and lists resources for 2016 and 2015. The 2016 section includes "The Distributed Item Review System Introduction" by Irvin, P. S., Farley, D., & Tindal, G. The 2015 section includes "Oregon Assessment Frameworks (EAFs) – 2015-2016 User Guide" and a list of six links related to the Oregon Extended Assessment Item Development process. On the right side, there are sections for "easyCBM" (Response to Intervention made easy), "Center Stage" (Headlining a featured staff member...), "Spotlight" (Shining a light on our team members...), "News" (What's happening with us...), and "Current Research Projects" (Here's what we're doing...).

UNIVERSITY OF OREGON

BEHAVIORAL RESEARCH & TEACHING

Research and Development in Student Learning and Academic Assessment

Search here...

HOME ABOUT US EASYCBM™ PUBLICATIONS BRT LABS CONTACT US

Training Modules

2016

The Distributed Item Review System Introduction. (2016).
Irvin, P. S., Farley, D., & Tindal, G. [DIR Introduction_2016](#)

2015

Oregon Assessment Frameworks (EAFs) – 2015-2016 User Guide. Farley, D., Irvin, P. S., Jonas, S., & Tindal, G.
[EAF 2015 – 16 User Guide](#)

1. OR English Language Arts Essentialized Assessment Frameworks [ELA Essentialized Assessment Frameworks_2015](#)
2. OR Math Essentialized Assessment Frameworks [Math Essentialized Assessment Frameworks_2015](#)
3. OR Science Essentialized Assessment Frameworks [Science Essentialized Assessment Frameworks_2015](#)

Oregon Extended Item Development. (2014-2016). Farley, D., Irvin, P. S., Jonas, S., & Tindal, G.

1. [Essentialization Process](#)
2. [OR Extended Assessment Test Blueprint_2015-16](#)
3. [OR Extended Assessment Development Process 2015 ORExt Item Devt Process_2015](#)
4. [OR Extended Assessment Item Writer Trainings ORExt Item Writer Training_2014](#)
5. [OR Extended Assessment-Item Development Info. & Specifications 2014-15 ORExt Item Devt Test Specs_2014](#)
6. [OR Extended Assessment Item Reviews-Fall 2014 ORExtORExt Item Reviews_Fall 2014](#)

easyCBM
Response to Intervention made easy

Center Stage

[Headlining a featured staff member...](#)

Spotlight

[Shining a light on our team members...](#)

News

[What's happening with us...](#)

Current Research Projects

[Here's what we're doing...](#)



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Contact Information

- Brad Lenhardt
 - Email: brad.lenhardt@state.or.us
 - 📞 503-947-5755
- Questions or comments about the ORExt website:
 - 📞 (800) 838-3163
 - 📠 (815) 893-8088
 - Email: orextended@k12test.com
- Contact your [Regional ESD Assessment Support Partners](#) for assessment data and reports questions

Appendix 2.3B.4

APPENDIX A: 2018-19 OREGON STATEWIDE TEST SCHEDULE

| | | | | | | | | | | | | |
|----------------------------|--|--------------------------------------|--------------|-------------|------------|------------|------------|---------------------------|-------------------------------------|-----------|-------------------------------------|----------------------------------|
| O N L I N E | ONLINE TESTS ^E | | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School (Grade 11) ^A | | | |
| | Smarter Balanced | English Language Arts ^B | 1/8 – 6/7 | | | | | | 1/8 – 6/7 | | | |
| | | Mathematics ^{B, F} | 1/8 – 6/7 | | | | | | 1/8 – 6/7 | | | |
| | OAKS Online | Science ^{C, F} | | | 1/8 – 6/7 | | | 1/8– 6/7 | 1/8 – 6/7 | | | |
| | | Social Sciences ^{D, F} | | | 1/8 – 6/7 | | | 1/8– 6/7 | 1/8 – 6/7 | | | |
| | | | K | Grade 1 | Grades 2-3 | Grades 4-5 | Grades 6-8 | High School (Grades 9-12) | | | | |
| ELPA21 | Required for all identified English learners regardless of service | | 1/8 – 4/12 | | | | | | | | | |
| P A P E R | PAPER TESTS | | Order Window | K | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School (Grade 11) ^A | Data Entry Deadline ^I |
| | OAKS Extended | Extended ELA ^{G, H} | 11/12-1/11 | | 2/14-4/25 | | | | | | | 5/10 |
| | | Extended Mathematics ^{G, H} | | | 2/14-4/25 | | | | | | | |
| | | Extended Science ^{G, H} | | | | 2/14-4/25 | | | 2/14-4/25 | 2/14-4/25 | | |
| | Kindergarten Assessment ^J | | 5/24 – 6/28 | 8/7 - 10/18 | | | | | | | | 10/30 |
| | NAEP | Selected Schools | N/A | | | 1/28-3/8 | | | | 1/28-3/8 | 1/28-3/8 | N/A |
| | PSAT/NMSQT® | | 6/29 | | | | | | | | 10/10, 10/13 & 10/24 | N/A |

NOTE: Footnotes do not provide comprehensive test administration information. Please refer to the 2018-19 Test Administration Manual for requirements and instructions. For more information, contact your [Regional ESD Partner](#)

| | |
|--|--|
| A) The High School grade of accountability is 11 th grade. Although not required, 12 th graders may also test (for Extended, only 12 th graders who have not yet met the achievement standard may retest). 9 th and 10 th graders may also take OAKS Online Science and Social Sciences. NAEP tests 12th graders at selected schools. | F) Both English-only and English-Spanish formats are available. (Braille interface is available in English only.) |
| | G) OAKS Extended tests requiring Braille or Large Print format must be ordered during the order window. |
| B) Required test for students in grades 3 through 8 and in High School. See Section 5.2 for specific local test window criteria. Grade 12 students may take the Smarter Balanced assessments for Essential Skills or college placement purposes. | H) Available for download starting one week before the start of the test window, on 2/8/18. |
| C) Required test for students in grades 5, 8, and in High School. | I) If the data entry (or shipping) deadline is missed, students will be counted as non-participants. |
| D) Optional test for students in grades 5, 8, and in High School. | J) Required test for students entering Kindergarten. Students are only allowed one test opportunity. |
| E) Online testing may be offline for scheduled maintenance from 5 p.m. PT on Friday – 7 p.m. PT on Sunday the third weekend each month, as well as from 11:59 p.m. PT on January 3 through 6 a.m. PT on January 8. Click here for a full schedule. | |

Appendix 2.3B.5

**NEW QUALIFIED TRAINER TRAINING:
OREGON ALTERNATE (“EXTENDED”) ASSESSMENT**

Oregon Department of Education &
University of Oregon: Behavioral Research and Teaching

| | |
|---------------|--|
| 09:00 – 09:15 | Registration and check-in |
| 09:15 – 10:30 | Overview: Information, Guidance, & Updates |
| 10:30 – 10:45 | Break |
| 10:45 – 11:45 | Overview: Information, Guidance, & Updates (cont.) |
| 11:45 – 12:30 | Lunch Break |
| 12:30 – 1:30 | Using and Navigating the Oregon Extended Assessment Training and Proficiency Website |
| 1:30 – 2:00 | Wrap-up: Expectations, proficiency, next steps, questions. Evaluations, PDU's. |

Appendix 2.3B.6

ORExt Online Training (Web-Training) Access Instructions and Qualifying Activities

1) What do I do if I was a Qualified Assessor (QA) for the ORExt last year and would like to upgrade/refresh online to assess students again this year?

If you successfully qualified as a Qualified Assessor (QA) last school year and you intend to remain a QA this school year you must do the following:

- 1) Go to* the Oregon Training and Proficiency website: <https://or.k12test.com> (*if your email address has changed or you don't remember your password see the **Technical Difficulties**" section on page 2) .
- 2) Review the site for any changes throughout and read the entire Administration part of the Training section .
- 3) Take the Refresher Proficiency test, a 25 -question test, and pass with a score of at least 80%.
- 4) Once you pass the Refresher Proficiency you will automatically be up upgraded to your prior 2015-16 status.

2) What do I do if I was a Qualified Trainer (QT) for the ORExt last year and would like to upgrade/refresh online to either train assessors or to assess students again this year?

If you successfully qualified as a Qualified Trainer (QT) last school year and you intend to remain a QT this school year you must do the following:

- 1) Go to* the Oregon Training and Proficiency website: <https://or.k12test.com> (*if your email address has changed or you don't remember your password see **"Technical Difficulties"** section on page 2) .
- 2) Review the site for any changes throughout and read the entire Administration part of the Training section .
- 3) Take the Refresher Proficiency test, a 25 -question test ,and pass with a score of at least 80%.
- 4) Once you pass the Refresher Proficiency you will automatically be upgraded to your prior status. A "Materials" section will now appear on your account, which provides materials for training New Qualified Assessors.

3) What do I do if I began the ORExt training process last year (either QT or QA), but did not complete it?

If you attended any live training last year (either QT or QA trainings) but did not complete the online training and proficiency process, your registration information was not retained in the ORExt T & P website.

In Oregon, only Qualified Assessors (QA) or Qualified Trainers (QT) are allowed to administer the ORExt to students. If you wish to become a Qualified Assessor you must do the following:

- 1) Attend a live training that is conducted by a current Qualified Trainer in your district/region during this school year.
- 2) After you complete the live training, log onto the training and proficiency website: <https://or.k12test.com>.
- 3) Complete the entire training section of the website.
- 4) Pass the four proficiency tests (Admin, ELA, Math, and Science) with a score of at least 80%.
- 5) Once you have passed the proficiency tests, contact your local QT to request an upgrade of your status to a Qualified Assessor.

***Technical Difficulties**

If your **email address has changed**:

- 1) Go to the website, <https://or.k12test.com>, and log in using your old email address and password
 - 2) Go to the "Account" section
 - 3) To the right of the email address click on the blue link that reads "Update"
 - 4) Enter your new email address in the box and click on "Send Confirmation"
 - 5) Go to your new email account and click on the email that was just sent to you with a subject title of "Oregon Extended Registration Confirmation Link"
 - 6) Within the body of that email, click on the Confirmation Link, which will take you back to the training and proficiency website, and your email address has been changed.
-

If you **don't remember your password**:

- 1) Go to the website, <https://or.k12test.com>, and click on the blue words "Reset Password"
 - 2) Enter your email address that you used last year (or the new email address you changed to this year), and click on "Send Email Confirmation"
 - 3) Go to your email account and click on the email that was just sent to you with a subject title of "Oregon Extended Password Reset Confirmation"
 - 4) A website page will be generated and your new password is on the first line in green. Copy the password and click on the blue "login" word.
 - 5) Enter your email address and the new password and login.
 - 6) Go to the "Account" section of the website once logged in, and change your password if you wish.
-

Appendix 2.3B.7

Building Capacity as a Qualified Trainer

1. Identify yourself to your District office as a Qualified Trainer.
2. Inform your District office that individuals will be calling to determine names of Qualified Trainers and that you would like your name made available (Funding will be provided to support additional training toward capacity building in your local areas, how much funding varies by district. Districts may provide other funds to support this training).
3. Work with your schools or districts to determine what resources and supports are needed, including:
 - a. Adequate locations to provide training
 - b. Support for printing materials
 - c. Any other supports that may/will be provided for the meeting
 - d. How many Qualified Assessors the district will need
4. Create a flyer or determine some other method of advertising your Qualification and your intent/availability to provide trainings. In the flyer, identify:
 - a. dates
 - b. times
 - c. length of training and the level of training

It is advisable to separate training so that those individuals who are familiar with the assessments receive a separate/shorter training than those receiving training for the first time. **If you are training novices**, you will need to provide training on the ORExt *and* the Oregon Observational Rating Assessment (ORora):

- a. Format
- b. Administration
- c. Scoring
- d. Data entry
- e. Interpretation of responses
- f. Overall process
- g. Locations of websites (Training, Secure Tests/Data Entry, Curriculum & Instruction, Resource)

If you are training individuals who were QAs last year you will need to train on the ORExt and ORora: :

- a. Changes, Scoring prerequisites, Data entry, Providing support during the Extended Assessments, Website
- OR**
- b. Direct them to re-qualify independently online through the Extended Assessment training site.

Your contact for general questions related to your district's needs is your district or ESD Special Education Director unless otherwise indicated.

Appendix 2.3B.10

2019 Consequential Validity Survey Results for the Oregon Extended Assessments



Abstract

Behavioral Research and Teaching (BRT) at the University of Oregon conducted the current consequential validity survey for the Oregon Department of Education (ODE). The purpose was to determine Oregon educator perceptions of the impact that implementation of the Oregon Extended Assessment (ORExt) program has upon the field in the areas of instruction and student opportunity for students with significant cognitive disabilities (SWSCD). BRT collected the information as a basis for continuous improvement efforts related to the ORExt. This is the fifth year collecting such information, with participants asked to respond to a range of quantitative and qualitative survey prompts. All participants were Qualified Assessors (QAs) and Qualified Trainers (QTs) in Oregon, and were assured of strict confidentiality, with aggregated survey results reported here to protect confidentiality.

Theoretical Background

Messick (1989) introduced consequential validity as a concept in relation to test development and usage over two decades ago. Shepard (1997) broadened the definition, incorporating positive, negative and neutral consequences, as well as intended and unintended consequences. Broadly, consequential validity is considered as separate though interconnected to other aspects of test validity (i.e., construct, content). Whether the consequences of test use are the responsibility of the test author or user (Popham, 1997), they must be carefully considered during test development and subsequent use—as test validation depends on the decision-making procedures employed in both contexts (Kane, 2001). Further, key organizations and federal peer review requires documentation of consequential validity in reporting (AERA, NCME, & APA, 1999; OESE, 2007).

The administered survey questions were framed based upon current consequential validity approaches for alternate assessments in the literature (e.g., Lane, Parke, & Stone, 1998; Wilson, 2005), and also targeted issues that were of specific value in Oregon. A thorough description of the theoretical framework behind the approach to consequential validity in this study can be found in the 2013-14 technical report (Oregon Department of Education, 2014). 2017-18 consequential validity survey results are reported below.

Methods

Participants

Responses to survey items were received from 191 participants, though some entries included no data, and thus, *n*-sizes range across survey demographic responses and items. All demographics questions were gathered toward the end of the survey, as some attrition was expected and we prioritized items to proceed in order of utility. The 191

respondents, all of whom were Qualified Assessors (QAs; $n = 161$, 84.3%), Qualified Trainers (QTs; $n = 30$, 15.7%), in the or.k12test.com database, represented about 18% of the solicited respondents in the state (15% of available QAs and 30% of available QTs). Participants reflected age groups from 20-50 and above, with most between 41-45 (21.3%) and 51 and above (36.2%) years of age. The sample represented all regions of the state, with most respondents residing along the North and Central I-5 Corridors—Region 2 (Portland, Beaverton, and Hillsboro areas; 42.3%) and Region 5 (Eugene, Corvallis, Salem areas; 29.1%), respectively. Participants' educational experience ranged from 0 to over 31 years, with the most respondents having 16-20 years of experience (22%). Tables 1-6 display descriptive statistics for the sample demographics, including sex, age, educational experience, region, educational role, and level of education.

Procedure

The Oregon Extended Assessment Consequential Validity Survey was distributed via the Google Forms system from May 20, 2019 through June 15, 2019. The survey link was distributed via ORExt electronic mail listservs to 1067 Qualified Assessors and 100 Qualified Trainers for the ORExt. Survey responses were downloaded in an Excel comma separated values file and analyzed descriptively in Excel.

In addition to the six demographic questions, the 2018-2019 Oregon Extended Assessment Consequential Validity Survey included a total of eight quantitative and three qualitative items designed to gauge the impact of the ORExt test use. The seven positively-worded quantitative items employed a four-point scale ranging from 1-4 (1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree). One quantitative item asked for a response by inputting numerical values for hours and minutes. There were three

qualitative, open-ended response questions.

Results

Quantitative and qualitative results from the 2018-2019 Oregon Extended Assessment Consequential Validity Survey are presented, respectively.

Quantitative

Because all quantitative items were positively worded questions with answer choices on an ordinal scale, the modes of the responses are reported for interpretation.

In general, ORExt QAs and QTs deemed that the ORExt test items were easy to administer and score [Item 1; *mode* = Strongly Agree or Agree (96.3%)]. Respondents also thought that items were accessible for students who participated in the ORExt [Item 2; *mode* = Strongly Agree or Agree (84.2%)]. QAs and QTs, overall, thought that the ORExt reflected the academic content their SWSCD should be learning [Item 3; *mode* = Strongly Agree or Agree (74.9%)]. Further, respondents believed that the performances required by ORExt items are appropriate behaviors to review to determine what their SWSCD know and can do [Item 4; *mode* = Strongly Agree or Agree (84.3%)]. QTs and QAs indicated a mildly positive response to having the curricula needed to teach academic skills that are aligned to the Essentialized Assessment Frameworks to their students taking ORExt [Item 5; *mode* = Strongly Agree or Agree (64.9%)]. Furthermore, respondents generally agreed that they felt confident in interpreting the scores and the relative achievement level descriptors for ORExt [Item 6; *mode* Strongly Agree or Agree (79%)].

As time spent administering assessments is a specific concern addressed in the new Every Student Succeeds Act (2015), we asked test administrators to estimate how long it took to administer one content area assessment in ELA or Math. Of the 191 respondents,

45.6% recorded that a content area assessment required between one hour and two hours to administer. Nine percent of respondents recorded that the assessment took up to three hours to administer. The majority of QAs report that the assessment takes no more than one hour to administer per content area, with a few cases taking longer than an hour for test administration.

Overall, respondents had varying responses to the potential positive *educational* impacts that ORExt implementation is having on SWSCD (Items 7a to 7h). In general, respondents had a mildly positive view of educational impacts of the ORExt. Respondents believed that the ORExt increased educator understanding of the academic content for SWSCD [Item 7a; *mode* = Strongly Agree or Agree (65.4%)] and provided new models for assessing academics for SWSCD [Item 7b; *mode* = Strongly Agree or Agree (69.1%)]. While respondents were neutral that ORExt provided positive impacts in the curricular and instructional approaches used with their students [Item 7c; *mode* = Strongly Agree or Agree (58.1%)], Many believed that it improved the manner in which classroom assessments are designed and implemented [Item 7d; *mode* = Strongly Agree or Agree (53.4%)]. QAs and QTs mildly disagreed that ORExt improved the learning outcomes of SWSCD [Item 7e; *mode* = Strongly Agree or Agree (48.7%)], nor did it increase access to the general education curriculum for those students [Item 7f; *mode* = Strongly Agree or Agree (43.5%)]. However, respondents were more agreeable regarding the positive impact of ORExt in developing academic goals and objectives in IEPs for SWSCD [Item 7g; *mode* = Strongly Agree or Agree (50.3%)], as well as improving the alignment between IEP and state standards and benchmarks [Item 7h; *mode* = Strongly Agree or Agree (52.9%)].

Qualitative

Participating QAs and QTs were asked to answer three open-ended survey items. The first qualitative response item asked respondents to describe what they appreciated most about the 2018-19 ORExt. Of the 191 respondents for this item, two overall aspects of the ORExt were most appreciated (in order of greatest frequency to least):

1. Efficiency of administration, such as more streamlined administration, ease of administration while maintaining tasks that reliably measure target skills, easier to give and score.
2. Overall item and test design, including one item per page, visual supports, variety of question prompts, student materials design, and accessibility for students.

The second qualitative response item asked respondents to recommend one improvement that could be made to the 2018-19 ORExt. Across the 191 responses to this item, QAs and QTs recommended four areas of improvement (in order of greatest frequency to least):

1. Option to electronically administer the test, so that scoring can be automatically computed.
2. An assessment for students who cannot access reduced complexity academic tests due to severe limitations is needed, focusing on functional skills.
3. A new assessment (or new items) should be developed to better match the varying levels of abilities across the range of SWSCD, and
4. The math assessment should include more practical/life skills focused items (i.e., money, time) rather than complex mathematical concepts that are too advanced for this population (i.e., numerical coordinates, algebraic thinking)

The third qualitative response item asked respondents to describe their understanding and use of the curricular and instructional resources available through the lms.brtprojects.org website. Across the 191 responses, QAs and QTs provided two areas of descriptions (in order of greatest frequency to least):

1. Minimal knowledge and use of the resources due to various factors, for example, being unaware of its availability, not accessing the training, etc.
2. Provides resources to help teachers with test administrations (i.e., easyCBM) and write IEP goals and apply CCSS in their development.

Test Administration and Design

Overall, QAs and QTs overwhelmingly indicated that the ORExt test was easy to administer and score, with about 97% agreeing or strongly agreeing with the quantitative survey statement. Similarly, respondents felt the test was accessible to their SWSCD, with about 77% of individuals agreeing or strongly agreeing, and that the performances required by the test items are appropriate behaviors to review for those students, with about 83% of individuals agreeing or strongly agreeing. Survey results suggest that the test is an efficient way to gather academic information for SWSCD.

Respondents' access to the necessary curricular to teach academic skills that are aligned to the Essentialized Assessment Frameworks appears to be limited, as most QTs and QAs indicated a mildly negative response with 53% of individuals either disagreeing or strongly disagreeing. This result is expected given that the curricular effort related to SWSCD is in its nascent period in Oregon. Efforts are underway to expand the availability and generalizability of these resources through coordinated efforts with ODE's curricular and content area specialists.

The majority of the respondents stated that they felt confident in interpreting the scores and the relative achievement level descriptors of the test, with 70% of individuals agreeing or strongly agreeing. Respondents' open-ended statements complemented these quantitative results, with over 80% of QAs and QTs commenting positively in some manner about that ease of test administration/scoring (75%) and item design/accessibility for SWSCD (61%). Furthermore, the majority of the responding QAs and QTs in Oregon felt the ORExt accurately reflected academic content that their SWSCD should be learning in school (72%).

As a higher percentage of positive responses is desired, we anticipate better alignment between assessment and instruction in the coming academic years, as new curricula are developed and teachers are further trained and more accustomed to the essentialized standards EsSt. Test items were written to align with EsSt designed to appropriately link to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), though reduced in depth, breadth and complexity. Overall, however, it appears that Oregon QAs and QTs are pleased with the ORExt test administration and design.

Educational Impact

Across all responding QAs and QTs, there was a general agreement regarding some of the potentially positive educational impacts from ORExt implementation. Respondents were positive that the ORExt increased educator understanding of and provided new assessment models from academic content. Additionally, many respondents believed that the ORExt improved the way in which classroom assessments are designed and administered, as well as increased the development of academic goals and IEP objectives

for their SWSCD. QA and QT opinions regarding other educational impacts of the ORExt were not as positive. For example, respondents did not feel that ORExt implementation positively impacted curricular and instructional approaches used for SWSCD or increased access to the general education curriculum. Through curricular approaches currently being designed and further training on test content and administration, positive opinion in these areas might grow in future academic years.

Discussion

Results from the fourth ORExt consequential validity study point to historical concerns that are not possible to address, such as the ongoing tension between assessing life skills and academics, but also to some actionable steps with a focus toward continuous improvement. Respondents pointed to positive attributes of the ORExt, especially those involving test administration and design and felt somewhat positive regarding various educational impacts of the ORExt.

To better ensure the efficient administration and utility of the ORExt, efforts should be made to effectively disseminate the knowledge and access of the curricular and instructional resources available through the lms.brtprojects.org website. The majority of the educators indicated that they were unaware of these resources, but voiced enthusiasm to obtain more information and training regarding their use and the steps to navigate the website.

Suggestions for Improvement

Regarding recommendations for improvement to the ORExt, QAs and QTs frequently cited the need to reassess math assessments in their appropriate levels of difficulty and functional applicability. Several educators indicated math questions should be less difficult with more practically focused items. This recommendation is further emphasized by those who specifically stated that items need to focus on functional skills of students who are still struggling with assessment content that has already been reduced in academic complexity, depth, and breadth. This is a concern that is consistent throughout AA-AAAS systems, but the ORExt is designed to assess academic content. While much academic content is indeed functional, a purely functional assessment would not meet the technical adequacy requirements of the Every Student Succeeds Act (ESSA, 2015). The item difficulty and person ability distributions for the mathematics assessment do not suggest that the assessments are too difficult, nor that they do not convey an appropriate range of functioning. This sentiment is likely a vestige of subjective experience that does not generalize to the wide, varied, population of SWSCD who participate in the ORExt.

Finally, QAs and QTs indicated that additional versions of the test should be developed to better match the ability level of those more severely impacted within the SWSCD population. Several educators have voiced that current items, despite the reduction in their complexity, depth and breadth, are not applicable for their students and continue to pose challenges in accurately assessing their level of performance. This concern has substantively been addressed with the development of the Oregon Observational Rating Assessment (ORora), which is an observational rating assessment for students whose ORExt testing is discontinued after they have met the minimum participation rule. In

addition, the range of item difficulties across each assessment conveys that the test is composed of a balanced number of low, medium, and high difficulty items that correspond well with the tested populations levels of ability.

Limitations

While the results from the 2018-19 Oregon Extended Consequential Validity Survey offer insights into the consequences of implementing the ORExt and point to actionable steps that can be taken to improve the assessment system, there are limitations to this study that affect the inferences that we can appropriately draw. First, the current results, as in years past, are subject to nonresponse bias because we cannot predict how those QAs and QTs who did not respond to the survey may have affected the results. A second limitation involves the nature of the four-point scale relative to the number of responding QAs and QTs—An even-value (four-point) rating scale used for the quantitative analyses did not allow respondents to remain neutral, a benefit given the survey was designed to “push” opinion positive/negative, but perhaps not refined enough to fully capture the full-range of respondents’ thinking around the ORExt assessment. Overall, however, the consequential validity survey provided further evidence as to the impact of the ORExt and an additional basis for comparing the results to future years to define areas that need further improvement.

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Table 2

Age distribution for the 2018-2019 survey sample

| Age Range (Years) | <i>n</i> | % |
|-------------------|----------|------|
| 20-25 | 2 | 1.1 |
| 26-30 | 17 | 9.0 |
| 31-35 | 14 | 7.4 |
| 36-40 | 23 | 12.2 |
| 41-45 | 41 | 21.3 |
| 46-50 | 24 | 12.8 |
| 51+ | 69 | 36.2 |
| Total | 191 | 100 |

Table 3

Educational experience for the 2018-2019 survey sample

| Years Experience | <i>n</i> | % |
|------------------|----------|------|
| 0-3 | 10 | 5.3 |
| 4-7 | 38 | 20.0 |
| 8-11 | 23 | 12.1 |
| 12-15 | 25 | 13.2 |
| 16-20 | 42 | 22.1 |
| 21-25 | 27 | 14.2 |
| 26-30 | 14 | 7.4 |
| 31+ | 11 | 5.8 |
| Total | 191 | 100 |

Table 4

Regional representation of Oregon for the 2018-2019 survey sample

| Region | <i>n</i> | % |
|--|----------|------|
| Northeast (Pendleton, LaGrande Areas) | 12 | 6.3 |
| North I-5 Corridor (Portland, Beaverton, Hillsboro Areas) | 81 | 42.3 |
| North Coast (Astoria, Seaside, Lincoln City Areas) | 8 | 4.2 |
| Central (Bend, LaPine, Redmond, Madras, Prineville Areas) | 11 | 5.8 |
| Central I-5 Corridor (Eugene, Corvallis, Salem Areas) | 56 | 29.1 |
| Central Coast (Depoe Bay, Newport, Florence, Winchester Bay Areas) | 2 | 1.1 |
| Southeast (Burns Area) | 1 | 0.5 |
| South I-5 Corridor (Roseburg, Grants Pass, Medford Ashland Areas) | 14 | 7.4 |
| South Coast (Bandon, Port Orford, Brookings Areas) | 6 | 3.2 |
| Total | 191 | 100 |

Table 5

Educational roles for the 2018-2019 survey sample

| Years Experience | <i>n</i> | % |
|--------------------------|----------|------|
| ORExt qualified assessor | 161 | 84.3 |
| ORExt qualified trainer | 30 | 15.7 |
| Total | 191 | 100 |

Table 6

Quantitative and Qualitative Items for the 2018-2019 ORExt Consequential Validity Survey

| Survey item |
|--|
| <ol style="list-style-type: none"> 1. The items in the Oregon Extended Assessment were easy for me to administer and score. 2. The items in the Oregon Extended Assessment were accessible for my students with significant cognitive disabilities (SWSCD). 3. The items in the Oregon Extended Assessment accurately reflect the <u>academic content</u> (what the student should know) that my students with significant cognitive disabilities should be learning, as defined by grade level content standards (CCSS/NGSS) and the Essentialized Assessment Frameworks. 4. The items in the Oregon Extended Assessment, which primarily ask students to match, identify, or recognize academic content, are appropriate behaviors to review to determine what my students with significant cognitive disabilities are able to do. 5. I have the curricula I need to teach academic skills that are aligned to the Essentialized Assessment Frameworks for my students who take the Oregon Extended Assessment. 6. I feel confident in interpreting the scores and their respective achievement level descriptors published for the Oregon Extended Assessments. 7. The implementation of the 2018-19 Oregon Extended Assessment has: <ol style="list-style-type: none"> a. increased educator understanding of academic content for students with significant cognitive disabilities. b. provided new models for assessing academics for students with significant cognitive disabilities. c. positively impacted the curricular and instructional approaches used for students with significant cognitive disabilities in Oregon. d. improved the manner in which classroom assessments are designed and implemented. e. improved the learning outcomes for students with significant cognitive disabilities in Oregon. f. increased access to the general education curriculum for students with significant cognitive disabilities. g. increased the development of academic goals and objectives in IEPs for students with significant cognitive disabilities. |

- h. improved the alignment between IEP goals and objectives and state content standards and benchmarks.
- 15. *DESCRIPTIVE*: The following questions help us address test design concerns related to the Oregon Extended Assessment system as we invest in continuous improvement efforts.
- 16. Test administration for the Oregon Extended Assessment to me _____ (hours:minutes) on average for the following content areas this year. Note: do not count preparations of materials or data entry, only test administration.
- 17. Please describe what you appreciate most about the 2018-19 Oregon Extended Assessment.
- 18. Please recommend at least one improvement that could be made to the 2018-19 Oregon Extended Assessment.
- 19. Please describe your understanding and use of the curricular and instructional resources available through the lms.brtprojects.org website, Curricular and Instructional Materials for Students with Significant Cognitive Disabilities section.

Note. Six demographic items (21-26) were included at the end of the survey (displayed in Tables 1-6). Quantitative items (1-14) were positively-worded and used a four-point rating scale, where: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. One quantitative item (16) required numerical input for response. Qualitative items (17-19) were open-ended responses. Items 15 and 20 were descriptive and served only to orient the respondent to the subsequent question block.

Appendix 2.3C

**2017 Oregon Extended Assessment Pilot Tablet Administration Study Report
Phase 2**



Background

The Oregon Department of Education (ODE) commissioned Phase 2 of a two-year research study to determine the feasibility of statewide implementation of a tablet-based administration study in the spring 2017 test administration.

Phase 1 of the ORExt pilot tablet administration resulted in the following improvements to the system prior to the 2016-17 school year administration:

1. The read-aloud option was modified so the pace of the speaker could be adjusted (i.e., off, slower, faster)
2. The writing items were presented in a manner that allowed for the text size to be adjusted and scrollable (primarily to be large enough for students to write each word)
3. The writing items were presented in a manner that supported the use of a stylus for students who are able to use such tools.
4. The writing items included an eraser function for students who want to make corrections as they write/copy/trace.
5. The testing application was designed such that it could be used on Android or OS operating systems, as well as Google Chrome.

The purpose of the Phase 2 study was to ensure that all data collection and sharing systems required of a tablet administration between ODE and Behavioral Research & Teaching (BRT) were operational and would result in secure, accurate reporting. All participants were provided with an Oregon Extended Assessment (ORExt) Tablet User Guide (see *Appendix A*), which explained how to download and use the ORExt testing application.

Method

Participants

Qualified Trainers were informed of the pilot tablet administration study by ODE during statewide November Qualified Trainer trainings. Teacher volunteers in the districts who expressed interest in participating were included in the study. The 13 participants represented four districts across the state. Upon completion of the study, 26 students were given the tablet test administration as their operational ORExt assessment in the spring of 2017.

Of the 26 students who completed the tablet administration, eight students took the 5th grade assessments, five students took the 8th grade assessments, and 13 students took the 11th grade assessments.

Test participation data demonstrated that one 5th grade student completed only the science assessment per parent request. All other participants were administered English language arts, mathematics, and science assessments.

Procedure

All participants completed a webinar, or subsequent video, training on February 15, 2017. The PowerPoint slides used for this training are presented in *Appendix B*.

After test administration, teachers were asked to participate in a summary focus group to discuss the test administration, particularly areas that required improvement. A HelpDesk log was maintained throughout the study to document areas that users required support. The results of the focus group discussion and the patterns noted in the HelpDesk log helped define needed supports for the expected statewide 2018 tablet administration. The Focus Group webinar meeting was held on Wednesday, May 24, 2017 to capture the lessons learned by the QAs as the final project activity. The questions asked the Focus Group are included in this report (see *Appendix C*). Focus Group members were asked to make a recommendation to ODE regarding continued development of a tablet-based administration, as well.

Focus Group Summary

A Focus Group webinar was held from 3-4 PM on Wednesday, May 24, 2017 to capture final observations and opinions of selected QAs who were involved in the study. Two participants attended the webinar and four participants submitted input electronically. Participants were asked nine questions related to the pilot tablet administration, which were discussed during the webinar (see *Appendix C*).

Benefits

The benefits of a tablet administration fell into four general categories: 1) student engagement, 2) standardization of test administration, 3) ease of use, and 4) resource savings. Examples within each of these four categories are included below:

Student Engagement

“I feel like the test was more interactive and motivating for students when presented on the iPad. Most students immediately became engaged.”

“...It was also more motivating for one of my students who has a lot of difficulty attending to pencil/paper instruction (and in the past has torn up a lot of the papers during the extended assessments) he was slightly more motivated to interact with the iPad than he was with pencil/paper.”

“The student’s world revolves around technology. When presented in this format, they dove right in without hesitation.”

Standardization

“It makes the administration completely valid, as every student receives the exact same prompts, timing, etc.”

Ease of Use

“For me, as the teacher, it was so much easier to use the iPad than the papers – there is a lot to keep track of when administering the extended assessment – the student materials, the scoring sheet, the student/student behaviors, reinforcement for some kids – so taking the papers out of it made it a lot easier for me. It was also nice to not have to score as I went along so I could just focus on the student and not worry about scoring.”

“The test was easier to administer, as you had no possible way to mess it up. It just went along at its own pace, prompted by student answers.”

“Administering the test was streamlined.”

Resource Protection

“Test administration took less time for the students. I also really liked not having to manually enter scores on the data entry website. It saved me a lot of time.”

“Allowing the student to take the test on a tablet saved a lot of paper. Not having to worry about all of the printing and keeping track of all of test materials really saved time, too.”

Participation Expectations

Focus group participants also noted that the majority of their students could participate in a tablet-based administration (results ranged from 60-100%). For those students who could not, the reasons why involved cognitive and/or behavioral limitations that would interfere. Some participants also noted that students whose parents opt them out of testing would not be able to participate.

Technology Department Impact

Participants reported that their respective IT departments did not have any difficulties preparing for the tablet-based administration, that they had the systems and supports needed to effect a tablet-based administration of the ORExt. Some participants joined the study toward the end of the process and noted that communication between the researchers, their IT departments, and themselves could have been improved.

Manual Scoring for Writing

BRT researchers noted that teachers forgot that they had to manually enter the writing scores as part of the test administration. Reminders were emailed to the teachers who had forgotten this step in the test administration process, which resulted in 100% of the writing scores being entered prior to the end of the test window. However, this fact illustrates the need for additional training in this area for future administrations.

Important Challenges

In terms of recommended improvements, participants shared that most of their concerns are related to their own limitations in dealing with technology (e.g., knowing how to turn on the tablet's volume). The strength of the connection to the wi-fi internet source appeared to affect the application function. For example, a student would select an answer and wait for the system to move to the next item. When the system did not move forward quickly enough, the student sometimes chose another answer. Finally, one participant informed the researchers that the system needs a way of monitoring potential eligibility for the Oregon Observational

Rating Assessment (ORora), for students whose ORExt testing is discontinued after the minimum participation rule is met.

Operating Systems Employed

As expected, the ORExt testing application was successfully implemented on Android, iOS, and Google Chrome formats. Each format required a different download procedure, which was clearly elaborated in the User Guide. Users did not seem to have trouble following these instructions, as no concerns in this area were noted.

Conclusion

Participants unanimously recommended that ODE continue the development of a statewide tablet administration for the ORExt, as all strongly recommended that ODE expand the provision of the tablet administration at the state level next year. Feedback indicated that teachers were pleased with the tablet administration, as the tablet administration increased student engagement, was easier to administer, increased test administration standardization, and also saved valuable resources in terms of time and paper.

In order to address the need for improvement, practice test items in a tablet administration format will be developed and made available to the field to support the appropriate preparation of teachers and students to participate in the statewide tablet administration in spring 2018. The existing training and proficiency website (or.k12test.com) will also be modified to include a section on the tablet-based administration for training and determining teacher proficiency in basic test administration requirements for the tablet administration. That training will address the technological requirements for successful participation, as well as the need to score writing items manually as part of the process. The ORora administration will be woven into the tablet-based administration of the ORExt for students who meet the minimum participation rule, which will remove the responsibility of tracking correct responses away from the test administrator.

The statewide operational tablet administration is planned for next year, 2017-18, building from the lessons learned in Phase 1 and Phase 2 of the pilot tablet administration studies.

APPENDIX A

2016-17 ORExt Tablet Administration User Guide

Oregon Extended Assessment

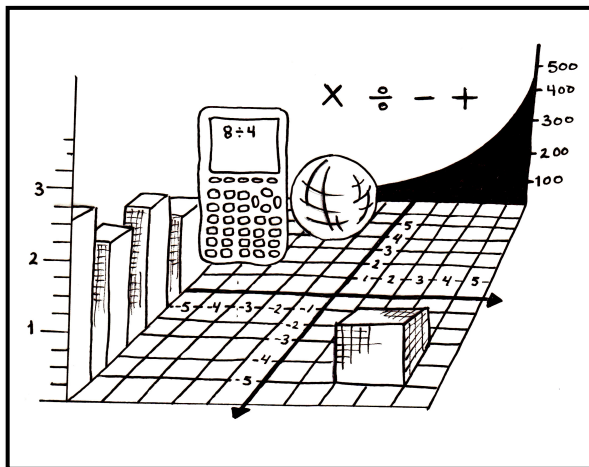
Pilot Tablet Administration – Phase 2 User Guide

2016-2017

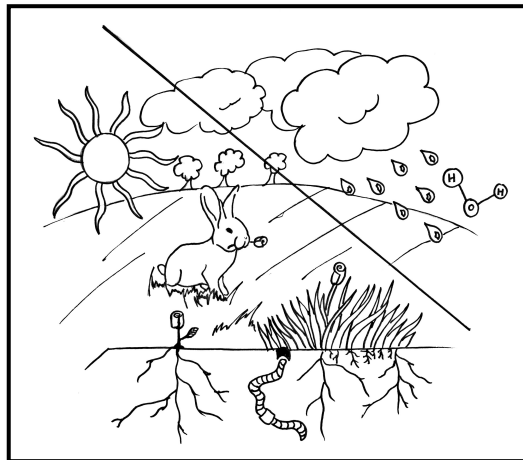
English Language Arts



Mathematics



Science



OFFICE OF LEARNING
STUDENT SERVICES
UNIT

BRT
behavioral research & teaching

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This ***Oregon Extended Assessment Tablet Administration User Guide*** provides an overview of how the Oregon Extended Assessment Testing Application (ORExt test app) functions and how to troubleshoot if any issues arise. It is divided into 10 sections, generally supported by screenshots that provide visual context:

1. How the ORExt test app Works
2. Downloading the ORExt test app to your tablet
3. Turning on the Tablet and Opening the ORExt test app
4. Logging Into the ORExt test app
5. Main Dashboard for the ORExt test app
6. Supporting Administration of the Assessment(s) to Your Student(s)
 - i. Functions (audio, repeating prompt, writing interface)
 - ii. Monitoring
7. Scoring the Writing Items on the ORExt test app
8. Accessing Reports on the ORExt test app
9. Exiting the ORExt test app
10. ORExt test app *HelpDesk* Information

Critical Note

Before you begin learning about the ORExt test app, we want to impress upon you the importance of data entry procedures. Please do **NOT** enter student data on the Oregon District Secure website for any students who participate in the ORExt tablet administration, as this will lead to duplicate records and cost valuable time. In addition, it may lead to invalidation of the results. The data for students who participate in the tablet administration is cached on the tablet and uploaded every time the tablet is securely connected to wi-fi.

How the ORExt Testing Application Works

The ORExt Testing Application is a secure application, meaning that other tablet functions are limited or disabled while it is working in order to ensure a secure testing environment. We expect that all SWSCD will need direct supervision by a Qualified Assessor (QA) during the tablet administration, though the level of support provided will be individualized. The application presents the same items found on the paper/pencil version of the operational assessment in a tablet format. Each item is read aloud to the student, where appropriate, with built-in audiofiles of prompts, sentences, stories, and answer choices. The QA is thus relieved of the duty of reading the assessment to the student. The answer choices are enlarged when the audio file is read to attract and focus student attention. Students respond to the items presented by touching the answer choice on the screen that reflects their response. The student/tablet interaction may need to be mediated with assistive technology and/or direct student support. In such situations, the QA may enter the student's answer choices on behalf of the student if needed. Once an answer is recorded, the application proceeds to the next item until the test is completed.

Downloading the ORExt Testing Application

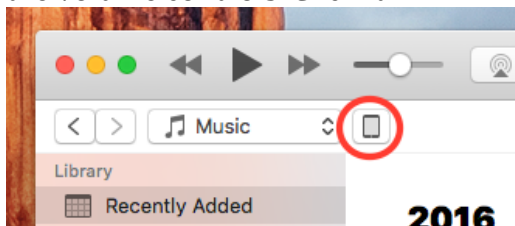
There are three different operating systems that tablets currently in use in Oregon schools employ: 1) Android, 2) iOS, and 3) ChromeOS. We include instructions that are specific for each operating system below.

iOS

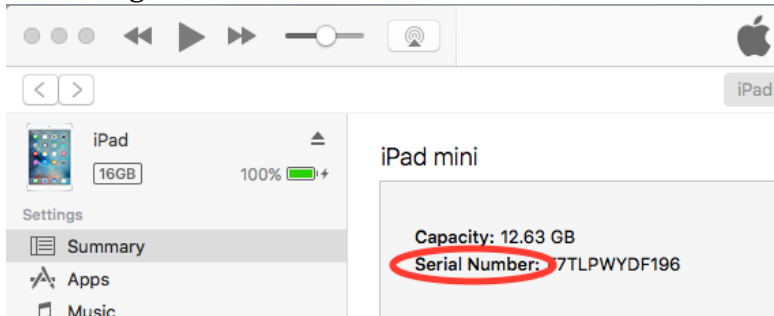
First, we will need to retrieve your device's UDID code so that we can "provision" your device and create an install file that will work on your iPad.

Note: Due to Apple licensing restrictions, we can only provision 100 iOS devices for the Oregon Extended pilot this year. Next year, we will not have this restriction.

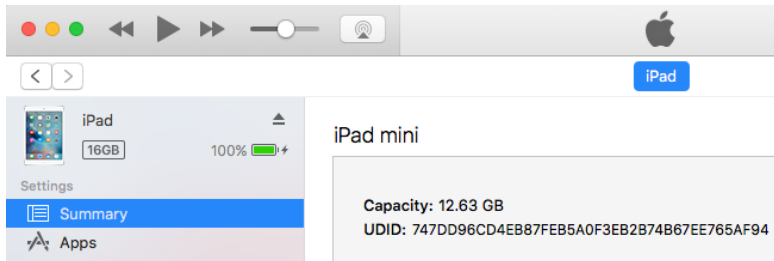
1. Open iTunes, and once it is open, connect your iPad.
2. A few seconds after you connect your iPad, an iPad icon will appear below the volume controls. Click it:



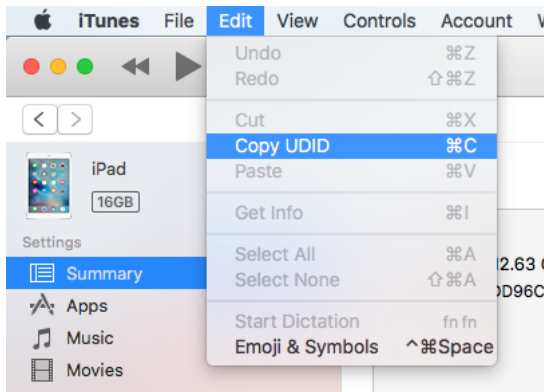
3. In the panel that appears, click the text where it says Serial Number, and it will change to show the UDID.



Turns into:



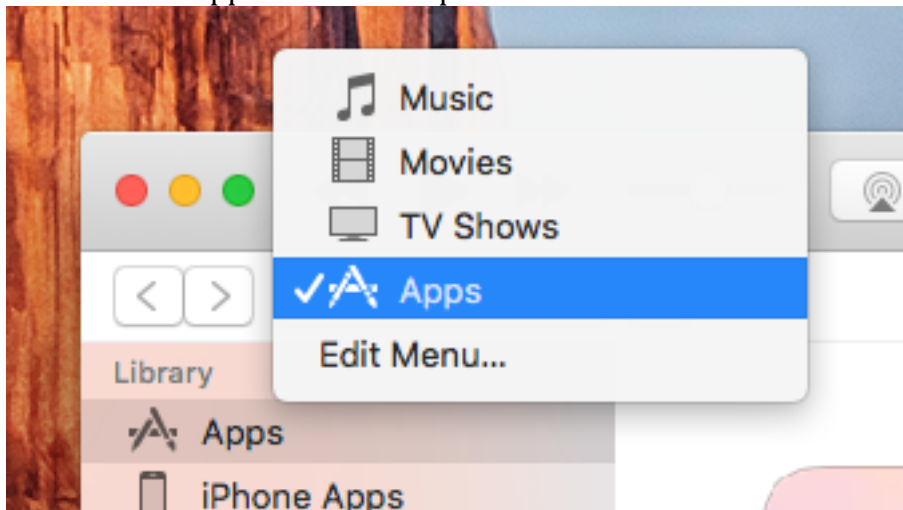
4. At this point, you can copy the UDID to your clipboard in the menu with Edit->Copy UDID



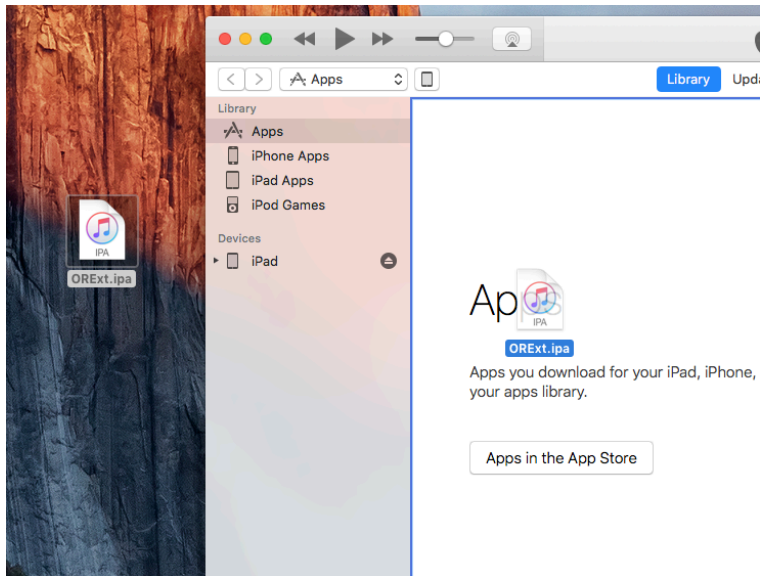
5. With the UDID copied in your clipboard, you should then paste it into the body of an email and send it to our developer, Evan at etownsen@uoregon.edu. You should receive a response within 24 hours on a weekday.

Once you receive confirmation that your device has been provisioned, you may continue with the installation:

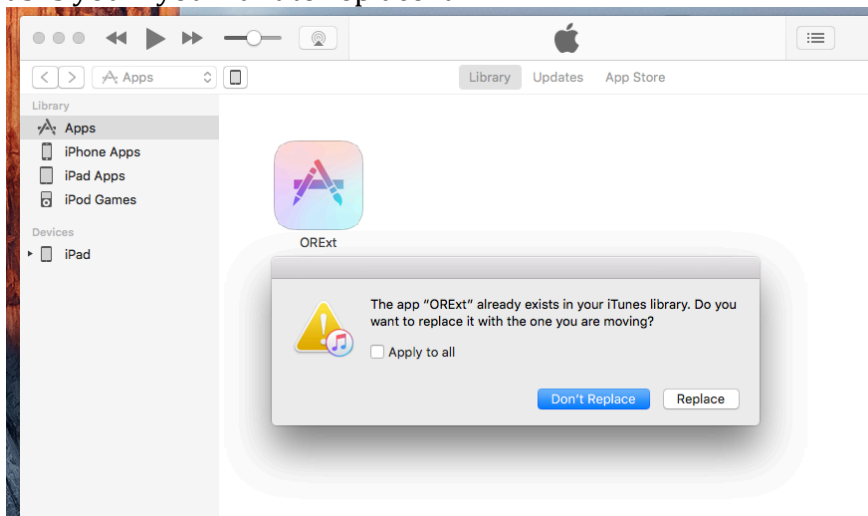
1. Download the following file to your Mac:
<https://orext.brtprojects.org/builds/ORExt.ipa>
2. Open iTunes, and once it is open, connect your iPad.
3. Select Apps from the dropdown menu below the music controls:



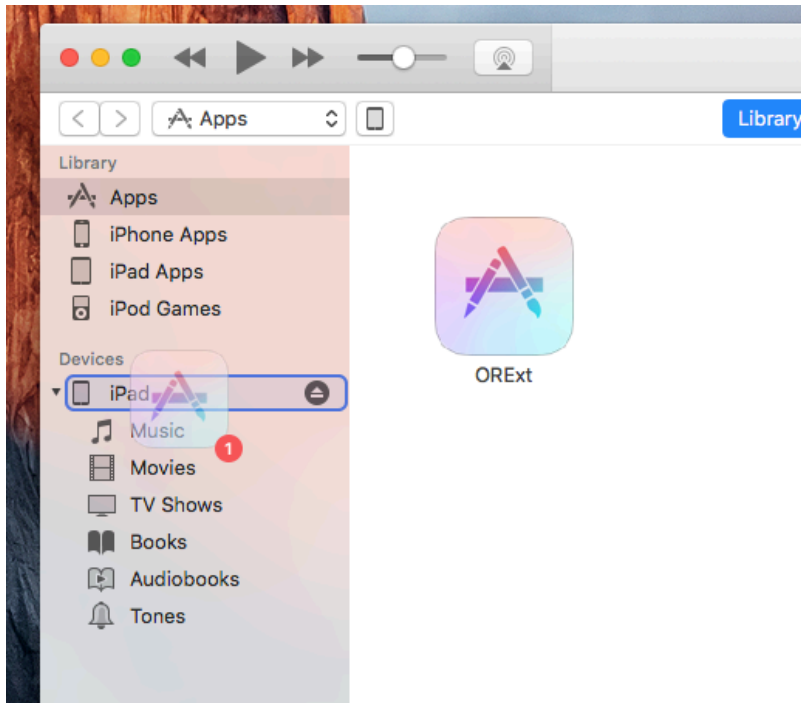
4. Drag the ORExt.ipa file into this window.



5. If you already have a version of the app in your library, click replace when it asks you if you want to replace it.



6. Drag the resulting ORExt app from the apps window to your iPad

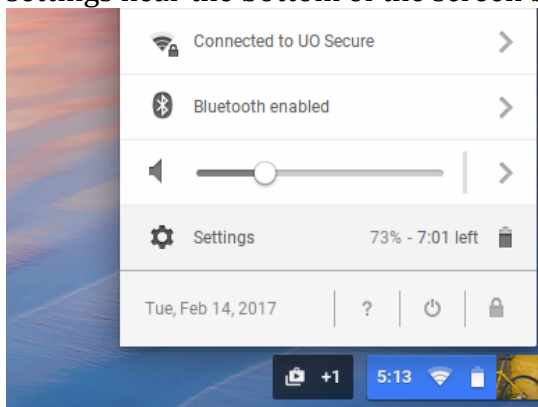


ChromeOS

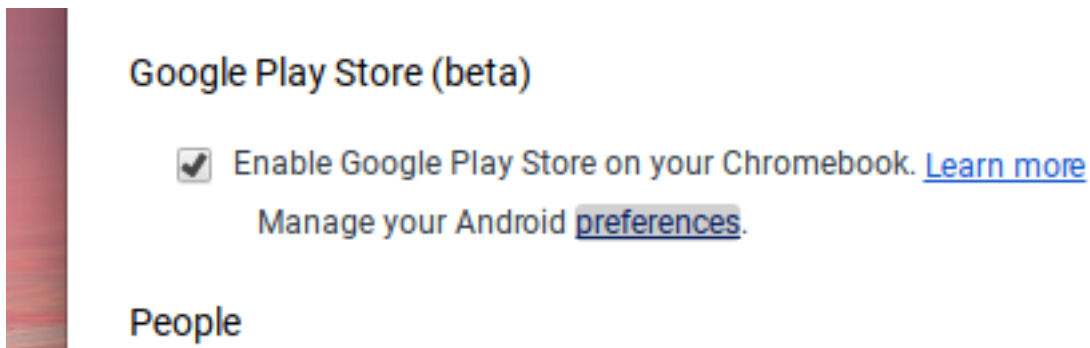
Method 1 (Preferred):

Installing as an Android App (If your Chromebook supports Android apps)

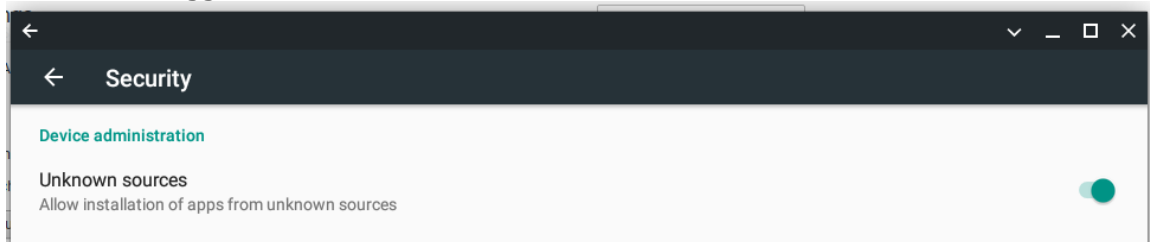
1. Download the Android app install to your ChromeBook:
<https://orext.brtprojects.org/builds/ORExt.apk>
2. Next, we need to change some settings to be able to install the app. Open settings near the bottom of the screen by clicking on the time and then on Settings



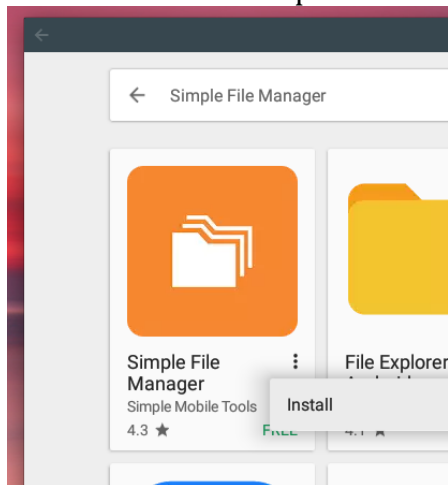
3. Make sure the Google Play Store is enabled, and click 'preferences' where it says 'Manage your Android preferences' (Note: Not all ChromeBooks support Android Applications. If you can't find Android Preferences here, then you may want to go with the second installation method below)



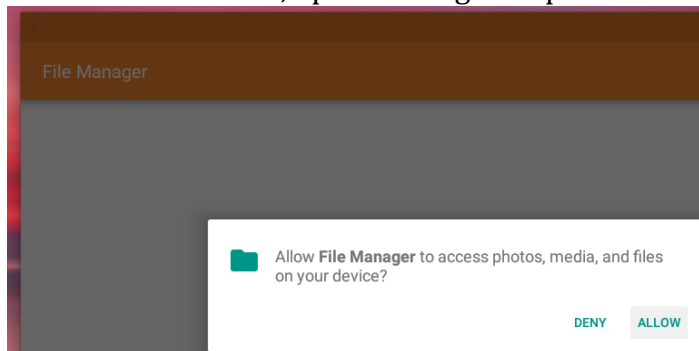
4. In the Android Settings app, click 'Security', and make sure 'Unknown Sources' is toggled on



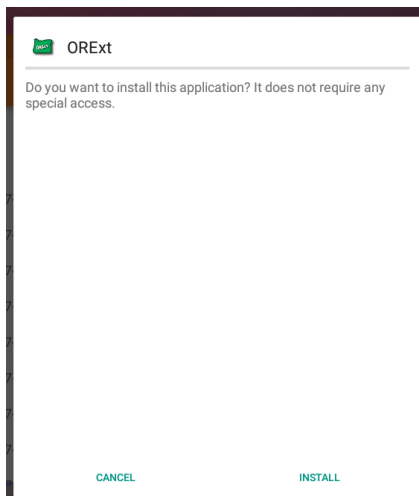
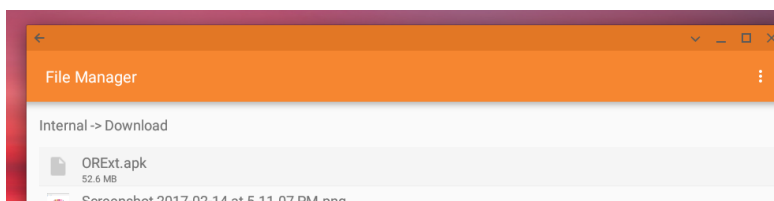
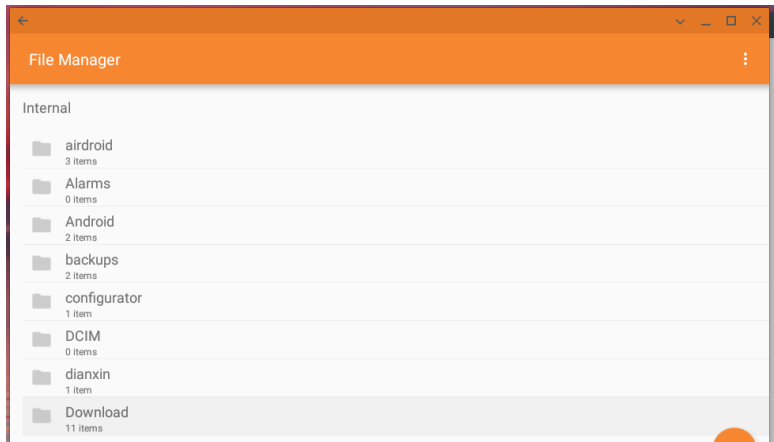
5. To install the App, we need to open an android app file manager.
- If you cannot find one or one is not installed, open the Google Play Store and install 'Simple File Manager'



- Once it has installed, open it and give it permission to see files



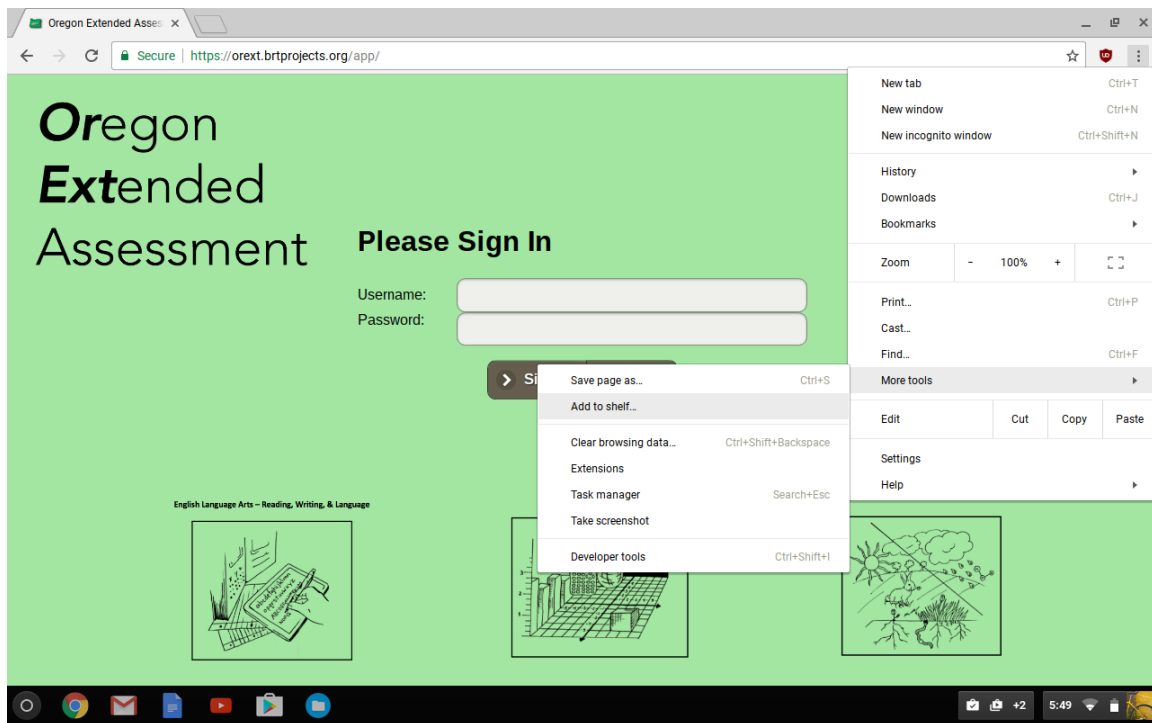
6. With your Android app file manager open, navigate to the download directory and click the app to begin the installation process



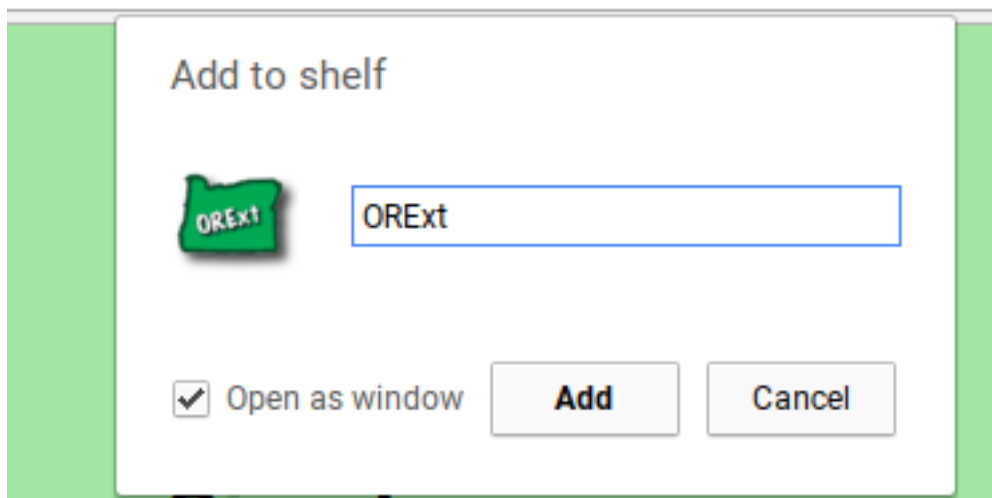
Method 2:

Installing as a Hosted Web App

1. Open your Chrome browser and Navigate to:
<https://orext.brtprojects.org/app/>
2. From the (vertical 3 dots) options menu in the top right of the page select More Tools -> Add to Shelf

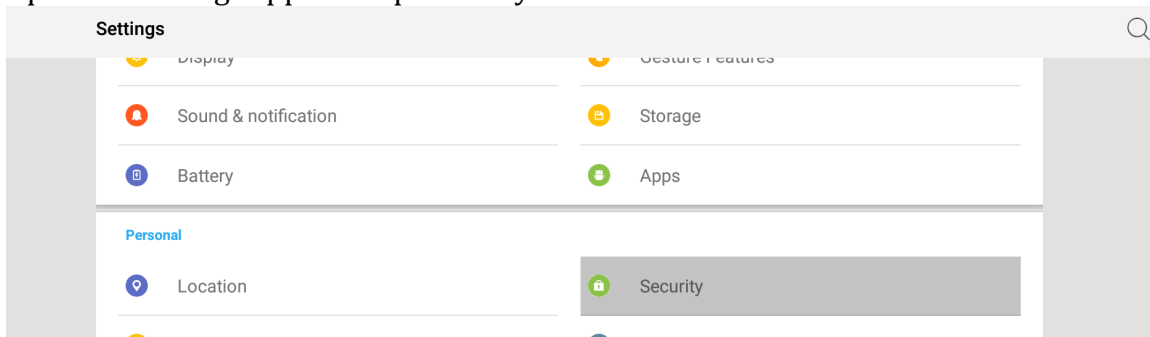


3. This will Open a window where you can name it 'ORExt' and make sure the 'Open as window'

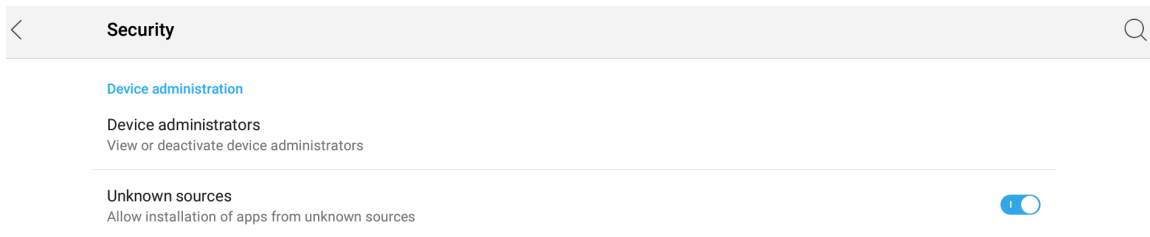


Android

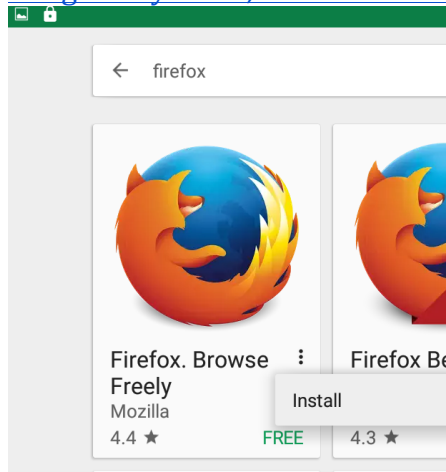
1. First, we need to check some settings to make sure we can install the app. Open the settings app and tap Security



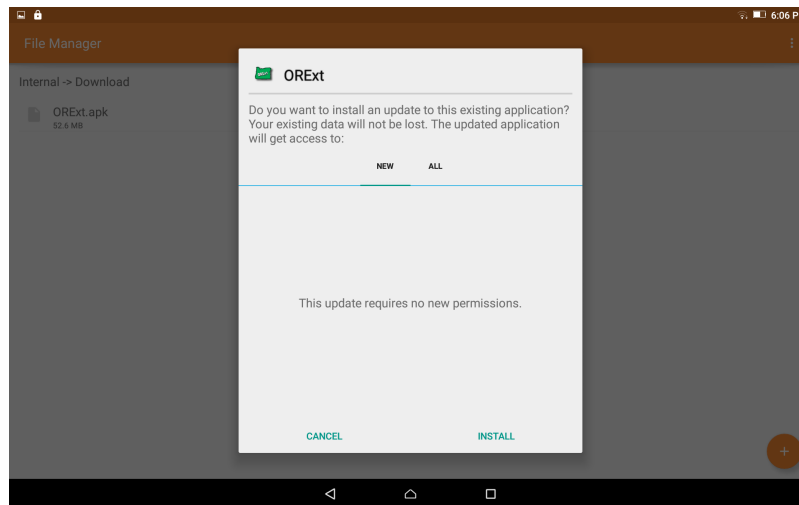
2. Scroll to 'Unknown Sources' and make sure it is toggled on. If it is not, do so now.



3. Open a browser window and download this file to your device:
<https://orext.brtprojects.org/builds/ORExt.apk>
 - a. Note: Some users have reported trouble downloading the install file while using the Chrome browser. If this happens to you, Open the Google Play Store, Install the Firefox Browser and try that instead.



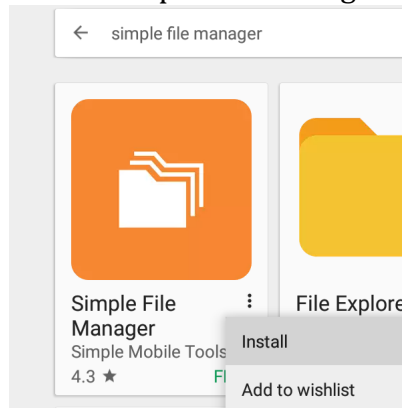
4. When the download is completed, you should be able to tap on the notification which will then take you to an install wizard where you can install the app.



a. If for some reason you are not, Open the File Manager app (or any other file explorer app) and traverse the following file path:

1. Internal storage -> Download
2. Tap the file and install

If you do not have a File Manager app handy, go to the Google Play Store and install 'Simple File Manager':



Turning on the Tablet and Opening the ORExt Testing App

Press and hold the power button until the screen turns on. When the device has finished starting up, log into your device or swipe past the lockscreen.

The ORExt Testing Application looks like this. You simply mouse over the application icon and tap or click on it to open up the program:



Logging Into the ORExt Testing Application

Once you have entered the program, you will see the screen below. You simply need to type your assigned Username and Password into the text boxes and select "Sign In."

**Oregon
Extended
Assessment**

Please Sign In

Username:

Password:

> Sign In Reset

English Language Arts - Reading, Writing, & Language Mathematics Science

Main Dashboard for the ORExt Testing Application

The main dashboard is the page that contains all required test administration functions. The "Home" button always returns you to this page (see screenshot below).

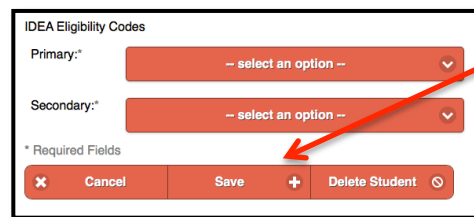
Sign Out Oregon Extended Assessment

Student List Student Tests Manual Grading Reports

The “Student List” button is used to select pre-existing students or enter students into your roster prior to assessment. The “Student Tests” button is used to select the assessment that will be administered to students. The “Manual Grading” button shows you all of the students written responses for item scoring. The “Reports” section shows student testing status for content areas in which testing has been completed. To sign out of the program from the Home page, you simply need to select the “Sign Out” button.

Selecting or Adding Students

Selecting: The ORExt test application is pre-populated with all required fields using updated ODE databases. The required fields (Student First, Middle, and Last Name; Gender; Grade; and, SSID) should be accurate and show all of the students with disabilities in your respective school. There are two required fields to enter for all of your students: primary and secondary IDEA eligibility. First, you will need to select the “Student List” button and identify the students whom you are testing. You are asked to enter the student’s primary IDEA eligibility, as well as any secondary eligibility. If there are no secondary eligibilities, select “0” for “Not Applicable.” Once this information is entered, please select the “Save” button to ensure that the information is captured.



Adding: If you do not see a student whom you are testing, you must select “Student List” and create a new student by selecting the “New Student +” button. Enter student first name, middle name, gender, grade level, and SSID number. You will also need to select the primary and secondary eligibility, where appropriate. The name fields are very particular, and won’t accept numbers or most symbols. **Remember, the SSID number must be the State Student Identification Number, not any district identifier.** Once complete, select the “Save +” button to add the student to your roster.

The screenshot shows the 'Student List' app with a 'Student Information' form overlay. The form contains the following fields and options:

- First Name: Dan
- Middle Name: Quinn...
- Last Name: Farley
- Nickname: Cas...
- Gender: Male (selected), Female
- Grade Level: 8 (selected)
- SSID Number: 8675309
- IDEA Eligibility Codes:
 - Primary: [10]Intellectual Disability (selected)
 - Secondary: [50]Communication Disorder (selected)
- * Required Fields
- Buttons: Cancel, Save, Delete Student

In the background, a list of students is visible, including 'Farley, Dan', 'Grader, Fifth', and 'Grader, Eleventh'.

Complete this activity for all students who will participate in the pilot tablet administration study. Press the “Home” button to return to the main dashboard. You are now ready to select the appropriate assessment(s) for your student(s) using the “Student Tests” button.

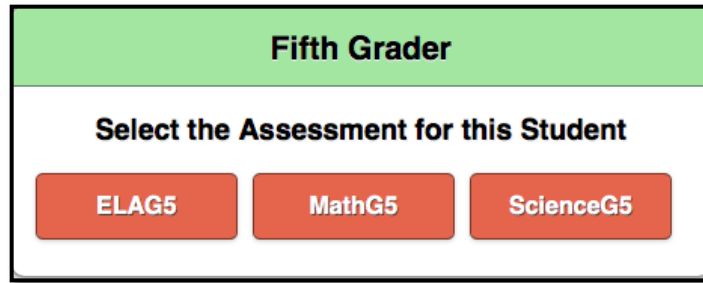
Student Tests

You will see a screen that looks like the following for all SWD in your school, as well as the students whom you have entered, if relevant. Of course you will not be administering the ORExt to all SWD in your school, only those whose Individualized Education Program (IEP) teams have deemed eligible given ODE’s criteria. You select the test you want to begin with (ELA, Math, or Science) and proceed with testing.

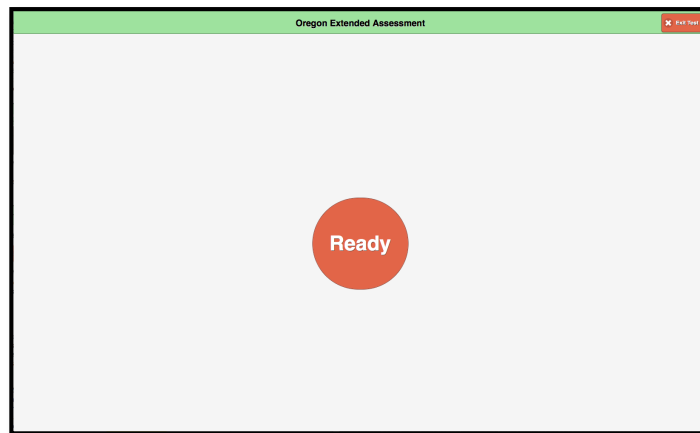
The screenshot shows the 'Student Tests' app. A red arrow points to the header 'Select A Student To Begin the Assessment'. Below this header is a table with student information and available tests:

| Student | Available Tests |
|-----------------|-----------------------------|
| Fifth Grader | ELAG5, MathG5, ScienceG5 |
| Eleventh Grader | ELAG11, MathG11, ScienceG11 |
| Dan Farley | ELAG8, MathG8, ScienceG8 |

You will then see the following screen, where you confirm which test you would like to administer.



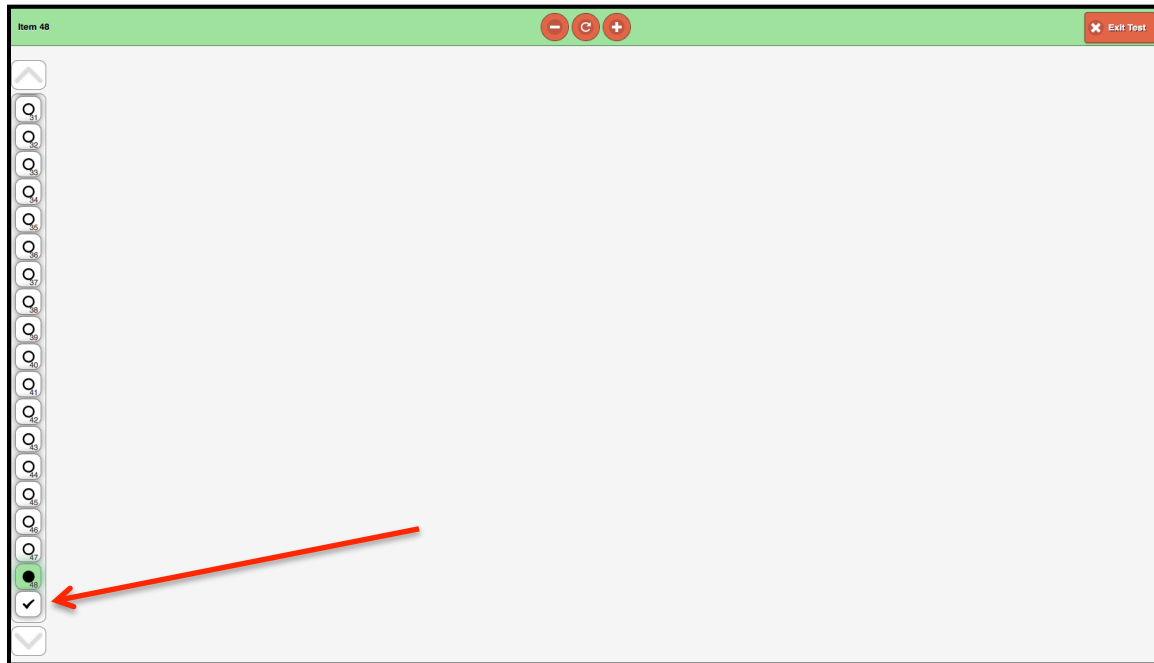
Once an assessment is selected, you will see the following “Ready” button. This is the time to engage the student in testing. They can select that they are ready, with appropriate support from the QA as needed.



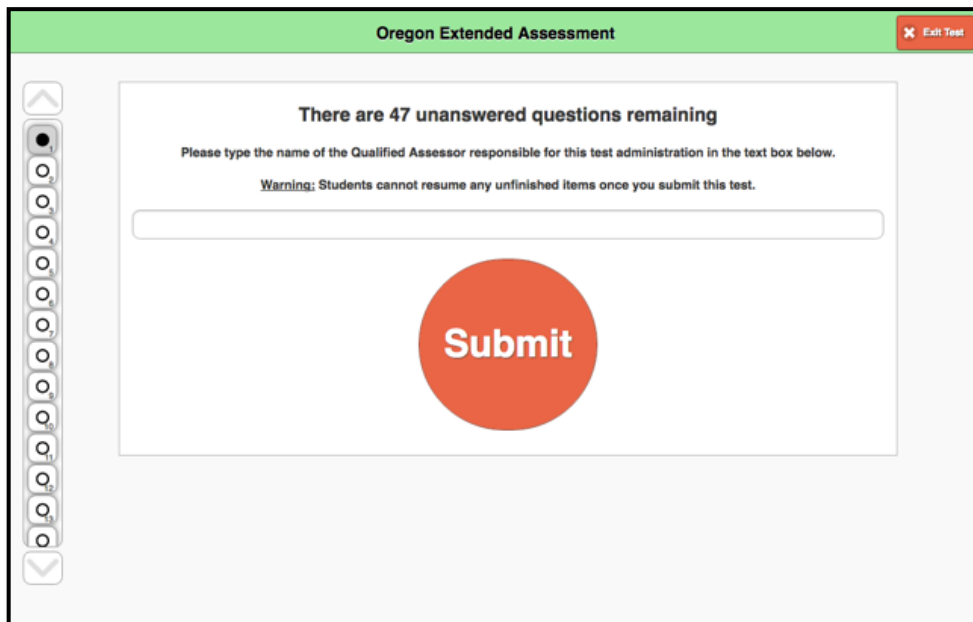
Supporting Administration of the Assessment(s) to Your Student(s)

During the assessment, the QA must be available to monitor and assist the student as testing progresses. Students can be supported in any manner that does not compromise the item construct (full physical, partial physical, verbal/gestural, or independent). The 48 operational items are presented in order. Once the student’s response is recorded, which is done by touching the correct answer, using a mouse to select the correct answer, using assistive technology to identify the answer with/without teacher mediation, the subsequent item is presented. The tool bar at the top includes the item number for the current item, a refresh/repeat audio button (a clockwise refresh arrow), a +/- button to either slow down or speed up the pace of the audio file, and an “Exit Test” button that allows the QA to exit the test. If a QA selects to exit the test, they must enter the passcode “1234” to complete the operation.

A test can be exited at any point and the student’s items will be saved. However, students will not be allowed to modify any answer choices for items previously answered after a test has been exited.



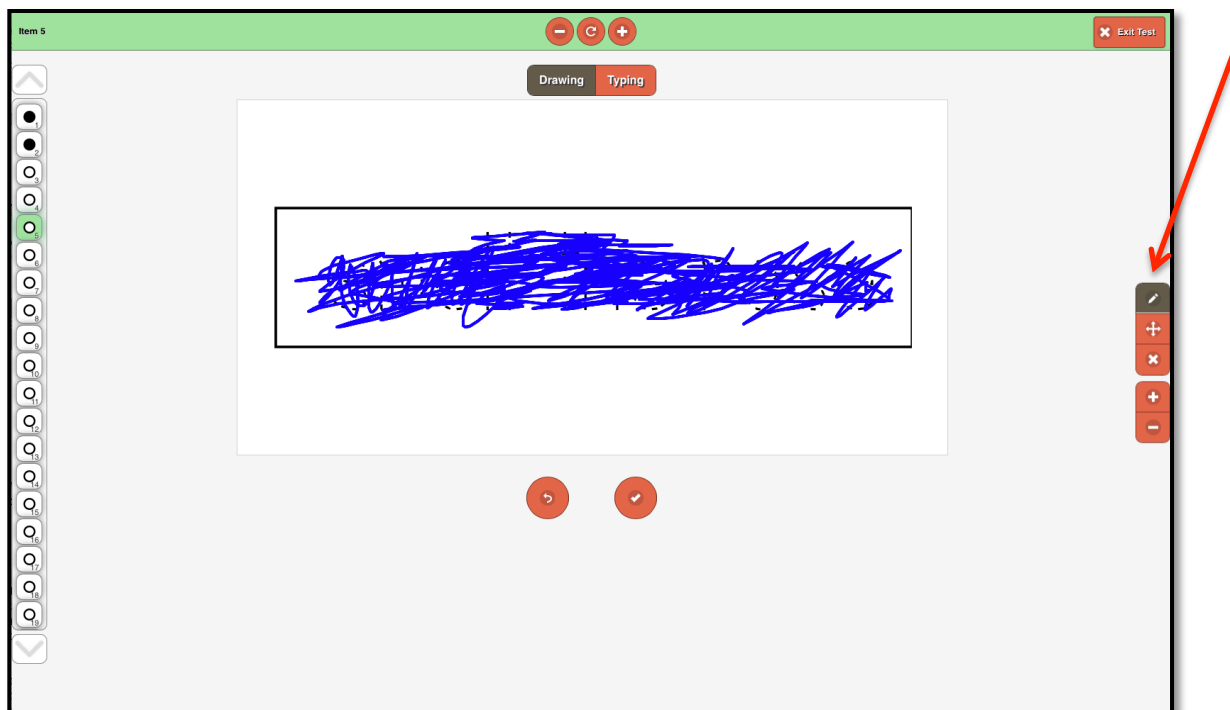
There is also a scroll on the left-hand column that conveys the students progress. The QA can move to any item in the assessment during an administration by scrolling through the item icons. Items that have been answered will be filled with a black dot. Items that have yet to be answered have an empty, white dot in the middle. Once the student has completed a test administration, either by meeting the minimum participation rule or by answering all 48 questions, the QA selects the check mark at the bottom of the left-hand item scroll (see red arrow above). The QA will then see a screen that provides a summary of the number of items the student has answered, a text box where the QA's name should be entered (by the QA), and a big, red "Submit" button. It is critical that the scores are not submitted until the QA has verified that the student has responded to all items as expected.



For example, you can see in the example above that the student has 45 questions that have not been answered yet. Please make sure that students are done with testing before hitting the submit button.

Writing Items

There are several items that present a writing performance demand for the student (copy, trace, or write). These items are likely to require direct QA support for administration given their functionality and complexity. The clockwise refresh button at the top repeats the prompt without deleting what the student has already written, allowing the student to write at his/her own pace. The -/+ buttons again slow down or speed up the audio. The “Drawing/Typing” buttons allow for students to record responses with their fingers or a writing instrument recognized by the tablet (Drawing) or via a tablet-based or virtual keyboard (Typing). There is a pencil icon to the right-hand side (see red arrow) that is used to select the writing instrument, a compass icon that allows for QAs/students to move the words presented around in the viewing screen, an “X” button which is connected to an eraser function if a student wants to erase a specific portion of a response, and a +/- button that allows the student to make the writing presented larger or smaller, respectively. When the student completes the writing assignment, they select the checkmark button to demonstrate that they want to submit their writing as final. If they want to completely start over at any point, they select the counter-clockwise Refresh button toward the bottom of the screen.



If the student uses an augmentative or alternative communication device (AACD) to generate written products, use the tablet to present the item. However, item scoring will need to be completed based upon the student’s AACD output rather than what is stored in

the testing application (see Scoring the Writing Items on the ORExt Testing Application below).

Scoring the Writing Items on the ORExt Testing Application

All student writing is recorded by the database and presented to the QA for scoring thereafter. The required written outcome and scoring directions are presented, along with the student's actual writing, and the QA is asked to score the response as correct or incorrect. The within-school students will be identified by name so their respective QA knows which items to score.

Home Manual Grading

Student Prompt:
Trace the words "grass is green."
Is the response correct?

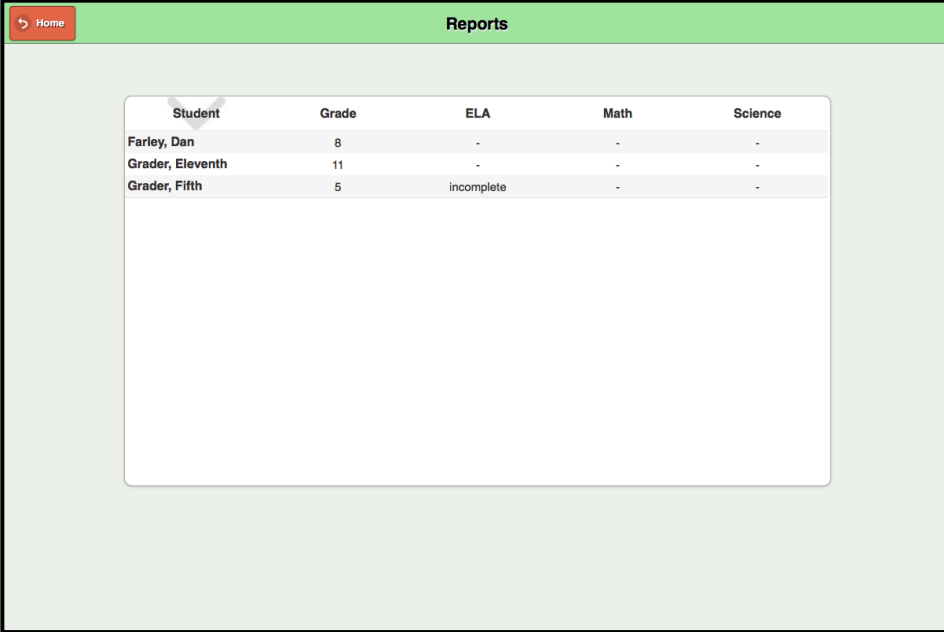
No (0) Yes (1)

grass is green

Save & Continue

Accessing Reports on the ORExt Testing Application

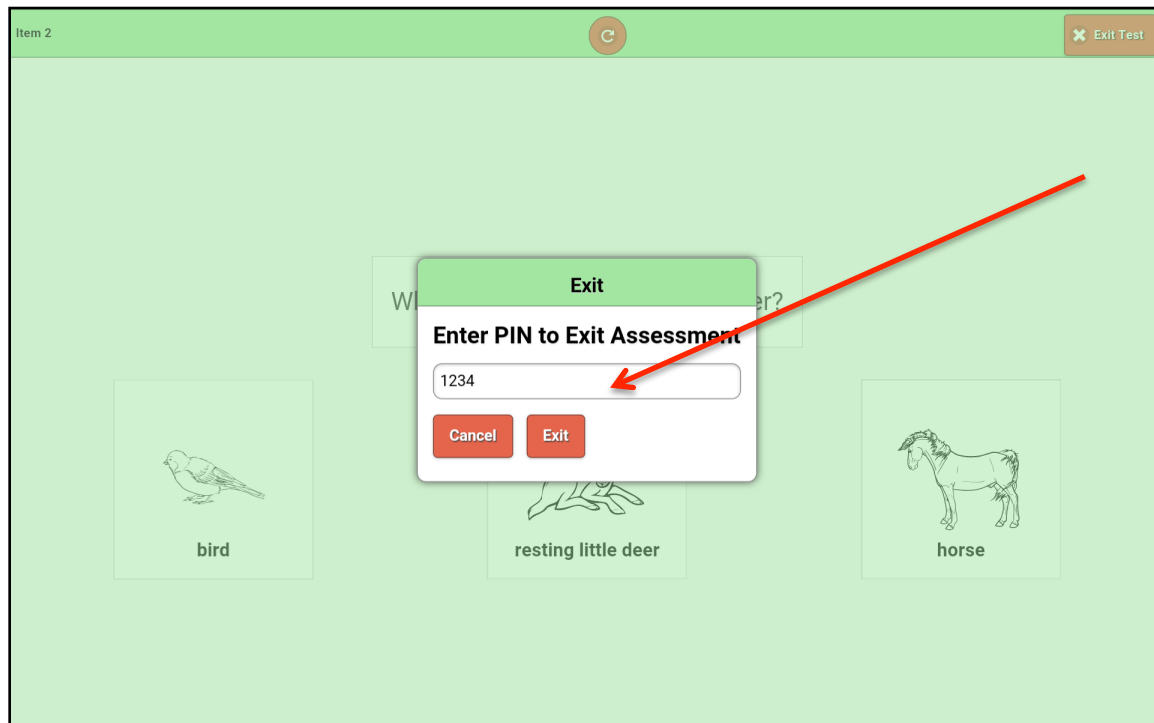
All reports for the ORExt testing application are available through the Reports tab on the main dashboard screen. You will see all students whom you have entered in the "Student List" section. There will be a dash for assessments that have not been administered, a raw score (out of the 48 possible) for assessments that have been administered, and a testing incomplete warning for assessments that were started, but not completed.



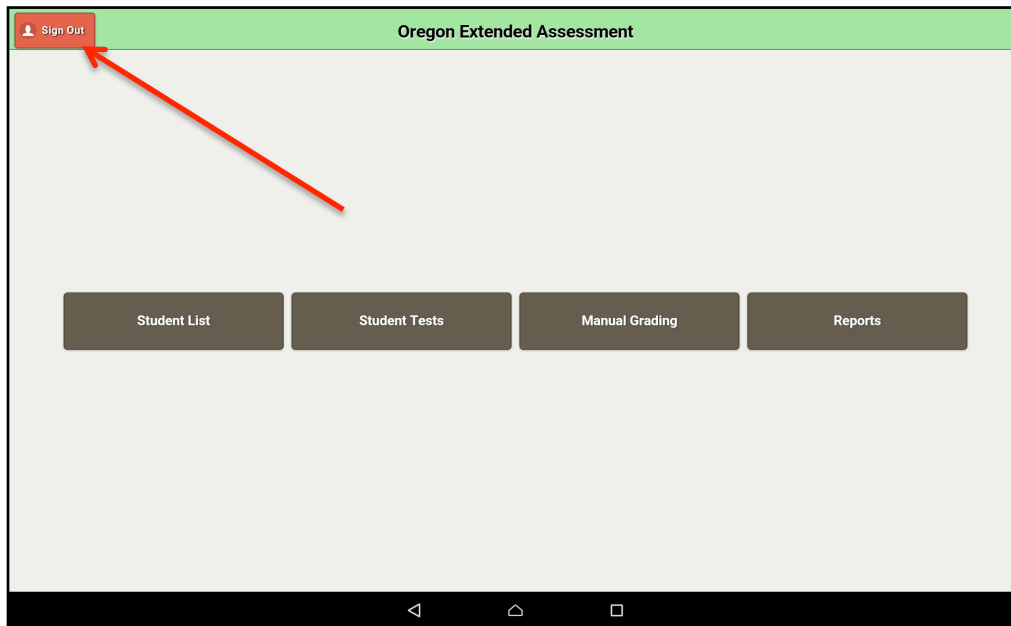
| Student | Grade | ELA | Math | Science |
|------------------|-------|------------|------|---------|
| Farley, Dan | 8 | - | - | - |
| Grader, Eleventh | 11 | - | - | - |
| Grader, Fifth | 5 | incomplete | - | - |

Exiting the ORExt Testing Application

The student cannot exit the test independently. Once the student completes testing, a notification of test completion is generated (an icon of an apple giving a thumbs up). The QA then selects the “Exit Test” button at the top right. The QA is required to enter a password to exit, which is “1234” for the ORExt testing application. *Note:* after you have entered 1234 using the pop-up keyboard, touch the Exit Test pop-up, then select the “Exit Test” button (see screenshot below).



You then select the “Sign Out” button at the top left corner of the page, which takes you to the sign in screen.



ORExt Testing Application HelpDesk Information

The ORExt assessment system is supported by a *HelpDesk* operator, Project Specialist Sevrina Tindal, who responds to all requests within a 24-hour period, though is usually much faster. Sevrina can be reached at 1-800-838-3163 or at orextended@k12test.com.

APPENDIX B

PowerPoint Slides From Phase 2 Pilot Tablet Administration Training

Oregon Extended Assessment

Tablet Administration Study – Phase 2

Training



Wednesday, February 15, 2017
3:00 – 4:30 PM

Behavioral Research and Teaching (BRT) – University of Oregon
Oregon Department of Education

Project Staff

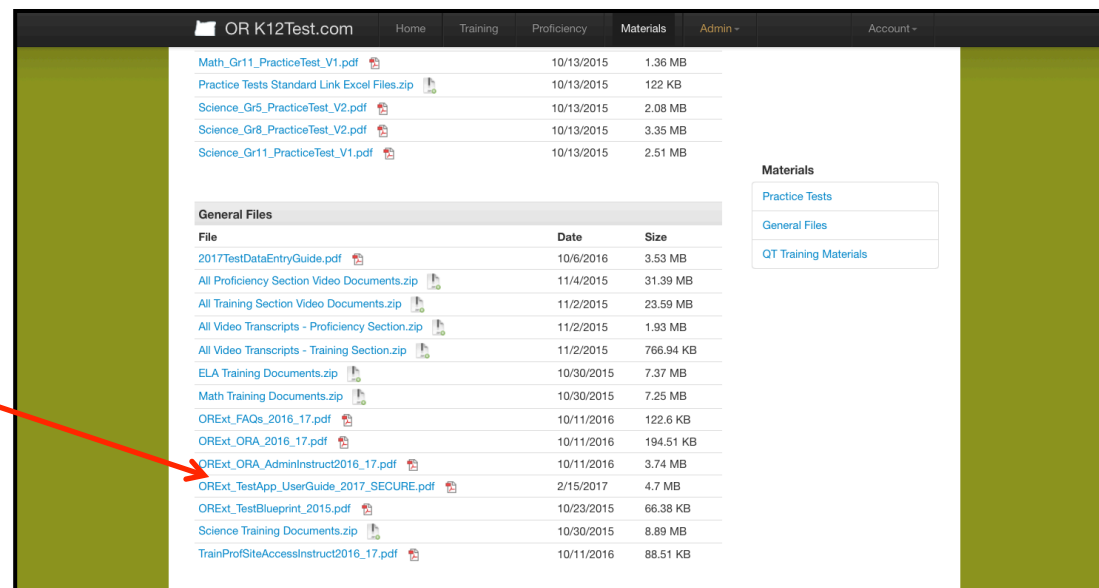
- Brad Lenhardt, Education Programs & Assessment, Alternate Assessment Specialist, Oregon Department of Education
- Gerald Tindal, Director, Behavioral Research & Teaching
- Dan Farley, Program Manager, Behavioral Research & Teaching
- Sevrina Tindal, Project Specialist, Behavioral Research & Teaching
- Evan Townsend, Analyst Programmer, Behavioral Research & Teaching

Agenda

- Orient you to the Oregon Extended Assessment (ORExt) Pilot Tablet Administration Study – Phase 2
- Ensure that you understand how to:
 - download the test application
 - use the tablet's features to support student access to test items
 - use the tablet's features to monitor test administration and completion
 - score all writing items appropriately
 - submit ORExt test scores once testing is completed
 - ask questions when needed

User Guide

- This work is supported by a comprehensive **ORExt Tablet Administration User Guide**, which includes step-by-step instructions for the ORExt test application and descriptive screenshots, that walk you through the process.
- The User Guide is a SECURE test document that is now posted to the or.k12test.com website within the *General Files* section.



Critical Information

FIRST

- We must avoid duplicate records for the students with significant cognitive disabilities (SWSCD) who participate in the Oregon Extended Assessment
- Please ensure that student data for those who participate in the tablet administration is **NOT** entered in the Oregon Department of Education's District Secure Data Entry website!!!

SECOND

- We are recording today's webinar training for your reference, as well as for participants who could not join us today, to use for training purposes. A *YouTube* link will be provided to district administrators directly after today's webinar, as will your usernames and passwords.

How the Test App Works

- Secure application
- All SWSCD will need direct supervision by a Qualified Assessor (QA) during the tablet administration
- The application presents the same items found on the paper/pencil version
- Each item is read aloud to the student, where appropriate, with built-in audiofiles of prompts, sentences, stories, and answer choices

How the App Works, CONT.

- The answer choices are enlarged when the audio file is read to attract and focus student attention
- Students respond to the items presented by touching/ selecting the answer choice on the screen that reflects their response
- Once an answer is recorded, the application proceeds to the next item until the test is completed.

NOTE: The student/tablet interaction may need to be mediated with assistive technology and/or direct student support. In such situations, the QA may enter the student's answer choices on behalf of the student if needed.

Downloading the Test App

- The User Guide describes how to download the test application based on which operating system your tablet uses. There are three operating systems that the ORExt Test App accommodates:
- **iOS** – all Apple™ iPads
- **Chrome** – All Google™ Chromebooks
- **Android** – Anything that is not Apple™ or Google™ is typically Android

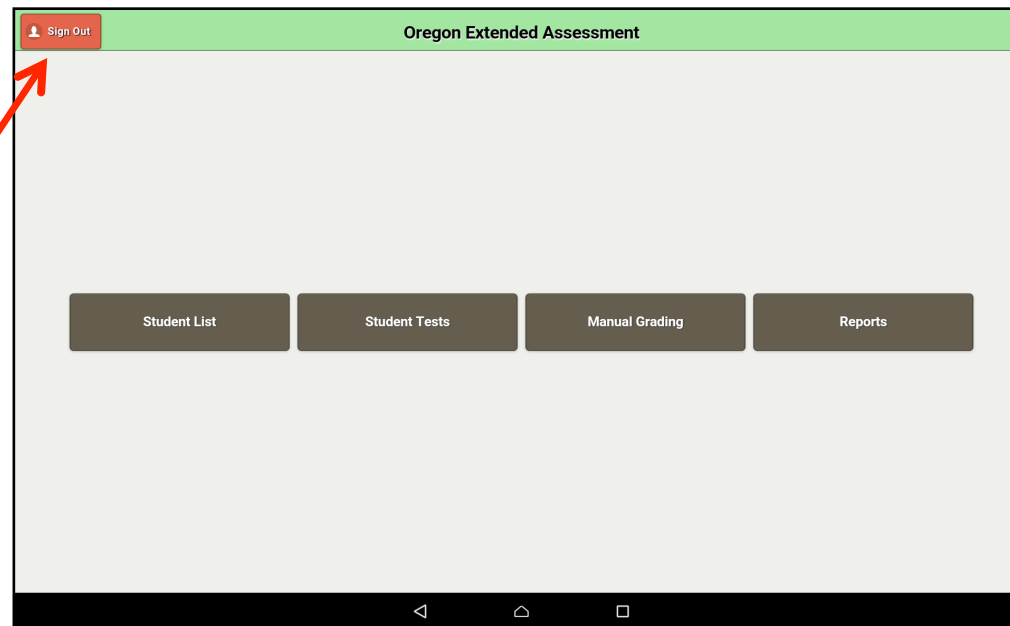
NOTE: You may need assistance from your IT staff, depending upon district download policies, to gain access to the test app.

Turning it On and Off

To turn on the ORExt test app, you simply select the icon on your tablet



To turn the app off, you select "Sign Out" from the Home screen



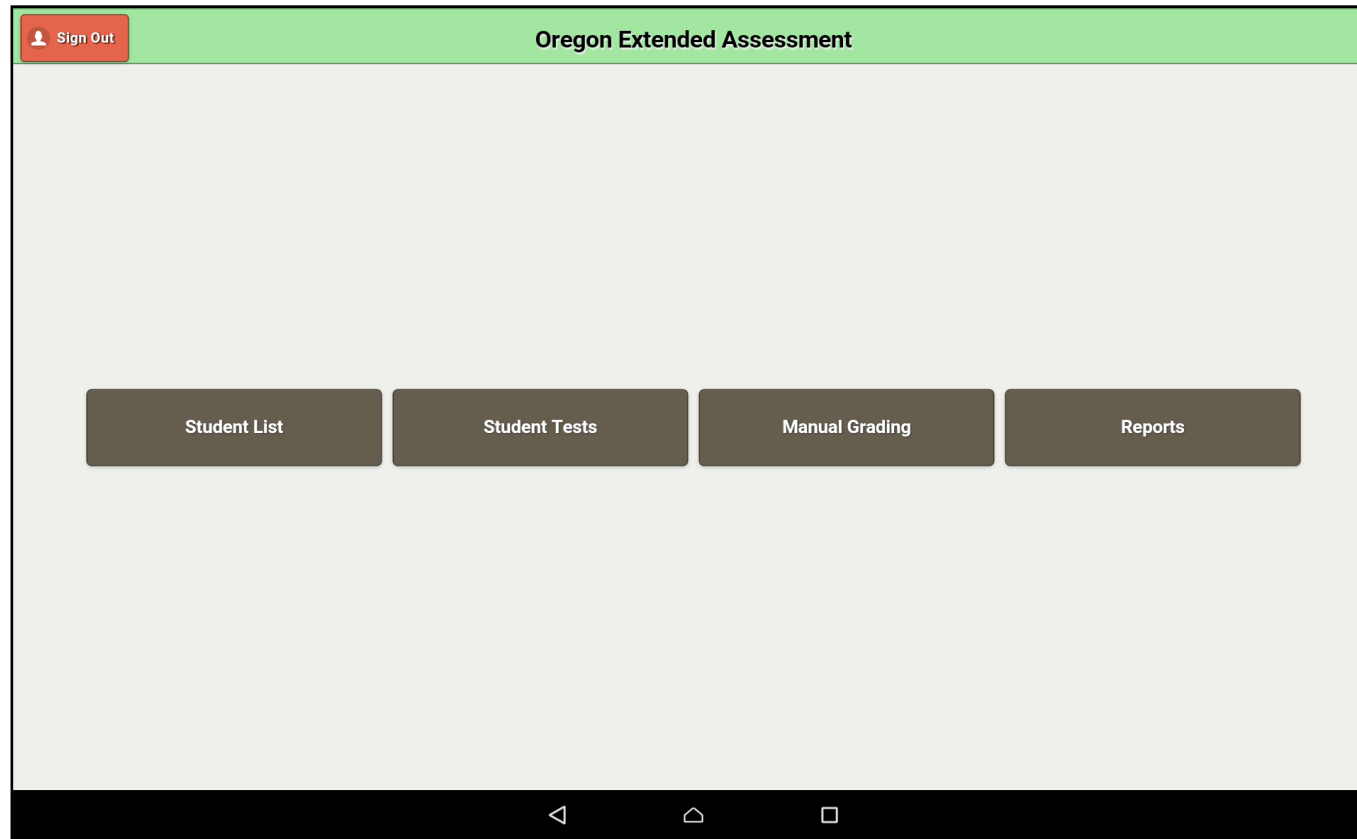
Logging In

Logging Into the ORExt Testing Application

Once you have entered the program, you will see the screen below. You simply need to type your assigned Username and Password into the text boxes and select "Sign In."

The screenshot shows the login interface for the Oregon Extended Assessment. The background is light green. At the top left, the text "Oregon Extended Assessment" is displayed. To the right, the heading "Please Sign In" is shown. Below this heading are two text input fields: "Username:" and "Password:". Below the password field are two buttons: "Sign In" (with a right arrow icon) and "Reset" (with a circular arrow icon). At the bottom of the screen, there are three icons representing different subject areas: "English Language Arts - Reading, Writing, & Language" (with a book icon), "Mathematics" (with a graph icon), and "Science" (with a plant icon). Three red arrows originate from the text above and point to the Username field, the Password field, and the Sign In button respectively.

Main Dashboard



Student List

The SSID must be correct; please verify for all participants

Student List

Student Information

First Name:* Dan

Middle Name: Quinn...

Last Name:* Farley

Nickname: Cas...

Gender:* ☒ Male ☐ Female

Grade Level:* 8

SSID Number: 8675309

IDEA Eligibility Codes

Primary:* [10]Intellectual Disability

Secondary:* [50]Communication Disorder

* Required Fields

Cancel Save + Delete Student

New Student +

The primary and secondary IDEA eligibility must be entered for all students, even those who are already in the Student List

Student Tests

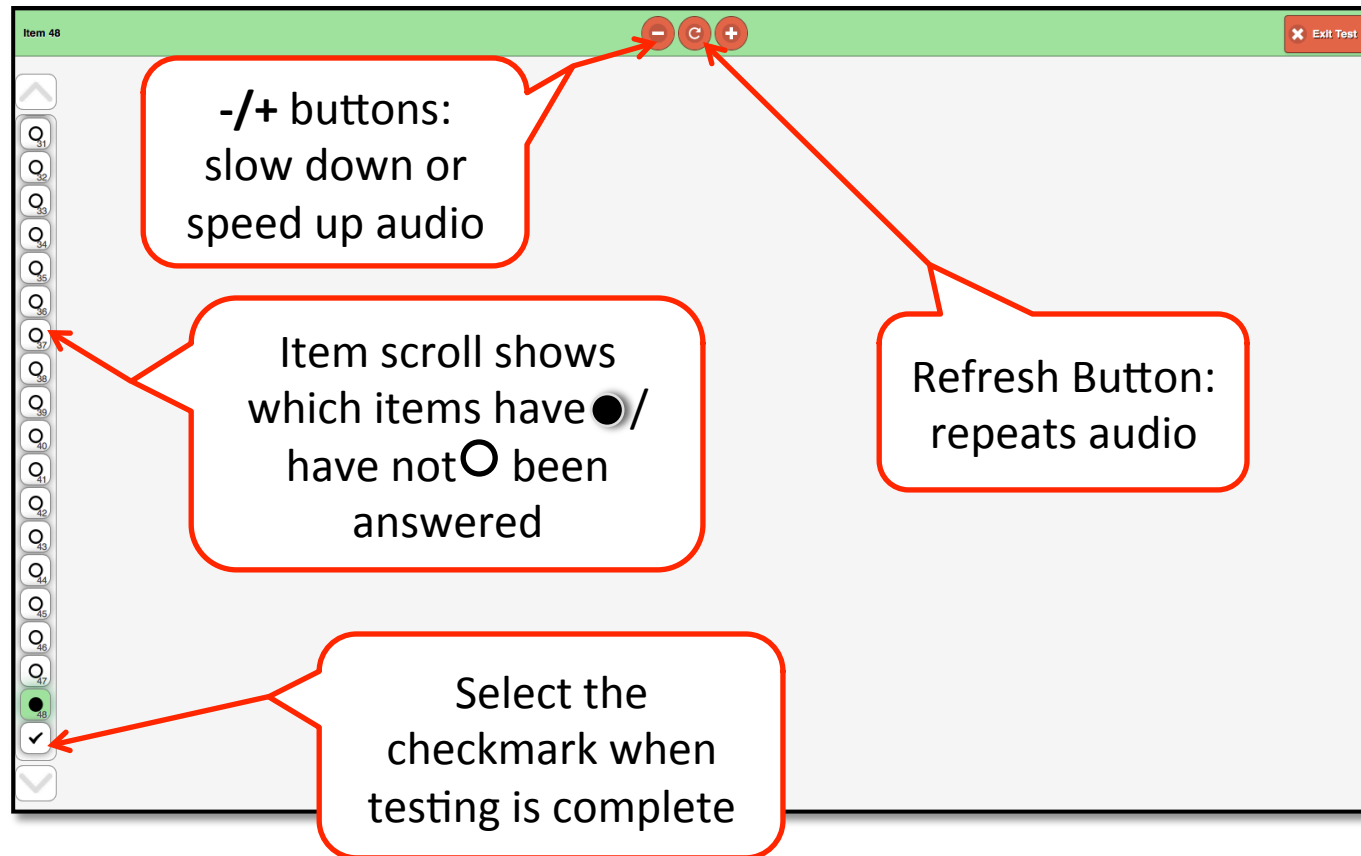
The assessments are shaded gray before use, yellow during use, and green when complete

The screenshot shows a web interface titled "Student Tests". On the left is a "Home" button. The main content area is titled "Select A Student To Begin the Assessment". It lists three students: "Fifth Grader", "Eleventh Grader", and "Dan Farley". For each student, there are three buttons: "ELAG5", "MathG5", and "ScienceG5" for the Fifth Grader; "ELAG11", "MathG11", and "ScienceG11" for the Eleventh Grader; and "ELAG8", "MathG8", and "ScienceG8" for Dan Farley. All buttons are currently shaded gray.

This screen is titled "Fifth Grader" and "Select the Assessment for this Student". It features three buttons: "ELAG5", "MathG5", and "ScienceG5". All buttons are shaded red, indicating they are ready for selection.

The screenshot shows a window titled "Oregon Extended Assessment". In the center of the window is a large red circle with the word "Ready" inside it, indicating the assessment is ready to be started.

Supporting Administration



Supporting Admin, CONT.

The screenshot displays the Oregon Extended Assessment interface. At the top, a green header bar contains the text "Oregon Extended Assessment" and a red "Exit Test" button. On the left side, there is a vertical navigation bar with a series of numbered circles (1 through 13) and up/down arrow buttons. The main content area has a light gray background and contains the following text:

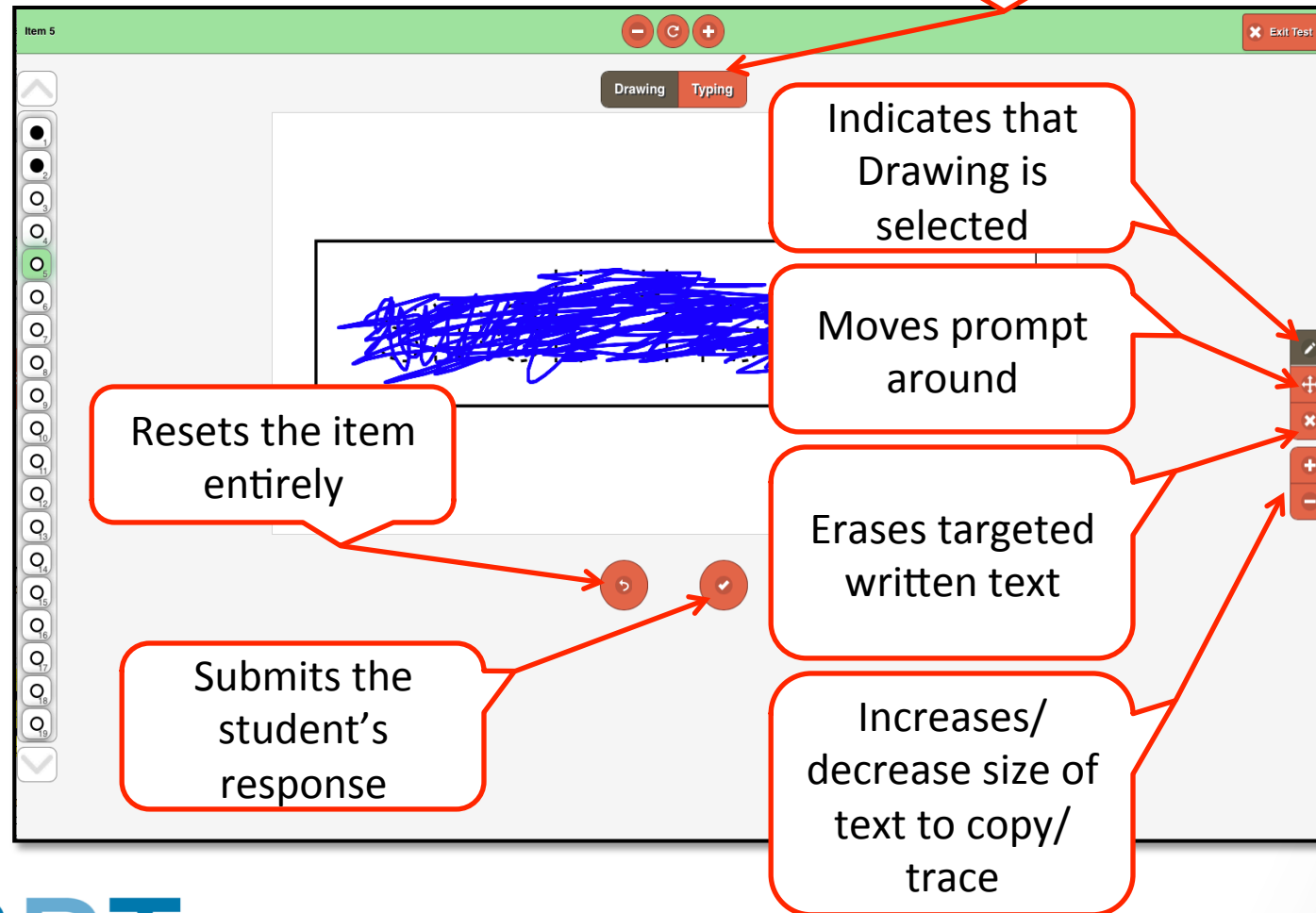
There are 47 unanswered questions remaining

Please type the name of the Qualified Assessor responsible for this test administration in the text box below.

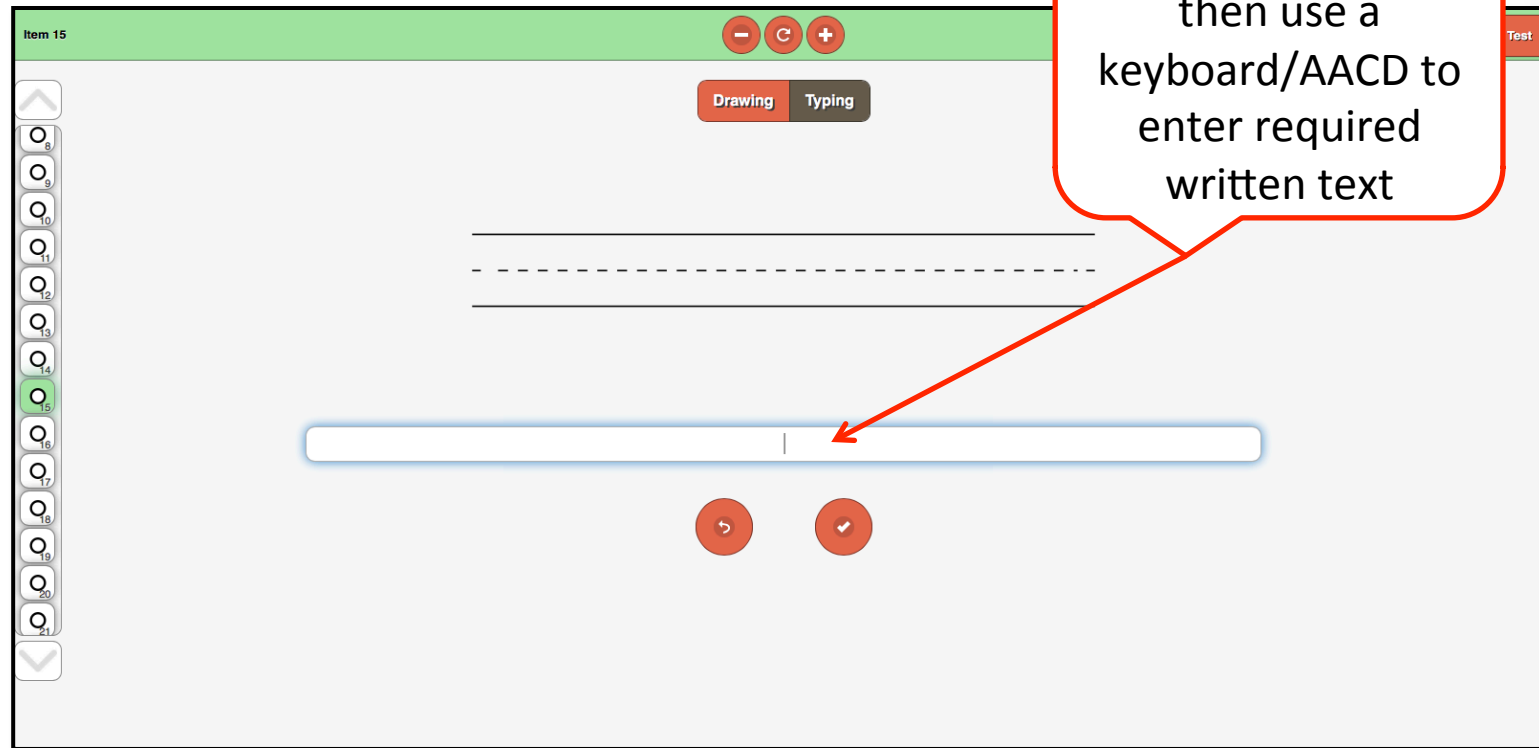
Warning: Students cannot resume any unfinished items once you submit this test.

Below the text is a white text input field. At the bottom center of the main area is a large orange circular button with the word "Submit" in white text.

Writing Items – Fingers



Writing Items - Keyboard



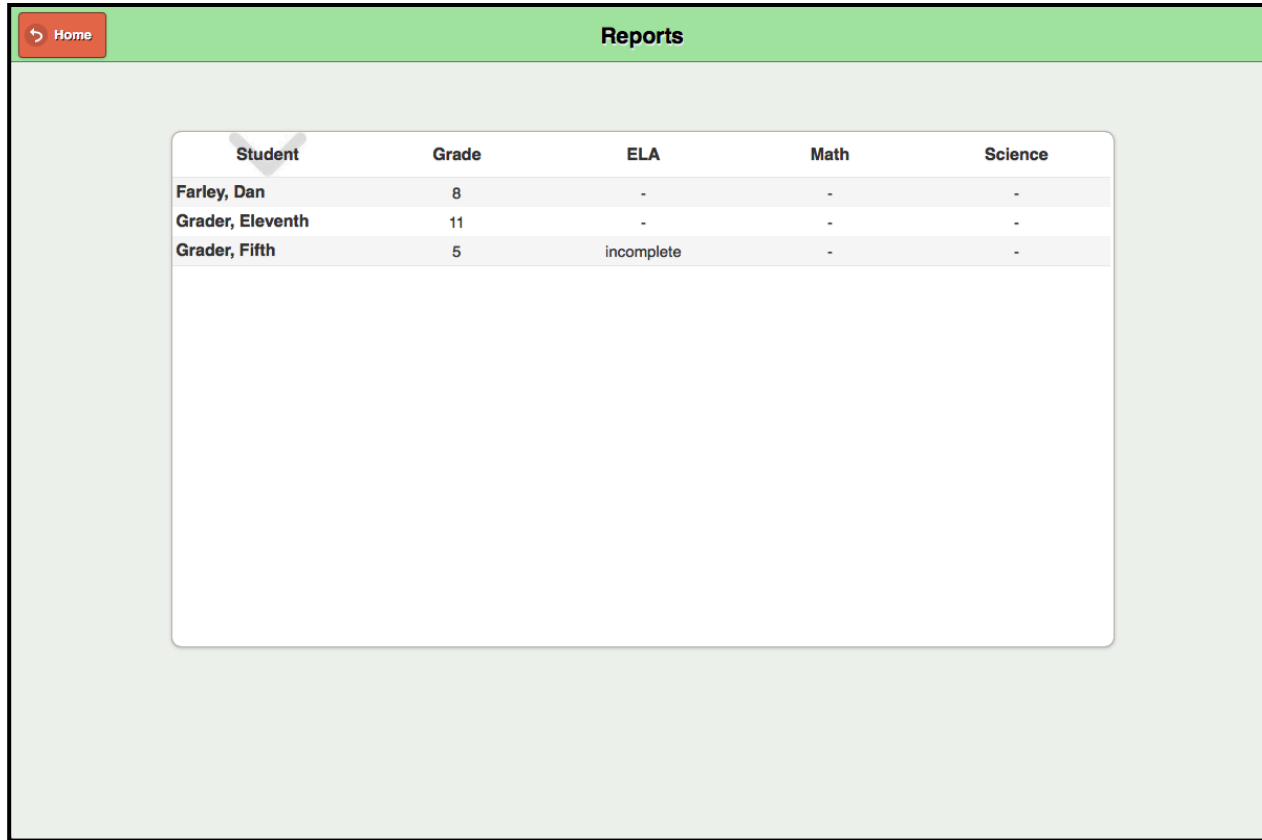
Manual Grading

Scoring instructions for each item are listed here

Once scored (0/1), select Save & Continue until complete

The screenshot displays the 'Manual Grading' interface. At the top, a green header bar contains a 'Home' button and the title 'Manual Grading'. Below this, an orange box contains the 'Student Prompt: Trace the words "grass is green." Is the response correct?'. Under the prompt are two buttons: 'No (0)' in red and 'Yes (1)' in light blue. The central area shows a response with the words 'grass is green' in dashed letters, overlaid with blue scribbles. At the bottom, a red bar contains the 'Save & Continue' button with a right arrow. A red arrow points from the 'Scoring instructions' text to the 'No (0)' button, and another red arrow points from the 'Once scored' text to the 'Save & Continue' button.

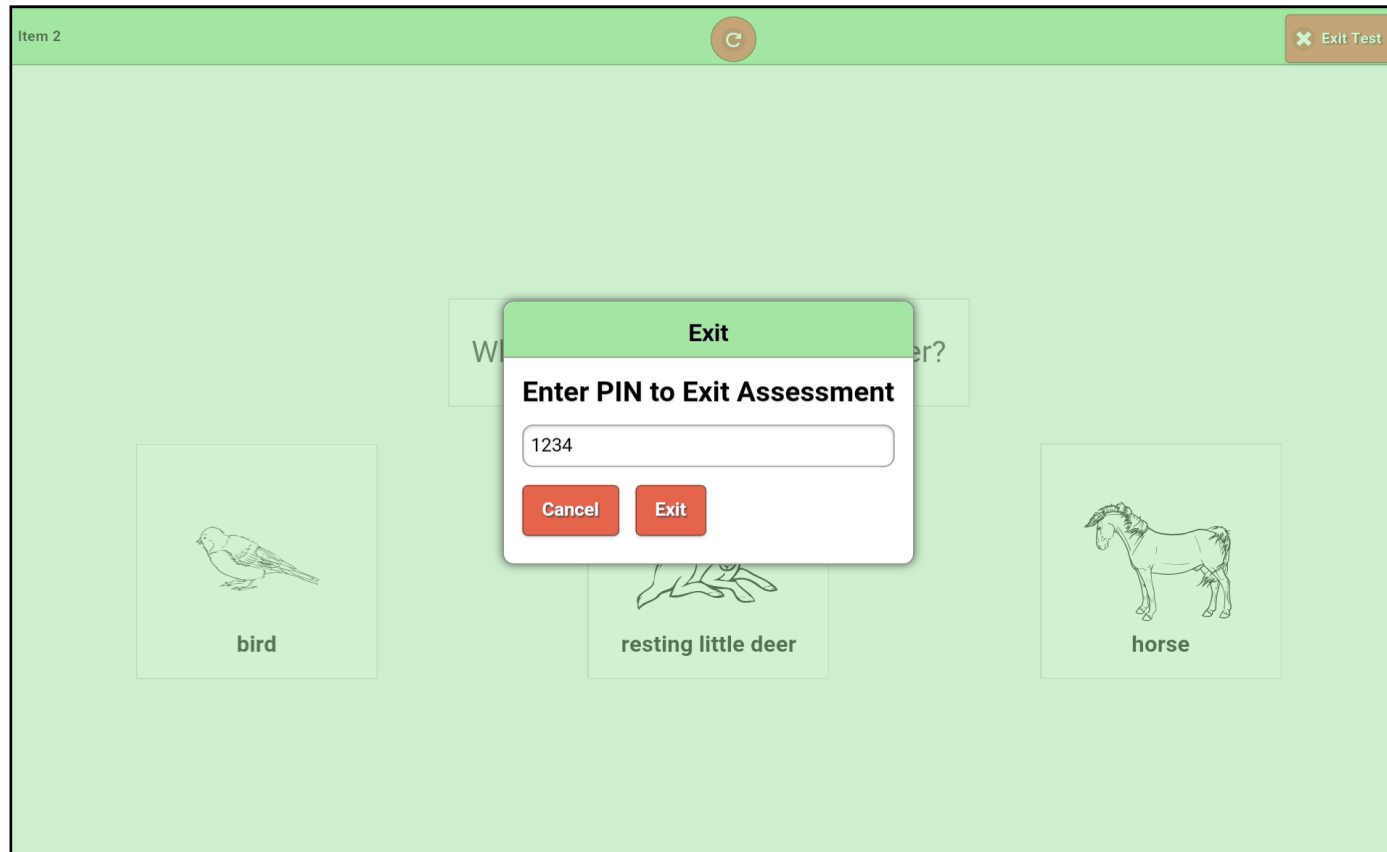
Student Reports



The screenshot shows a web application interface with a green header bar. On the left of the header is a red button with a white arrow and the text 'Home'. In the center of the header is the word 'Reports'. Below the header is a large white rectangular area containing a table. The table has five columns: 'Student', 'Grade', 'ELA', 'Math', and 'Science'. There are three rows of data. The first row shows 'Farley, Dan' in grade 8 with dashes in the other columns. The second row shows 'Grader, Eleventh' in grade 11 with dashes in the other columns. The third row shows 'Grader, Fifth' in grade 5 with 'incomplete' in the ELA column and dashes in the other columns.

| Student | Grade | ELA | Math | Science |
|------------------|-------|------------|------|---------|
| Farley, Dan | 8 | - | - | - |
| Grader, Eleventh | 11 | - | - | - |
| Grader, Fifth | 5 | incomplete | - | - |

Exiting the Test App



Then "Sign Out" using the instructions from Slide #7

ORExt *HelpDesk*

- The ORExt assessment system is supported by a *HelpDesk* operator, Sevrina Tindal, who responds to all requests within a 24-hour period, though is usually much faster.
- Sevrina can be reached at:

1-800-838-3163 or at
orextended@k12test.com

Process Review

- How the ORExt test app Works
- Downloading the ORExt test app to your tablet
- Turning on the Tablet and Opening the ORExt test app
- Logging Into the ORExt test app
- Main Dashboard for the ORExt test app
- Supporting Administration of the Assessment(s)
 - Functions (audio, repeating prompt, writing interface)
 - Monitoring
- Scoring the Writing Items on the ORExt test app
- Accessing Reports on the ORExt test app
- Exiting the ORExt test app
- ORExt test app *HelpDesk* Information

Next Steps

- Work with IT, if needed, to download the ORExt Test App
- Familiarize yourself with Test App functioning
- Administer the ORExt assessments to participating students (only those with signed Parent Consent forms are allowed to participate) during the test window
- Ask us for help if and when required
- Observe student interactions with the test platform, as you may be invited to participate in a *Focus Group* discussion regarding what improvements might be needed for next year's statewide tablet administration. If you are asked to participate, one additional consent form will be required. ODE will support the effort with PDUs

APPENDIX C

Oregon Extended Assessment Focus Group Webinar Agenda

Oregon Extended Assessment Focus Group Webinar
Wednesday, May 24, 2017
3-4 PM

Participants: Administrators who supported and Qualified Trainers/Assessors who participated in the ORExt Pilot Tablet administration.

Attending: Brad Lenhardt, **ODE (could not attend)**; Dan Farley, Sevrina Tindal, & Evan Townsend - **BRT**

Questions:

- 1) What were the benefits of a tablet administration for students? For teachers?
- 2) What percentage of your students who take the ORExt could participate in a tablet administration with the appropriate level of support?
- 3) What are some of the reasons why some of your students, if any, might not be able to participate in a tablet administration?
- 4) What challenges did the tablet administration present to your school/district IT Departments, if any?
- 5) Please describe the process you used to enter writing scores and discuss any improvements that might be made to the writing scoring process.
- 6) What are the most important challenges to address as we move forward with developing a statewide implementation of the tablet administration for the ORExt in 2017-18?
- 7) What operating system did your tablet(s) use (Google Chrome, iOS, and/or Android)?
- 8) On a scale of 1-4, with 1 being strongly recommend against, 2 recommend against, 3, recommend for, and 4 strongly recommend for, rate your recommendation to ODE and BRT regarding whether or not a tablet administration continues to be an appropriate pursuit for Oregon's students with significant cognitive disabilities.
- 9) What important issues have not yet been discussed today?

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/589367477>

You can also dial in using your phone.

United States: +1 (571) 317-3122

Access Code: 589-367-477

First GoToMeeting? Try a test session: <http://help.citrix.com/getready>

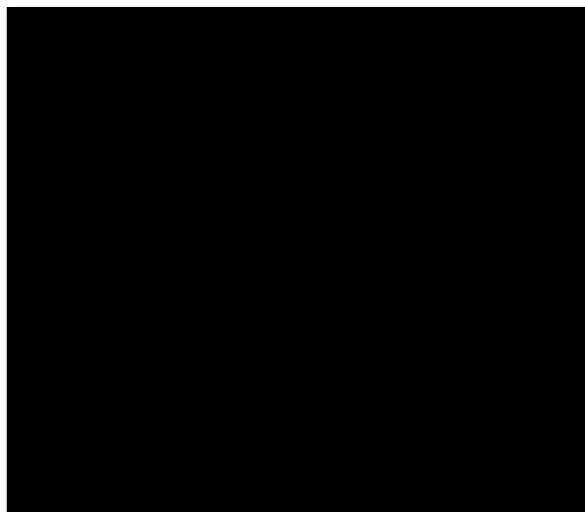
Use your microphone and speakers (VoIP) for audio. You'll sound best with a headset.

Oregon Extended Assessment

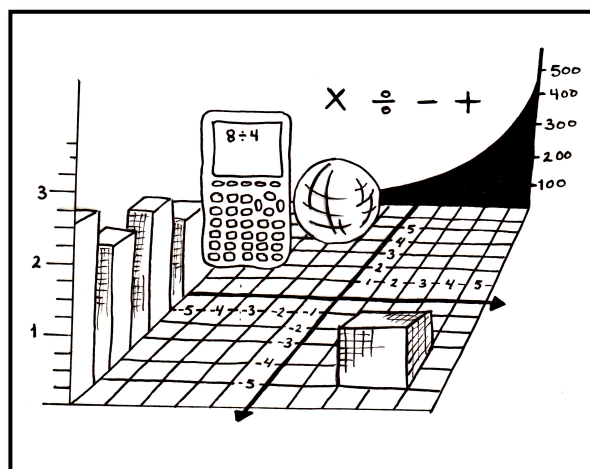
Administration Manual

2018-2019

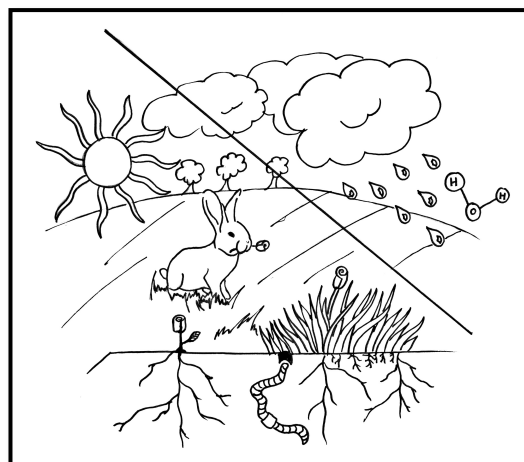
English Language Arts



Mathematics



Science



OFFICE OF LEARNING
STUDENT SERVICES
UNIT

BRT
behavioral research & teaching



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Assessment Consortium

College Board

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Table of Contents

| | |
|--|-----------|
| Preface..... | 3 |
| Introduction..... | 3 |
| Testing Schedule..... | 3 |
| ORExt High School Retake Policy | 3 |
| Test Materials, Data Entry, and General Information | 4 |
| Informing Parents..... | 4 |
| Training and Proficiency Website..... | 4 |
| Curricular and Instructional Materials Website..... | 4 |
| Oregon Extended Assessment | 5 |
| Background | 5 |
| Enhanced Oregon Extended Assessment | 5 |
| Reduction in Depth, Breadth, and Complexity | 5 |
| Essentialized Assessment Frameworks | 6 |
| Content | 6 |
| Scoring Protocols and Student Materials | 6 |
| Selecting the Assessment | 7 |
| Assessor Qualifications..... | 12 |
| Qualified Trainers and Qualified Assessors | 12 |
| Qualified Trainer and Qualified Assessor Expectations | 12 |
| Test Administration..... | 13 |
| Preparation | 13 |
| Reading Directions, Prompts, and Questions to Students | 13 |
| Reinforcement During the Assessment | 14 |
| Scoring Protocols and Student Materials | 14 |
| Test Administration | 14 |
| Test Scoring..... | 14 |
| Handling Interruptions | 15 |
| Electronic Administration | 15 |
| Example Test Items | 18 |
| English Language Arts..... | 18 |
| Mathematics | 19 |
| Science | 20 |
| Oregon Extended Assessment Support..... | 21 |
| Accessibility Supports..... | 22 |
| Research Opportunities..... | 29 |
| Appendix A: Parent Questions & Answers | 30 |
| Appendix B: Guidelines for Provision of Supports..... | 35 |
| Appendix C: Glossary..... | 36 |

Preface

The Oregon Extended Assessment (ORExt) Administration Manual is intended for educators and parents who are interested in a general overview of the Extended Assessments -- including a description of its architecture (organization and format as well as a review of decision-making for implementation), general administration, and scoring procedures. For those who are interested in becoming a Qualified Assessor (QA) or Qualified Trainer (QT) of the Extended Assessments or currently serve in either capacity, additional information and training requirements are provided on the Oregon Department of Education's (ODE) Statewide Alternate (Extended) Assessment website at: <http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx>

Introduction

Currently, two main assessment options exist for students with disabilities in Oregon public schools. The Individualized Education Program (IEP) team may decide that (a) the student should be assessed with the General Assessment (with or without accommodations) or (b) the student should be assessed with the ORExt. This latter assessment is the state's alternate assessment based on alternate academic achievement standards (AA-AAAS) designed for students with the most significant cognitive disabilities (SWSCDs). In Oregon, any student with an IEP whose team decides that this is the most appropriate assessment for the student's needs, given the eligibility guidelines established by the Oregon Department of Education (ODE), may take the ORExt (see the "Selecting the Assessment" section on page seven below for more information)

Testing Schedule

To access the Oregon Statewide Test Schedule, see the Current Test Schedule (PDF) link located in the upper right-hand corner of the Oregon Department of Education (ODE) Statewide Alternate (Extended) Assessment website at:

<https://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx>

As the Current Test Schedule indicates, the ORExt test administration window is open from **February 14, 2019** through **April 25, 2019**. Students follow the same testing grades as students taking the Smarter Balanced Assessment (SBA). Secure tests will be available for download one week prior to the opening of the test window, on **February 7, 2019**. Data entry is scheduled to be available **February 14th** and closes at **5:00p.m. on May 10th***.

***IMPORTANT NOTE: For districts who have students in the 12th grade who are taking the ORExt as part of their Essential Skills requirements and who plan to graduate in the spring of the current school year, the deadline for submitting Extended Assessment data is the same as the deadline for the administration of the Extended Assessment (April 25, 2019).**

ORExt High School Retake Policy

Under OAR 581-022-0615: Assessment of Essential Skills, students are required to demonstrate proficiency in the Essential Skills in order to receive a regular or modified diploma. As identified in Oregon's Essential Skills and Local Performance Assessment Manual, students may use the general assessment to demonstrate proficiency in the Essential Skills; for students on an IEP seeking a modified diploma, this includes the ORExt.

ODE adopted a policy allowing students who participate in the ORExt to retest in their 12th grade year if they did not meet the alternate academic achievement standard as 11th graders for any of the subject areas tested by last year's version of the assessment (i.e., English Language Arts (ELA), Mathematics, and/or Science). While retests are not mandatory, districts should have testing opportunities available for 12th grade SWSCDs who wish to retest--especially those needing to demonstrate proficiency for the Essential Skills graduation requirement.

Test Materials, Data Entry, and General Information

All test materials and data entry for students taking the ORExt (including grade 12 retake) are available through the ORExt Training & Proficiency website is located at <https://or.k12test.com/>. To order Braille or Large Print forms of the ORExt please click on the [Extended Assessment Braille and Large Print Ordering Information](#) on Oregon's Statewide Alternate (Extended) Assessment webpage at <http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx>. Additional general and supporting information on the Extended Assessments may be found on the ODE website at <http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx> and via the Extended Assessment application through the District Secure Website <https://district.ode.state.or.us/>.

Informing Parents

A *Parent Questions and Answers* document can be found in *Appendix A*. Individual subject headings are included so interested parents and educators can be provided with information specific to a general concern without the need to search through the entire document. It also contains several pages of comprehensive information that an IEP team facilitator can use as a reference when discussing the ORExt with a team and/or parent. Though the document as a whole can be copied and presented to parents, ODE recommends that it be used as a detailed reference as part of a meaningful discussion with parents.

Training and Proficiency Website

The ORExt Training & Proficiency website is located at <https://or.k12test.com/>. This website is used by all Assessors as part of the qualification process to become a Qualified Assessor (QA) or Qualified Trainer (QT) each year. The site also links educators to additional professional development resources. New users or users who did not qualify the prior school year are required to complete and pass all four training sections (Administration, ELA, Math, and Science). Returning users who qualified the prior year are required to complete a Refresher assessment that addresses updates to the system and reinforces administration expectations. The Training and Proficiency website includes a new sub-section within the Updates 2018-19 section that informs assessors about the system requirements and procedures related to the new electronic based administration option for the ORExt.

Curricular and Instructional Materials Website

ODE has worked with Behavioral Research and Teaching at the University of Oregon (BRT) and Oregon teachers to develop an online system to support standards-based instruction, assessment, and Present Levels of Academic Achievement and Functional Performance (PLAAFP) and IEP development for SWSCD. The system is called *Curricular and Instructional Materials for Students with Significant Cognitive Disabilities* (<http://lms.brtprojects.org>). Users create an account and can then access all referenced materials. The website provides three major resources related to the effort of providing instruction to SWSCD that are aligned to the essentialized standards. The website was designed to reinforce appropriate uses of the essentialized assessment frameworks (EAFs), including curricular and instructional templates (C & I) that are aligned to the EsSt, and development of appropriate PLAAFP and IEP goals and objectives. Several new templates were developed in 2016-17 that are now posted. In addition, a new video that conveys an example of positive reinforcement, most-to-least intrusive prompts, and least-to-most intrusive prompts have been added. The website also includes a chat/blog forum environment for teachers to communicate. With a continuous development design, teachers are recruited annually to contribute worksheets, ideas, and materials to provide current resources for teachers and support staff for SWSCD. As the materials target off-grade level functioning, they may also be useful for any student functioning below grade level expectations.

Oregon Extended Assessment

Background

The ORExt assessment program has been a collaborative effort between the ODE and BRT since the spring of 1999. There have been several iterations of the assessment as (a) new regulations brought forth new requirements, (b) new standards required revision of items and test structures, (c) educators provided input on test construction and administration, and (d) item functioning was validated. In addition, a vertical scale has been incorporated for the assessment to better support modeling longitudinal growth across grades and help teachers use the results diagnostically--to create classroom assessments for use within the year. Finally, the participation and performance results are used in making Annual Measureable Objective (AMO) determinations.

Enhanced Oregon Extended Assessment

The ORExt system includes the *Oregon Observational Rating Assessment* (ORora). The ORora is designed to provide instructional and functional information for teachers and parents in the domains of pre-academic access skills in the areas of attention, basic math concepts, and communication (expressive and receptive), for SWSCDs who are not able to access the academic demands of the ORExt--despite the provision of extensive supports and test design features founded in the concepts of universal design for assessment. Additional information is posted on ORExt Training and Proficiency site at <https://or.k12test.com/>.

Reduction in Depth, Breadth, and Complexity

Due to the Title 1 Federal Regulations published on December 9, 2003 (USED), steps were taken to increase the accessibility of all items on the ORExt, both in terms of test design as well as reducing the *depth*, *breadth*, and *complexity* (RDBC) of the test items.

Reductions in *depth*, defined by Anderson's revision of Bloom's Taxonomy – Remember, Understand, and Apply (Anderson et al., 2001), were accomplished by limiting the process verbs to simpler performance demands (using verbs like: recognize, identify, match, understand and NOT analyze, develop, evaluate, and create).

Reductions in *breadth*, defined in terms of how broad a student's domain of knowledge must be to answer a specific item, were accomplished by limiting the item content to accessible domains requiring both universally appropriate formats and depth of content coverage. Format focused on the physical and sensory skills necessary to respond. Depth of content reflected the likelihood that the content would be represented in a student's school day (whether in general or special education classes). For example, while a general education assessment might target the process of implementing a laboratory experiment in science, the extended assessment might ask the student to define a term that is critical to the experiment given that participation in a lab requires physical and sensory skills that students with the most significant disabilities may not have. The content may be relevant, but the performance demand does not require a wide knowledge set to answer appropriately.

Reductions in *complexity*, essentially based on difficulty (or abstractness of test content), were accomplished by limiting the difficulty of the content (e.g., adding single-digit integers is much easier than adding imaginary numbers, though the process verb, to add, is the same).

Depth, *breadth*, and *complexity* are intertwined and work together to determine overall item functioning. They are simply three lenses we look through to systematically address and make items more accessible from a test content perspective. We operationalized RDBC into a single process referred to as "essentialization" briefly described in the following section.

Essentialized Assessment Frameworks

The general education content standards were “essentialized” by analyzing three dimensions: (a) content (nouns), (b) intellectual operations (verbs), and (c) delimiters to the content (objects of the sentence or conditional clauses). The essentialization system used the following conventions: (a) content (nouns) is **boxed**, (b) intellectual operations (verbs) are underlined (with complex verbs bold), and (c) delimiters (of content or intellectual operations) are *italicized*. Once standards were appropriately identified, teams of educators completed reductions in depth, breadth, and complexity (RDBC), which were then independently audited.

The essentialization process was applied to Common Core State Standards (CCSS), Oregon's Science Standards, and the Next Generation Science Standards (NGSS) in order to establish performance expectations that are relevant and accessible for students who participate in the ORExt, while maintaining the highest possible standards of rigor. As a last step in the essentialization process standards focused on essential content (nouns), (b) simplified the verbs, and (c) eliminated inappropriate delimiters. Furthermore, all essentialized standards were written at three levels of complexity: Low, Medium, and High. The end product is the Essentialized Assessment Framework (EAFs).

Content

The ORExt in ELA and mathematics is aligned to the CCSS-founded EAFs that have been developed and reflect appropriate expectations for the English Language Arts and Mathematics knowledge and skills that SWSCDs must have in an assessment system reflecting successive grade level content. In science, the assessment system also reflects successive grade level content using the Next Generation Science Standards (NGSS). Non-secure assessment item examples for all of these content areas are posted on the ORExt Training & Proficiency website: <https://or.k12test.com>.

English Language Arts

English Language Arts content is based on the CCSS and includes the following domains in grades 3-8 and 11: reading standards for literature, reading standards for informational text, foundational skills, writing, and language. The ORExt does not include speaking and listening, or literacy in history/social studies, science, and technical subjects.

Mathematics

Mathematics content is based on the CCSS and includes the following domains in grades 3-5: operations and algebraic thinking, number and operations in base ten, number and operations – fractions, measurement and data, and geometry. In grades 6-8, the focus shifts to ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. In high school the domains include: number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

Science

Science content reflects both Oregon's Science Standards and the NGSS and includes the following domains in grades 5, 8, and 11: life science, physical science, earth/space science, and engineering and technology, as well as matter and its interactions, motion and stability, forces and interactions, energy, structure and processes of molecules and organisms, interaction, energy, and dynamics of ecosystems, earth's place in the universe, earth's systems, earth and human activity, and engineering design.

Scoring Protocols and Student Materials

The ORExt test presents students with one item per page to support focus and ease of administration. Selected-response items are used so all students can access the test with varying administration techniques. Items have three response options in the student materials, with a correct answer, a close distractor, and a far distractor. Example items for each content area are provided on pages 24-26.

Selecting the Assessment

Oregon Extended Assessment Decision Making Guidance

Students with the Most Significant Cognitive Disabilities

Students with the most significant cognitive disabilities are typically characterized by significantly below average general cognitive functioning. This commonly includes a student with intelligence test scores two or more standard deviations below the mean on a standardized individually administered intelligence test, occurring with commensurate deficits in adaptive behavior that are frequently also evident in early childhood. Further, the cognitive disability must significantly impact the child's educational performance and ability to generalize learning from one setting to another. Students with the most significant cognitive disabilities in general, require highly specialized education and/or social, psychological, and medical services to access an educational program. These students may also rely on adults for personal care and have medical conditions that require physical/verbal supports, and assistive technology devices. These intensive and on-going supports and services are typically provided directly by educators and are delivered across all educational settings.

Beginning in 2015, Oregon Individual Education Program (IEP) teams are required to select the Oregon's Extended Assessment as the *only* option for all subject areas assessed (i.e., ELA, Mathematics, and Science).

Students who participate in Oregon's Extended Assessment will not participate in Oregon's general assessments. This reflects a significant change from previous policy which permitted a student to participate in either test or both. This change in criteria is intended to take into account the pervasive nature of a *significant* cognitive disability and allows the state's assessment models to appropriately measure the student populations they were designed to measure.

Unacceptable Considerations

The following are **unacceptable** reasons for considering participation in Oregon's Extended Assessment:

1. Disability category or label
 2. Expected poor performance on the general education assessment
 3. Expected difficulties meeting the essential skills requirements through the state's general assessment
 4. Poor attendance or extended absences
 5. Native language/social/cultural or economic difference
 6. English Language Learner (ELL) status
 7. Percent of time served in special education
 8. Low reading level or achievement level
 9. Anticipated disruptive behavior during testing
 10. Impact of student's scores on district's/school's accountability results
 11. Administrator decision
 12. Anticipated emotional duress/anxiety around or during testing
 13. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process
-

Eligibility and Participation Criteria

To assist in decision making, IEP teams are strongly encouraged/required to use the Oregon Extended Assessment Decision Making Checklist in their deliberations to determine whether or not a student should participate in the Oregon Extended Assessment.

Oregon Extended Assessment Decision Making Checklist

This checklist is to be a tool that should be used to assist IEP teams in making individual decisions regarding participation in the Oregon's Extended Assessment. Extended Assessment participation can only be determined by the student's IEP team. **The IEP team for a student with a disability MUST answer "YES" to ALL of the following questions for the student to be eligible to participate in Oregon's Extended Assessment.**

Students Name: _____ School: _____ Date: _____

| ELIGIBILITY CRITERIA | | |
|---|------------------------------|-----------------------------|
| 1. Student has been evaluated, found eligible under IDEA, and has an IEP. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> The student has an identified disability under IDEA. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> The student has an Individualized Education Program. | | |
| 2. The student demonstrates significant cognitive disabilities with commensurate delayed adaptive skills. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The student has been determined to have significant cognitive disabilities based on the level of on-going supports needed for the student to access his or her educational program and difficulty generalizing learning from one setting to another. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> The student demonstrates adaptive skills that are substantially limited compared to same age peers and skills are commensurate with the student's cognitive ability. | | |
| 3. The significant cognitive disability impacts the student's access to the general education curriculum and requires individualized instruction. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> The student requires a highly specialized educational program with intensive and on-going supports, modifications, accommodations and/or adaptations to allow access to the general education curriculum. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> The student consistently requires individualized instruction in core academic and functional life skills at a substantially low level relative to other peers with disabilities. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> The student requires alternate methods or significant supports to communicate. | | |
| 4. The significant cognitive disability impacts the student's post-school outcomes. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> The student's post-secondary outcomes will likely require supported or assisted living and continued supervision and support into adulthood provided through adult service providers such as Oregon Department of Disability Services (ODDS) and/or Vocational Rehabilitation (VR). | | |
| 5. Additional factors considered for the student. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> The student's inability to participate in the state's general assessment is primarily the result of the significant cognitive disability and <u>NOT</u> excessive absences; other disabilities; or social, cultural, language or economic differences. | | |

Oregon Extended Assessment Decision Making Checklist Guidance

The following guidance is provided to assist IEP teams in determining eligibility for participation in the Extended Assessment when using the checklist. It is important to remember that the team must determine that the student meets **all** of the criteria included in the checklist for the student to be considered for the Oregon's Extended Assessment.

1. The student has been evaluated and found eligible under the IDEA.

Only students who have been identified under the Individuals with Disabilities Education Act (IDEA) are eligible to participate in the Oregon Extended Assessment. The IEP team for a student must make an individualized decision regarding the student's participation in the Extended Assessment. Students who only have a medical diagnosis or are found eligible for a 504 plan are **NOT** eligible to participate in the Oregon Extended Assessment.

If the IEP team determines that the student will take the Extended Assessment, then the IEP must include a statement of why the student cannot participate in the general assessment and why the Extended Assessment has been selected and is appropriate for the student.

2. The student demonstrates significant cognitive disabilities with commensurate delayed adaptive skills.

Intelligence refers to general mental capability and involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience. Studies show that somewhere between 1% and 3% of Americans have an intellectual disability. There are many causes of intellectual disability--factors may include but are not limited to physical, genetic, and/or social causes.

The most significant cognitive disabilities can be evidenced by (a) standardized assessment results, (b) the intensity and pervasiveness of needed supports, and (c) significant difficulty generalizing learning from one setting to another. In addition to demonstrating significant cognitive disabilities, the student must also demonstrate significantly limited adaptive skills relative to same-age peers and commensurate with the student's cognitive ability.

Although an IQ score is not the sole criterion to determine participation in the Oregon Extended Assessment, it is expected that students taking the Extended Assessment score significantly lower than their same age peers on standardized tests of ability, or that these students may not be capable of achieving a valid score on a standardized cognitive measure. It is strongly recommended that IEP teams refer to the test manual of individual cognitive assessments for guidance on what would be considered a significant cognitive disability for a particular test.

If the results from a standardized cognitive assessment instrument cannot be used with a student, documentation must be provided and reviewed that demonstrates the student requires intensive and on-going levels of support across multiple settings (e.g., home, school, community). This information must come from multiple sources and should include both skills the student can perform as well as those the student has difficulty performing. This documentation needs to include specific information for the following: communication, self-care, daily living skills, social skills, community access, self-direction, health and safety, functional academics, leisure, and work.

In addition to the above criteria, the student also **must** demonstrate significant delays in adaptive skills as measured by a standardized measure of adaptive ability.

3. The significant cognitive disability impacts the student's access to the general education curriculum and requires individualized instruction.

The student requires intensive supports in the school setting as evidenced by the level of individualized instruction and adult supervision and assistance provided throughout the school day. The student is taught using a substantially modified curriculum that may consist of functional life skills such as pre-academics, communication, self-care, daily living skills, and social skills. Subsequently, the student may obtain information primarily through methods other than reading due to limited reading skill and may use alternative methods to express or share oral or written ideas and information with others.

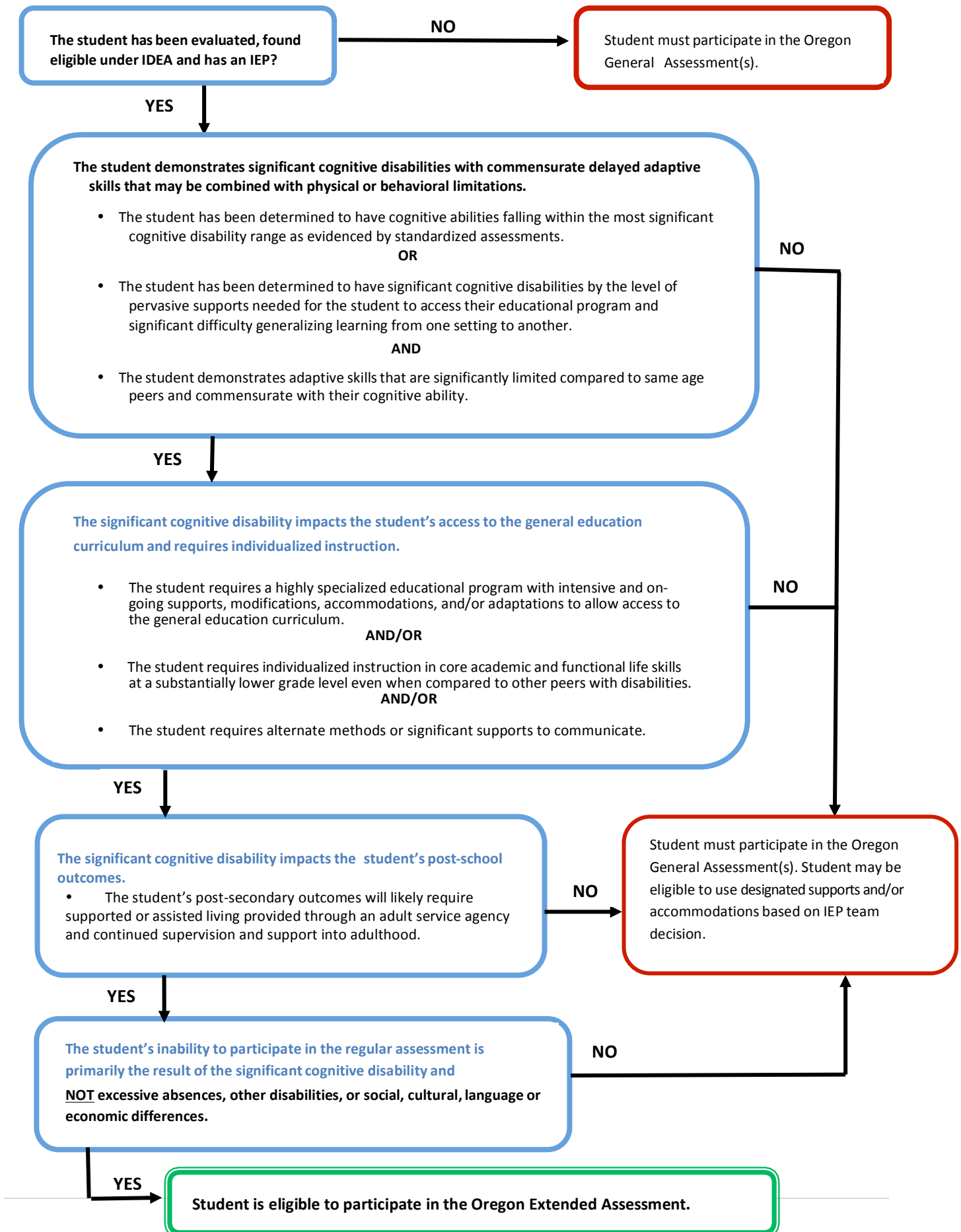
4. The significant cognitive disability impacts the student's post-school outcomes.

The student's post-secondary outcomes for independent living likely will require supported or assisted living and may involve a guardian when the student turns 18. The student will require continued supervision and support into adulthood provided through an adult service agency in order to access the community for recreation, employment, and daily living. The student's post-secondary outcomes for employment will likely result in individualized supports provided by adult agencies for success in accessing competitive integrated employment.

5. Additional factors considered for the student.

To be eligible to participate in Oregon's Extended Assessment the student's difficulties in the general educational setting **CANNOT** be primarily the result of excessive absences, mild disability, social or cultural differences, or economic disadvantages or differences.

To be eligible to participate in Oregon's Extended Assessment the student's difficulties in the general educational setting must be directly related to the impact of the student's cognitive disability and limited adaptive skills.

Oregon Extended Assessment Decision Making Flow Chart

Assessor Qualifications

Qualified Trainers and Qualified Assessors

A Qualified Trainer (QT) is a teacher or appropriately selected educator who has been trained to administer the ORExt to a student and score their responses as well as train others to become Qualified Assessors (QA). Appropriately selected educators are defined by the state and are essentially those who are certified and/or licensed.

A Qualified Assessor (QA) is a teacher or other appropriately selected educator who has been trained to administer the ORExt to a student and to score their responses and demonstrated proficiency by passing the required proficiency assessments on the or.k12test.com website. Qualified Assessors become qualified by (a) receiving training from a current Qualified Trainer (QT) AND (b) passing a proficiency exam of their knowledge and skills related to the ORExt. Appropriately selected educators are defined by the state and are essentially those who are certified and/or licensed.

Qualified Trainer and Qualified Assessor Expectations

To administer the ORExt to students in the State of Oregon, educators must be appropriately trained as either a QT or QA. Returning QTs must pass a refresher proficiency test on the or.k12test.com website to retain their status as a QT. New QTs are trained in face-to-face meetings by the Oregon Department of Education's Office of Student Services and Behavioral Research and Teaching staff annually in November. New QTs must have been a QA the prior year. Returning QAs must pass a Refresher proficiency test to retain their status. New QAs will be trained by their local, current QT between November and April. These newly trained QAs must pass four proficiency tests on the ORExt in the areas of Administration, English Language Arts, Mathematics, and Science.

In addition, all QTs and QAs who will administer Extended Assessments must receive security training and have a signed **Test Administrator Assurance of Test Security** form (available at:

<http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx>) on file at the District Office that is valid for the current school year. QAs and QTs must renew this form annually upon completion of the security training. For information regarding student confidentiality and test security policies and procedures, please review the Oregon Department of Education's Test Administration Manual (TAM) at <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx> or check with your District Test Coordinator.

Qualified Assessor Responsibilities

- Prepare materials and/or monitor materials preparation and setting for individual administration of the ORExt
- Administer assessments directly to students (paper-pencil or tablet)
- Score student responses and enter in the state's online data entry system (including field tests, if applicable)
- Complete an Oregon's Observational Rating Assessment (ORora) on a student(s) as applicable
- Interpret ORExt and/or ORora results for student, family, and/or educational team
- Maintain QA status through updates and refreshers
- Maintain security status through District Security Administrator

Qualified Trainer Responsibilities

- Inform district and ESD of QT status and QA training availability or schedule
 - Provide training and coaching in the form of updates (including field tests, if applicable) and refreshers to current QAs
 - Train new Assessors [including guidance and/or training in completing an Oregon Observational Rating Assessment (ORora), as well as electronic administration]
-

- Work with local district administrators to determine administrative details to support the trainings, including:
 - Find host location (if necessary) where they can set up local trainings
 - Substitute time
 - Number of QAs needed in the area
 - Supports necessary (copying, etc.)
 - Prepare any additional supporting documentation (handouts with district-specific information for potential QAs)
 - Award Professional Development Units (PDUs) and maintain awareness of QAs
- Maintain awareness of updates and changes by attending state-supported networking sessions, video conferences, and monitoring the website
- Serve as the local "point" person between ODE and district/ESD
- Contact ODE with questions, concerns, and/or suggestions from the field regarding the assessment/expectations

Test Administration

Preparation

Once the IEP team has clearly delineated the assessment plan for the student, the QA can identify and prepare the relevant materials for the student's testing session. In addition, the QA should review the student's IEP and any appropriate accessibility support table(s) to determine whether or not additional preparations are necessary for the student (Note: The accessibility supports for the current ORExt can be found in Section 4.0 (Extended Assessments) in the Oregon Accessibility Manual (OAM) located here:

<http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx>

Assessors need to become familiar with the accessibility options in their entirety. In general, the accessibility options have been expanded to support additional test access while avoiding interference with the construct being measured.

On the day of testing, select a quiet location where the student may respond free of distractions. Ensure that the testing area is cleared of all extraneous materials. The QA should also ensure that:

- (a) student is within easy reach for any necessary supports that need to be provided
(see *"Appendix B: Guidelines for Provision of Supports"*, pp. 37ff)
- (b) materials (including tablet, if selected) are within reach for ease of manipulation during administration
- (c) student has easy access to any materials s/he will need to view
- (d) student is not distracted by the QA scoring on the protocol
- (e) student is comfortable, informed, and ready for the assessment
- (f) enough time has been allotted for the administration
- (g) schedule is flexible enough to allow for a variety of occurrences

Reading Directions, Prompts, and Questions to Students

- Directions should always be read carefully and deliberately to the student.
- The item prompt should be read first.
 - If the student responds/selects an answer choice, move on to the next item.
 - If the student does not respond, read the preamble for the item, and then repeat the prompt.
- Directions, prompts, and preambles can be reread as often as necessary to the student.
- No Response: QAs can move on to the next item after two attempts with no response and record a zero in the scoring protocol (See below Partial (Minimum) Participation rule for additional information for students who consistently generate no response, p.17).

Reinforcement During the Assessment

Some students may be accustomed to receiving reinforcement for work performed during their school day. This reinforcement may be in the form of generalized social praise ("I like how hard you are working") or it may be an item the student receives for a certain amount of work performed, such as a token or sticker. It is permissible to use a variety of reinforcement strategies with students during the assessment. However, only general social praise that does not guide the student toward correct answers is allowed.

Scoring Protocols and Student Materials

For paper-pencil administration of the OREx, the scoring protocols for teachers are organized into paper consumables for all items, with individual items presented on a page. Student materials should be placed in front of the student during administration and contain images and words illustrating the item prompts as well as the three student answer choices. Example items, including both scoring protocol and student material portions, are provided on pages 24-26.

For the electronic-based administration of the OREx, no preparation of printed materials is required. All items are presented to the student online or through a tablet application. QAs need to mediate the assessment for the electronic-based administration to ensure that the student is able to interact with the assessment system appropriately. This support may include one-on-one monitoring, where the QA is sitting near the student as the student independently works through the assessment, or more intensive levels of support; for example, the items may be presented to the student via the tablet, but the QA may need to input the student's responses for him/her due to orthopedic or assistive technology needs. NOTE: Though QAs do not need to conduct data entry for most items on the electronic-based administration because they are scored automatically, QAs must ensure that the writing items administered to each student are manually scored because the system cannot score the student's written responses.

Test Administration

Though the OREx is not timed, our consequential validity survey results demonstrate that each content area assessment takes between 45-60 minutes to administer, depending upon a variety of contextual factors, such as student attention, classroom environmental concerns, etc. The test can be flexibly scheduled to facilitate optimal performance, within the overall test window and school schedule requirements. The content area assessments can also be given in the order that best supports student motivation (e.g., first Science, then Math, then ELA for a student who loves science). Within a test, however, items must be administered in the sequence presented in the test form (i.e., 1, 2, 3, etc.).

All information to be read to the students is included within the test forms and four levels of support can be used, based on the following conditions: a) the student performs the item independently; b) the student requires additional verbal/gestural support to access the item; c) the student requires physical contact to access the item (e.g., touching on the hand to remind); and, d) the student requires full physical support to access the item (e.g., hand-over-hand assistance). These levels of support can be used on an item-by-item basis that is consistent with prior interactions with students. Assessors need to determine the appropriate levels of support students need to access items that do not violate the construct being assessed. See *Appendix B – Guidelines for Provision of Supports*, for additional information.

Test Scoring

Scores are automatically calculated based on data entry input for paper/pencil and student answer choice selection for electronic administration except for the writing items. Manual scoring of a score of 1 - correct, or 0 - incorrect is required for all writing items.

All scoring is dichotomous and based on correctness as defined below:

- Score of 0:** Student answers incorrectly in any of several ways, including (but not limited to): incorrect answer, refusal, no response, adverse behavioral response, incomplete response.
- Score of 1:** Student answers correctly.

Handling Interruptions

In the school environment, a QA may not be able to anticipate all of the potential interruptions to the administration of the assessment. It is generally advisable to complete an item prior to suspending a test session. However, please review the following two paragraphs.

Emergency Interruptions

In the event of an unanticipated/emergency interruption (fire drill, third party interruptions, etc.), suspend the assessment as necessary and when possible resume testing with the item that was interrupted.

Student Behavior Interruptions

If a student's behavior or refusal requires that testing be suspended temporarily, complete the item and resume with the next item when it is feasible to do so. If testing must be suspended mid-item due to student behavior or refusal, the item should be scored as zero and the next test session begin on the subsequent item. For repeated assessment attempts that are interrupted by student behaviors, professional judgment (possibly in consultation with the IEP team) needs to be used to determine how many re-starts are appropriate prior to discontinuing the assessment.

Stopping the Assessment

The QA may determine prior to testing that the assessment session should be implemented over a series of separate sessions. In addition, the QA may make decisions based on student behavior. If testing must be temporarily stopped due to, for example, student fatigue or limited test time, it is advised to complete the item currently being administered and, when possible, resume the new assessment session with the subsequent item.

Partial (Minimum) Participation

A QA may consider the minimum participation option if a student takes at least 10 of the ORExt test items.

Students taking less than this minimum number of items will not count toward AMO participation and performance requirements. If a student misses 10 items at any point within the administration of the first 15 items, then discontinuation should be considered. If testing is discontinued, then the QA is expected to administer the Oregon Observational Rating Assessment (ORora).

Test Security Incidents

All testing improprieties, irregularities, or breaches should be handled according to the requirements listed within the current Oregon Department of Education's Test Administration Manual.

Electronic Administration

As mentioned above, the ORExt will be available for the 2018-19 school year in an electronic-based administration that employs the ORExt testing application, a secure application that is downloaded onto student tablets to present test items. The ORExt testing application has been under development for the past two years. In 2015-16, the initial prototype was developed and used in addition to the paper/pencil version in a Phase 1 study. Results from the paper/pencil administration correlated with results from the online test application, which was administered two weeks later (ELA $r = .89$, Math $r = .82$, and Science $r = .89$). In 2016-17, the test application was operational and replaced the paper/pencil version for students involved in Phase 2 of the study. The Phase 2 study focused upon database design and transmission between BRT and ODE.

How the Application Works

The test application is pre-populated with student demographics for all Oregon students with disabilities (SWD). Qualified Assessors (QA) select the SWD from a list of SWD within their school who will participate. Once a student is selected, the system identifies which assessments should be given to the student based on the student's enrolled grade. QAs begin the testing process by selecting the content area to administer. Students begin testing. Items are presented to the student in sequence and students are read all item prompts and answer choices (with the exception of some reading items where independent reading is required). The answer choices enlarge and are bordered green to help students track and pay attention to the answer choices. Once the prompt and answer choices are presented, the student touches his/her answer and the system proceeds until testing is completed. The QA enters a code to terminate testing and all data is saved on a centralized server, which is sent to the ODE on regular intervals. Item scores for Math and Science, where tested, are automatically saved in the system. ELA includes reading and language scores that are automatically saved. **Writing scores are made manually by the QA after testing is completed.**

Primary Benefits of the ORExt Testing Application

There are five primary benefits of offering the ORExt in the electronic version, according to Focus Group results from both Phases of the pilot electronic administration studies. They fall into three general domains (increased standardization, increased student engagement, and saved time):

- 1) The test administration was more standardized, as all students receive the items in the same manner (it is not subject to inter-individual differences related to QAs).
- 2) The electronic administration increases student engagement. Students were described as paying a higher level of attention and being more motivated to participate in the assessment.
- 3) Because of the level of student engagement, test administration took less time compared to the pencil/paper administration.
- 4) Teachers did not have to record student data, which saved teachers valuable instructional and/or work time.
- 5) The electronic administration saved paper, as it does not require any printing or management of test materials. This also saved valuable teacher time.

Training for QAs

The electronic based administration expectations are woven into the existing <https://or.k12test.com> Training & Proficiency website as its own section. All prospective QAs will be presented with information regarding how to successfully administer the electronic-based administration. QAs will also answer proficiency test questions regarding the electronic-based administration to ensure that they have a sufficient level of understanding prior to test administration.

System Requirements

The following are the expected operational and system requirements for using the 2018-19 Oregon Extended Assessment electronic-based administration testing application.

Operating System

iOS: 8.1

Android: 5.0

ChromeOS: Current Version (Version 68 as of October 2018)

iOS - Ideally, we would have set this to a newer version that is still supported by Apple (Eg 9.3), but in spring 2017 we had older devices employed by study participants that needed to work, and we expect that to be the case this year.

Android - Set to 5.0 because that is the version where the ability to Pin an app so it can't be closed was

introduced. In the past, versions of the App have been able to run on versions as old as 2.3 without issue, but without the ability to lock the app to the screen.

ChromeOS - Due to the nature of the ChromeOS update model, the OS should update automatically unless the device is so old that it has reached End of Life (After 5 years). New versions of the OS are frequent, old versions are unsupported, and there is no easy way to test against old versions. Generally, ChromeBooks are kept up to date, and if they are not, then BRT would need to be contacted for support.

Display

Screen Size: 8" (10" Recommended)

Screen Resolution: 1024x768

This is largely informed by previous experience. BRT determined that 7" screens like those in the Kindle Fire were too small to provide a sufficient test presentation. The 8" screen of something like an iPad Mini we would consider the bare minimum, and 10" screens were ideal.

We also need sufficient memory to run the app smoothly, as well as free disk space to house the app.

Storage

RAM: 512MB (1024 Recommended)

Disk Space: 30MB Free

Generally Android devices with less than 1 Gigabyte of memory don't run as smoothly as we would like, but we also tested a 1st Generation iPad mini which ran flawlessly with only half of that memory. This specification was written to explicitly support the 1st Generation iPad Mini.

Finally, we want to have good network connectivity, to discourage attempting to test students with an intermittent and/or weak signal. Low signal means greater likelihood of losing data. If the system detects connection problems, it should shut down; however, ODE and BRT want to minimize these occurrences.

Network:

Active Network Connection: Required. Either Wired or Wireless

Wired: Preferred if available

Wireless: WiFi Signal strength 3 out of 4 'bars' or better.

Firewall: Ability to access <https://orext.brtprojects.org/>




Generally, a wired network won't be available for these devices, but some ChromeOS devices (ChromeBoxes, and some ChromeBooks) have ethernet ports, and we recommend using them if available and convenient. We also want to make sure that BRT's server is allowed through the district's/school's firewall.

If you have any questions about the ORExt electronic administration, please contact our *HelpDesk* at 1-800-838-3163 or orextended@k12test.com.

Example Test Items

English Language Arts

The following is a reading example that reflects embedded prompting and detailed student materials. It includes a preamble that provides the student both a visual clue to the pictures (for students who do not respond to the prompt) and a verbal prompt (which should always be read first). The student is read a passage and is asked to answer a question about that passage. The three illustrations indicate three answer choices. Note that the assessor records the student response in the right most box with either A, B, or C. Scores are calculated automatically based on data entry input. The scoring protocols also make it clear that QAs are to point to each answer choice as they read them for all answer choices that are read aloud. It is critical to follow the script provided in the Scoring Protocol, as some items are read to the student and some items demand independent reading by the student.

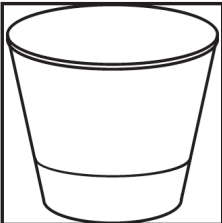
| Item 2 | Option: | A | B | C | Correct | Student Response |
|---|---------|---|---|--|---------|------------------|
| L - Here are three pictures with words. (Point to each.) At a beach you can play, walk, and relax. What is this sentence about: cup, barn, or beach? | |  |  |  | c | |
| | | cup | barn | beach | | |

Scoring: 0 = incorrect; 1 = correct


Item 2

At a beach you can play,
walk, and relax.

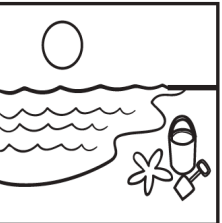
What is this sentence about?



cup



barn



beach

Important Administration Note: In ELA, specific instructions regarding whether to read a passage (i.e., word, sentence(s), paragraph(s), or story) to the student or if the student is expected to read the passage independently will be provided. In general, assessors can read passages for low complexity items and many medium complexity items. Some passages at the high level of complexity can be read to the student for some items, but most require the student to read independently. The QA is expected to read answer choices to the student at **all** grade levels across all content areas except for reading items that specifically require decoding and/or word identification or items where independent reading is required as part of item complexity. These items do not include the answer choices in the scripted prompt and will have a parenthetical direction/warning, "(Do not read answer choices.)"

Mathematics

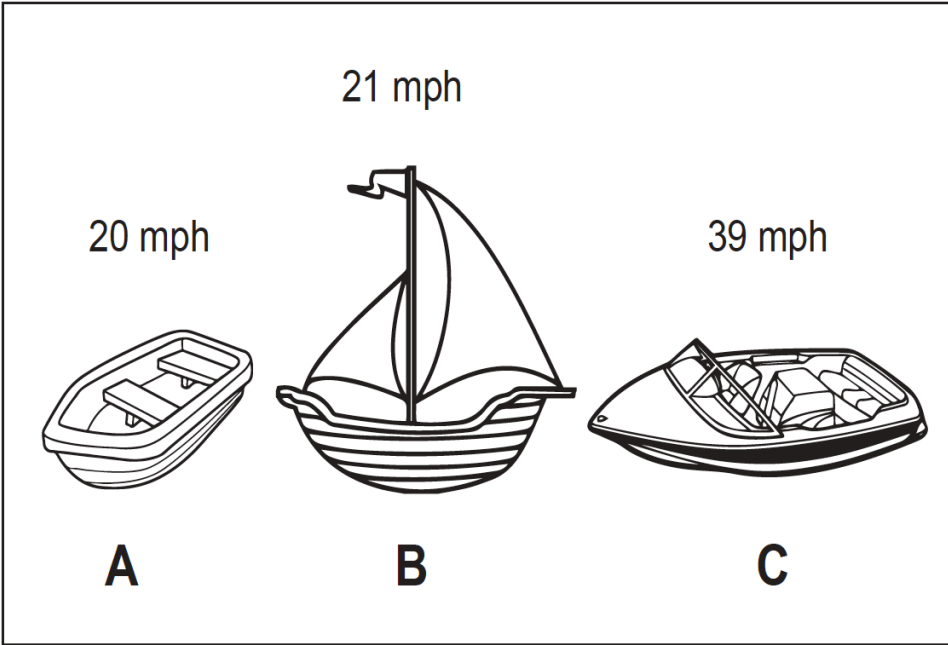
The following is a mathematics example that also reflects embedded prompting and detailed student materials. The example includes a preamble to direct student attention to the test materials. The three illustrations present the student's answer choices. Answer choices are presented in order of magnitude, where possible, for low difficulty items and most medium difficulty items. The high-difficulty items answer choices may be presented in any order. The scoring protocols also makes it clear that QAs are to point to each answer choice as they read them for all answer choices.

| Item 6 | Option: | A | B | C | Correct | Student Response |
|--|---------|---|---|---|---------|------------------|
| M - Here are three boats moving at different speeds. (Point to student materials.) Boat A is going 20 miles per hour, Boat B is going 21 miles per hour, and Boat C is going 39 miles per hour. Which boat is going the fastest: A, B, or C? | | | | | | |
| | | A | B | C | c | |

Scoring: 0 = incorrect; 1 = correct

Item 6

Which boat is going the fastest?



20 mph

21 mph

39 mph

A **B** **C**




A

B

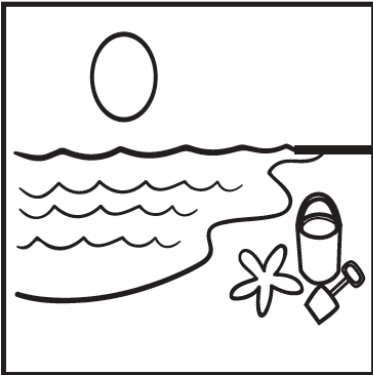
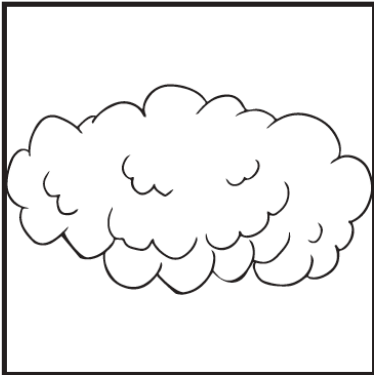

C

Science

The following is a science example that reflects embedded prompting and detailed student materials. This example includes a preamble to direct student attention toward test materials. The three illustrations indicate the largest amount of water in three types of water. Three answer choices are provided. Note the answer choices are now included as part of the prompt. The scoring protocol also makes it clear that QAs are to point to each answer choice as they read them for all answer choices.

| Item 11 | Option: | A | B | C | Correct | Student Response |
|--|---------|---|---|--|---------|------------------|
| H - Here are three things. (Point to answer choices.) Which has the most water: ocean, cloud, or lake? | |  |  |  | a | |
| | | ocean | cloud | lake | | |

Scoring: 0 = incorrect; 1 = correct

| | | |
|--|--|---|
| Item 11 | | |
| Which has the most water? | | |
|  |  |  |
| ocean | cloud | lake |

Oregon Extended Assessment Support

For questions related to OREx policies and procedures, QA & QT training, assessment accessibility supports, test security agreements, and/or accountability, please contact Brad Lenhardt, Education Specialist, at the Oregon Department of Education at Brad.Lenhardt@state.or.us or at (503) 947-5755.

For all assessment and accountability related support, please contact your Regional ESD Partner. Their contact information is provide in the Assessment Help (PDF) posted in the table in the right-hand margin of the following webpage:

<http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx>

For technical assistance questions related to the OREx training and proficiency website:

<https://or.k12test.com>, please contact the OREx HelpDesk, Behavioral Research & Teaching at (541) 346-3133 or by email at orextended@k12test.com

The HelpDesks are typically available from 8:00 AM until 4:00PM Pacific Time on weekdays. Responses to technical assistance questions are usually provided on the same day, but no more than 24 hours from receipt.

Accessibility Supports

The accessibility supports listed below are taken from Section 4.0 (Extended Assessments) of the *Oregon Accessibility Manual* (OAM) posted at <http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx> . They are provided here in order for stakeholders to understand the types of supports that are possible for students participating in the current ORExt. For detailed information and guidance as to the types of accessibility supports that are available for students please consult the OAM.

Table 1 XA: Non-embedded Universal Tools

| Universal Tool | Description |
|---|--|
| Abacus | This tool may be used in place of scratch paper for students who typically use an abacus. |
| Auditory amplification devices, hearing aids, noise buffers | |
| Breaks | <p>The Extended Assessment is administered during a long test window that allows for students to participate flexibly at times during the school day that are best for them. Breaks may be given after completion of any given item. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The Qualified Assessor (QA) resumes testing with the next item when feasible. The use of this universal tool may result in the student needing additional overall time to complete the assessment.</p> |
| Calculators | <p>Calculators are allowed for all students in all grades at all times. Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).</p> <p>Calculators used during testing should be those used during instruction so they are familiar to the students.</p> <p>Calculators with keyboards, communication functionality, and/or symbolic algebra functionality are NOT allowed.</p> <p>Calculators cannot be shared between students during testing. Each student will need to use their own calculator.</p> <p>Talking calculators may be used by students who need them, so long as the following conditions are satisfied:</p> <p>The TA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment.</p> <p>Prior to testing, the TA must ensure that the calculator settings comply with the accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx#AccessibilitySupports).</p> |

| Universal Tool | Description |
|----------------|---|
| Highlighter | A tool for marking desired text, item questions, item answers, or parts of these with a color. |
| Manipulatives | <p>They should be made available to all students at all grades, if requested.</p> <ul style="list-style-type: none"> ○ Algebra tiles ○ Balance, including “Hands-on-Math Algebra” balance ○ Base-ten blocks ○ Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten ○ Colored chips, including positive and negative chips ○ Color tiles ○ Cubes ○ Cuisenaire rods ○ Dice ○ Dominoes or checkers ○ Dot paper (square or hex) ○ Egg cartons of various sizes ○ Fraction strips or fraction pieces ○ Geoboard and rubber bands ○ Geometric shapes – 2D and 3D ○ Interlocking cubes ○ Legos ○ Marbles or colored cubes and containers ○ Measuring cups and spoons with marks and text ○ Pattern blocks ○ Patty paper (small square sheets) ○ Play money ○ Playing cards or numbered cards ○ Scissors ○ Spinners ○ Stopwatch ○ String ○ Tangrams ○ Tiles ○ Touch math cards ○ Transparent sheets, mirrors, MIRATM – symmetry tools ○ 2-D nets <p>Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to the students.</p> <p>Manipulatives are available to help students think, not to give them answers.</p> <p>Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer.</p> <p>Manipulatives must be available in the test environment where students may get them if they choose to use them.</p> <p>Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text).</p> <p>Students are not to work with manipulatives in concert with other students.</p> <p>Students are not to be coached as to which manipulatives to use.</p> |

| Universal Tool | Description |
|---|--|
| Marker, pen, and pencil | |
| Masks/markers | A tool to limit distractions |
| Posters | A tool offering students encouragement or inspiration without any specific content related to the Social Sciences content standards, for example: <ul style="list-style-type: none">○ “Believe in Yourself”○ “Set your dreams high” |
| Response aids (e.g., adaptive pencils, key guards, and skins) | A tool for use on printed items |
| Rulers | A tool used to measure length. The ruler can have both metric and English standard units on it. |
| Scratch paper | Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards |
| Thermometers with numbers on scale | |
| Transparent sheets (clear or tinted) | A tool to protect test materials or to improve focus |

Table 2 XA: Non-embedded Designated Supports

| Designated Support | Description |
|-----------------------------|--|
| Color overlays | Color transparencies are placed over a paper-based assessment. |
| Enlarged print | <p>A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements.</p> |
| Human-based read-aloud. | <p>QAs are allowed to read the text, item prompts, and answer choices in all content areas when administering alternate assessments. The only exceptions are reading items that address standards involving decoding or word identification, which are not to be read aloud. Standardized test administration protocols will identify these reading items and need to be followed for all items (with appropriate test security). When providing read-aloud support to a student, other interactions between a QA and a student regarding test questions or content is not allowable and may be treated as a testing impropriety.</p> <p>Read aloud Designated Support must be provided individually and typically requires a separate setting.</p> <p>QAs must be sensitive to the student's needs when pacing the reading of an assessment. Unless otherwise indicated by the IEP, the pace of the test administration must be controlled by the student. Test items and/or answer choices may be re-read upon student request.</p> <p>QAs must:</p> <ul style="list-style-type: none"> • avoid giving (nonverbal or tonal) clues that either indicate the correct answer or eliminate answer choices • use even pace and tone when reading so that the student does not receive any clues from the reader • read test items or prompts, text, and answer choices exactly as written • not clarify, elaborate, or provide assistance to students • not answer questions about specific test items and/or answer choices |
| Interpret directions orally | <p>For all assessments that do not have a side-by-side version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.</p> <p>Translations must be conducted by a person whom the district has determined is qualified to administer such translation**.</p> <p>** A bilingual test administrator who is trained and endorsed by a district in Spanish or the students' language of origin should provide any language translation support.</p> |

| Designated Support | Description |
|--|--|
| Point to or dictate multiple-choice responses to a test administrator | A student may point to, dictate, or otherwise indicate multiple-choice responses to a QA. The QA will use a pencil, keyboard, or mouse to input those responses exactly as indicated by the student. ELLs may respond in English or language of origin. QAs and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills. |
| Separate setting | Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items). The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it. |
| Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator | Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part. |
| Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology) | <p>Technology assisted writing is a designated support if the following features are disengaged:</p> <ul style="list-style-type: none"> ○ Formatting ○ Grammar check ○ Word prediction <p>A student may use any technology device that serves as their primary mode of written communication.</p> |
| Student reads test aloud or sub-vocalizes text to listener or self | A student who sub-vocalizes (reads aloud to him/herself) or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as a designated support. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students. A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student's part. |

| Designated Support | Description |
|--|---|
| Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) | A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here. |
| Use of projection devices | This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment |
| Use of sensory supports or interventions to allow students to attend to task | As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually. |
| Visual magnification devices or software | A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment. |
| Written translations of oral directions | In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a written translation, including Braille. |

Table 3 XA: Non-embedded Accommodations

| Accommodation | Description |
|--|--|
| Braille (A221) | A raised-dot code that individuals read with the fingertips. Contracted and uncontracted braille versions of the Extended Assessments are provided by ODE upon request (cf. Braille/Large Print info, deadline, and order form at http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx). In addition, students are allowed to use a Braille, or any appropriate expressive communication system, to generate responses as needed. |
| Alternate response options (A302) | Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. |
| Sign items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols. (A228) | <p>This accommodation is for paper-pencil based assessments only that are proctored by a qualified test administrator. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.</p> <p>Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.</p> <p>*Cf. Appendix B: Guidelines for Signed Interpretation Support</p> |
| Test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication. (A220) | |

Research Opportunities

Curricular and Instructional Materials Templates. ODE has been working with BRT and Oregon teachers to develop an online system to support standards-based instruction, assessment, and PLAAFP/IEP development for SWSCD. The system is called *Curricular and Instructional Materials for Students with Significant Cognitive Disabilities* (<http://lms.brtprojects.org>).

Please contact Brad Lenhardt at brad.lenhardt@state.or.us if your district, or staff, is interested in participating in any of these three opportunities.

Appendix A: Parent Questions & Answers

Individual subject headings are included in the document so that interested parents and educators can be provided with information specific to a general concern without the need to search through the entire document.

Note to Educators: This document contains several pages of comprehensive information that an IEP team facilitator can use as a reference when discussing the Extended Assessments with parents and/or IEP team members. Though the document as a whole can be copied and presented to parents, it should be used as a detailed reference guide to support a meaningful discussion with parents.

GENERAL

What is the Oregon Extended Assessment (ORExt)?

The ORExt is Oregon's alternate assessment, which is a statewide assessment designed for students with cognitive disabilities. At your student's most recent IEP team meeting, the team (with your input) decided that the general assessment, even with accommodations, was not an appropriate assessment option based on your student's specific needs.

NOTE: The ORExt is a specially designed test that was created for students with significant cognitive disabilities; that is, the students' curriculum and this assessment are based on content standards that have been reduced in depth, breadth, and complexity. This means that these test results **cannot** be used to compare a child's performance to that of their non-disabled peers.

**Educators: This information is recommended for inclusion in any reports to parents on student performance on the ORExt.*

Why do we (as a state) need an alternate assessment?

The Individuals with Disabilities Education Act Amendments of 1997 established the first federal requirement for alternate assessments. States were required to: (a) include all students with disabilities in general state- and district-wide assessments, with appropriate accommodations if necessary; (b) provide alternate assessments for students who could not participate in the general assessment programs and establish guidelines for such participation decisions, by July 1, 2000; and, (c) make available and report to the public on the assessment results of students with disabilities in the same manner and with the same frequency as the assessment results for non-disabled peers (IDEA 1997). States subsequently developed new large-scale assessments to include all students with disabilities in large-scale assessment programs.

The No Child Left Behind Act (NCLB, 2001) described the group of students who were eligible to participate in alternate assessments as those with the "most significant cognitive disabilities." NCLB also established significant expectations regarding alignment to state content standards, the expectation that the alternate assessments must yield results in both reading/language arts and mathematics, that the assessments must meet technical adequacy requirements to justify its uses, including public reporting. On December 9, 2003, federal regulations (U.S. Department of Education, 2003) further elaborated the reporting requirements of alternate assessments and defined the alternate achievement standards upon which these assessments are based. They labeled the assessments as alternate assessments based on alternate achievement standards (AA-AAS). Though there are other alternate assessments defined by the regulations, our focus is exclusively on the AA-AAS. These AA-AAS were used

in accountability testing and results from the AA-AAS were included in Adequate Yearly Progress (AYP) calculations required by NCLB. The 1% reporting cap was also established, which limits the percentage of proficient or higher AA-AAS results that a state can report for AYP purposes to 1% of the total student population in the grades tested.

Non-regulatory guidance was published in August 2005 that provided additional information for states as they developed their AA-AAS systems in compliance with the December 9, 2003 regulations. The guidance clarifies that the alternate assessments must be clearly related to grade level content and can be reflective of expectations that can be reduced in terms of scope and complexity, but the achievement standards must "reflect professional judgment of the highest achievement standards" (U.S. Department of Education, 2005).

LOOK AND FEEL

What does the Extended Assessment look like? [Accessing a sample assessment]

The assessment is secure and cannot be sent via mail or email to parents, or made accessible via a non-secure server. However, if you would like to view sample items from each assessment, you may be able to coordinate a time with your student's teacher to view a task and discuss the manner in which your student's teacher will elect to administer it to ensure that your student has the most positive testing experience. This may be an appropriate component of an IEP team meeting so that necessary accommodations can be provided during the administration of the assessment.

How is the Extended Assessment administered? [Administration]

The Extended Assessment is an individually administered assessment. A trained administrator sits with your student in one or multiple sessions to get through as much of the information as possible in a manner that is appropriate for your student. Students who have specific accommodation needs are provided those accommodations. Students who participate in the assessment are supported (with specific guidelines). Students in the 2018-19 administration will have the option of participating in the electronic-based version of the ORExt, which presents the same items as in the paper/pencil version in an online format.

CONTENT CHANGES AND CONTENT EXPECTATIONS

My child took an Extended Assessment last year, is it the same? [Changes to the Extended Assessment]

The Oregon alternate assessment (the Extended Assessment) remains a reduced-complexity, increased-accommodation assessment. It is designed to assess your student's knowledge and skills according to grade level content in ELA, math, and science at a level that the content might be presented to him/her instructionally. The ORExt is administered in grades 3-8, and 11* in English Language Arts (reading, writing, and language) and Mathematics. Students participate in the Science ORExt in grades 5, 8, and 11*.

***Extended Assessment: High School Retake Policy:** Under OAR 581-022-0615: Assessment of Essential Skills, students are required to demonstrate proficiency in the Essential Skills in order to receive a regular or modified diploma. As identified in the "Students Seeking Modified Diplomas" section of the Essential Skills and Local Performance Assessment Manual, available at <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment->

[Administration.aspx#main](#) , for students on an IEP seeking a modified diploma, this includes the OAKS Extended Assessment (p. 21).

ODE has revised the Extended Assessment High School Retake Policy that allows students whose IEP indicates the OAKS Extended Assessments to retest in their 12th grade year. While retests are not mandatory, like those who participate in the general statewide assessments, districts should have testing opportunities available for grade 12 students with disabilities who wish to retake an Extended Assessment(s) in order demonstrate proficiency for the Essential Skills graduation requirement.

Is grade level content too difficult?

As the changes to the state's assessment system have occurred rapidly over the past two years, your child may not have had sufficient exposure to all of the material on the assessment and some items may be too difficult for him or her. The teacher or administrator, who has been trained to administer this test, has been given guidance on how and when to discontinue (stop) the assessment if the material proves to be too difficult for your student. Furthermore, the new ORExt uses extensive scaffolds to provide additional prompting and supports to facilitate test participation.

IMPLICATIONS

Why should my student take the Extended Assessment?

This test is required by federal legislation as part of an accountability system. While an accountability assessment is aligned or linked to grade level content standards, the assessment does not present a complete picture of everything a student has learned or is learning in a classroom during the course of the year. Rather, it is an indicator of whether or not students are being challenged with and exposed to critical content. Accountability assessments ensure that all students are being given an opportunity to demonstrate their knowledge and skills. While the implications at a student-by-student level may be relatively small, the implications for a school, district or state are vast enough to potentially impact all students.

What happens if my student achieves a Level 3 (Meets) or Level 4 (Exceeds) score on the Extended Assessment?

Regardless of the outcome of the assessment, an IEP team uses a variety of information sources to make decisions for the student. If a student achieves a Meets or Exceeds score on the Extended Assessment an IEP team may use this information as part of a body of evidence to inform the assessment decisions for the following year, or to adjust instructional approaches for the student. A student who Meets or Exceeds at an Extended Assessment can count toward a school's Annual Measurable Objective federal report for performance in a statewide assessment for that year and will provide the federal government with information about student success on an alternate assessment.

What if my student receives a Level 1 (Does Not Yet Meet) or Level 2 (Nearly Meets on the Extended Assessment)?

Regardless of the outcome of the assessment, an IEP team will use a variety of information sources to make decisions for the student. If a student Does Not Yet Meet or Nearly Meets on the Extended Assessment, the IEP team may use this information to alter instruction or incorporate some of the content from the assessment in the student's instruction. They may decide to reassess the student in the coming year or to adjust instructional approaches for the student. If the student took the minimum number of tasks required, the student may still count toward a school's Annual Measurable Objective federal report for participation for statewide assessment for that year, and will provide the federal

government with information about student participation on an alternate assessment.

REPORTING

Will I get a report that tells me what my student's scores mean?

In addition to an Individual Student Report, which displays the student's score and performance for each subject, as well as demographic information, Oregon's Alternate Academic Achievement Standards, available at the following link: <http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx>, describe what students know and can do based on their performance on the state's alternate assessments in the various content areas.

NOTE: The Extended Assessment is a specially designed test that was created for students with the most significant cognitive disabilities or similar disabilities; that is, the students' curriculum and this assessment are based on content standards that have been reduced in depth, breadth, and complexity. This means that these test results cannot be used to compare a child's performance to that of his/her non-disabled peers.

***Educators: This information is recommended for inclusion in any reports to parents on student performance on the Extended Assessments.**

INDIVIDUALIZED EDUCATION

What will happen to my student's rights to an individualized education if he or she takes a standardized assessment? [Individualized Education]

While the ORExt is a performance-based assessment that requires the student to actively perform on a standardized assessment, the use of data from this assessment will vary from student to student as part of their individualized education program. The manner in which parents, teachers, and staff choose to use this information to inform instruction will be based on the needs of the student in accordance with the IEP and district policy. From an accountability perspective, the state is able to use data from this test to ensure that students with significant cognitive disabilities are included in state and federal reports of student achievement in a manner similar to students who do not have IEPs. It is the state's intent that data from this assessment will be used as part of a body of evidence that you, your student's teachers, and your student's IEP team can use to meet your student's individualized academic needs.

We are optimistic that our partnership with teachers, districts, parents and students will help to create and improve this important educational resource. We look forward to continuing this work with the help of all of our stakeholders.

Appendix B: Guidelines for Provision of Supports

Supports provided during the administration of the ORExt items are designed to support a student in accessing the content. The support provided should not violate the test construct in any manner.

| LEVEL OF SUPPORT | CONTENT PROMPT SUPPORTS |
|---|---|
| Full Physical Support* (*Provided for students who routinely need full physical supports to participate in instruction. Full physical support is not to be given to a student who does not receive full physical support in the instructional environment. Full physical support is reserved for those students with significant mobility impairments who, as a result, rely on these supports routinely.) | Based on prolonged hesitation or an indication of student uncertainty, QA provides any (or a combination) of the following: • Moving student to materials • Positioning student to a responding position in the materials • Orienting student to the appropriate response options in the materials • Moving student's hand over a series of response options in the materials |
| Partial Physical Support | Based on prolonged hesitation or an indication of student uncertainty, QA provides any (or a combination) of the following: • Touching student to direct his/her attention toward the appropriate materials • Touching student to determine/obtain attention |
| Visual, Verbal, or Gestural Support | Based on prolonged hesitation or an indication of student uncertainty, QA provides any (or a combination) of the following: • Visual: Maintaining optimal visual placement of assessment materials for student (i.e., moving materials to ensure they remain within student gaze) • Verbal: Rephrasing <i>process</i> directions: "You are choosing from these three" "You are putting these in order" "You are telling me yes or no" • Gestural: Pointing to/tapping materials to achieve/maintain focus on appropriate item |
| Full Independence | Student needs no supports to gain access to the structure of the item or the associated materials |

Appendix C: Glossary

Accuracy - Term used to refer to the scoring of the Content Prompts. The scoring of the Content Prompts differs greatly from the Prerequisite Skills in that the student's responses are scored for accuracy vs. bringing the student to success in the Prerequisite Skills.

Assessment Window (Current Test Schedule) - Refers to the dates when the assessments can be administered to students. Found in the table in the right-hand margin at::

<http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx>

BRT – Behavioral Research & Teaching at the University of Oregon, the vendor for the ORExt
<http://www.brtprojects.org>.

Content Prompts – All items in the 2016 administration represent critical grade-level content. The items test a student's knowledge and skill surrounding grade level content standards. Items are scored on a scale of accuracy.

Extended Assessment Grade Levels – ELA and Mathematics are assessed in each of grades 3-8 & 11. Science is assessed in grades 5, 8, & 11.

Full Physical Support: Student receives support such as hand-over-hand to access the item. The support provided must not violate the test construct.

General Grade Level Assessment - For the purposes of this web-application, the statewide assessment taken by the majority of students in K - 12 in the Oregon education system is referred to as the General Assessment. Outside of this application, the "General Assessment" may also be referred to as Smarter Balanced, OAKS Online, OAKS Paper and Pencil, or OAKS Writing. To eliminate confusion, in the context of the alternate assessment we will refer to the statewide assessment as the "General Assessment."

Independent: Student requires and receives no support or prompting during item administration.

Item - A question or prompt.

Level of Independence – The level of support that a QA must provide in order for a student to access an item in a manner that does not violate the test construct.

ODE - Oregon Department of Education <http://www.oregon.gov/ode/about-us/Pages/default.aspx>

ORora – Oregon Observational Rating Assessment is a rating assessment founded in the teacher's observations--intended to gather important information regarding a student's current functional performance in two domains: 1) Level of Independence (LOI) = Attention + Basic Math Concepts and, 2) Communication (COM) = Receptive + Expressive

QA - A Qualified Assessor is a teacher, speech pathologist, school psychologist, or administrator who has received training and passed the proficiency tests on the Oregon Extended Assessments training and proficiency website in the current school year an assessment is administered.

QT - A Qualified Trainer is a teacher, speech pathologist, school psychologist, or administrator who was

a QA and has received additional training from state trainers. A QT trains teachers and others who wish to become a QA.

Partial Physical Support: The student requires some physical contact, such as a prompting touch to the student's hand or elbow to prompt action etc., during the administration of the items. The support provided must not violate the test construct.

Refresher Proficiency - A 25-question proficiency test that a QA or QT from the previous school year must pass in the current school year to retain status as a Qualified Assessor or Qualified Trainer.

Scoring Protocol - One of the two sets of materials necessary in the physical administration of the ORExt. The scoring protocol is used by the QA to read the questions to the student and to score the student responses.

Student Materials - One of the two sets of materials necessary in the physical administration of the ORExt. The student materials are those materials that have a visual representation of the assessment items and are presented to the student when a question is asked.

Electronic Administration – Students in the 2017-18 administration will have the option of participating in the electronic-based version of the ORExt, which presents the same items as in the paper/pencil version in an online format.

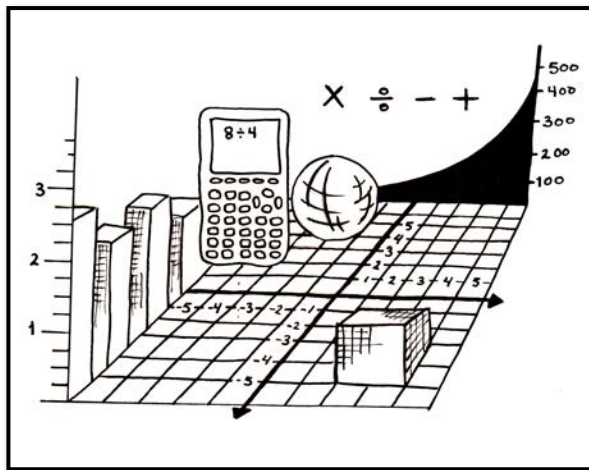
Verbal, gestural, or visual supports: The student requires any combination of the following in order to access an item: (a) additional verbal prompting (b) more specific gesturing toward the materials to indicate the intent of the item, (c) physical adjustment of the materials so that they are in an optimal visual location for the student's needs. The support provided must not violate the test construct.

Oregon Extended Assessment
Electronic Administration –User Guide
2018-2019

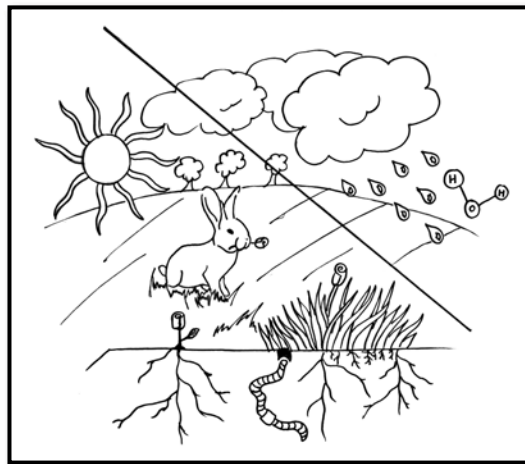
English Language Arts



Mathematics



Science



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Developed by the Office of Learning

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This ***Oregon Extended Assessment Electronic Administration User Guide*** provides an overview of how the Oregon Extended Assessment Testing Application (ORExt test app) functions and how to troubleshoot if any issues arise. It is divided into 12 sections, supported by screenshots that provide visual context:

1. How the ORExt test app works
2. Downloading the ORExt test app to your tablet
3. Turning on the Tablet and Opening the ORExt test app
4. Logging into the ORExt test app
5. Main Dashboard for the ORExt test app
6. Supporting Administration of the Assessment(s) to Your Student(s)
 - i. Functions (audio, repeating prompt, writing interface)
 - ii. Monitoring
7. Scoring the Writing Items on the ORExt test app
8. Accessing Reports on the ORExt test app
9. Exiting the ORExt test app
10. ORExt test app *HelpDesk* Information
11. Desktops/laptops and browsers; Chrome and Safari
12. Optional tablet enhancements

Critical Note

Before you begin learning about the ORExt test app, we want to impress upon you the importance of data entry procedures. The data for students who participate in the tablet administration is cached on the tablet and uploaded every time the tablet is securely connected to Wi-Fi. Should the student get logged out of the application for any reason, the QA can either re-log the student into the testing application or continue by using paper/pencil (available in the ORExt training site: <https://or.k12test.com/teachers/login>) with the QA transposing the student's answer choices electronically (Data Entry tab <https://orext.brtprojects.org/app>) at their convenience. Prior to accessing electronic test administration, all assessors are required to have credentials verified and complete rostering on the ORExt Training & Proficiency site.

How the ORExt Testing Application Works

The ORExt Testing Application is a secure application, meaning that other tablet functions are limited or disabled while it is working in order to ensure a secure testing environment. We expect that all SWSCD will need direct supervision by a Qualified Assessor (QA) during the tablet administration, though the level of support provided will be individualized. The application presents the same items found on the paper/pencil version of the operational assessment in a tablet format as follows:

- Each item is read aloud to the student, where appropriate, with built-in audio files of prompts, sentences, stories, and answer choices.
- The answer choices are enlarged when the audio file is read to attract and focus student attention.
- Students respond to the items presented by touching the answer choice on the screen that reflects their response.

- The student/tablet interaction may need to be mediated with assistive technology and/or direct student support. In such situations, the QA may enter the student's answer choices on behalf of the student.
- Once an answer is recorded, the application proceeds to the next item until the test is completed.

Downloading the ORExt Testing Application

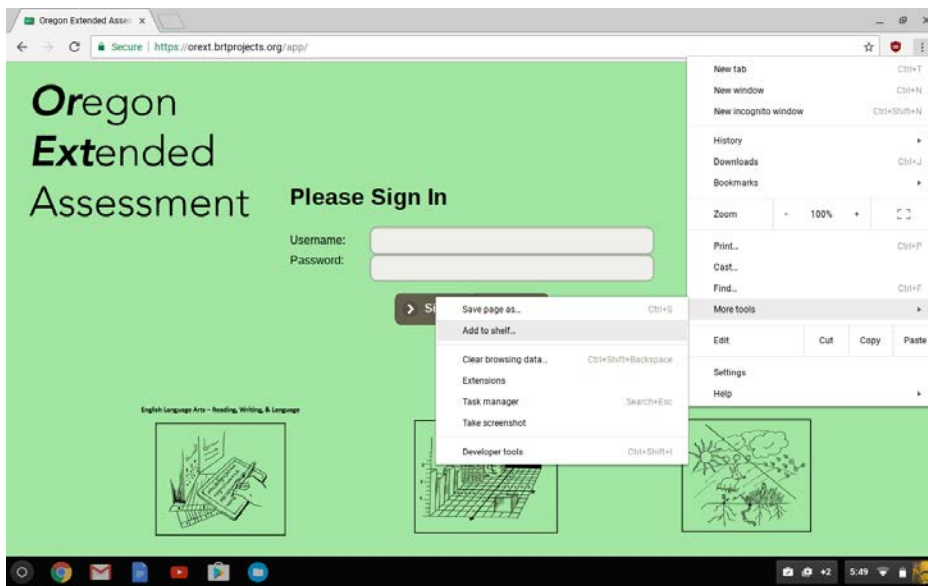
There are three different operating systems (for tablets) currently in use in Oregon schools: iOS, Android, and ChromeOS. Here are the instructions that are specific for each operating system:

iOS & Android

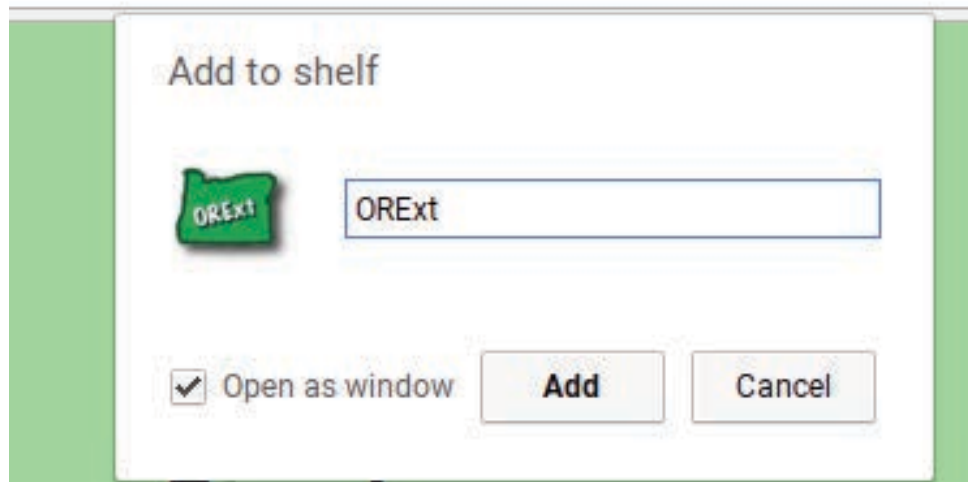
In the iOS App Store/Google Play Store, you will be able to find it under the name “ORExt” for the secure test application, and “ORExt PracticeTests” for the non-secure demo version.

ChromeOS

1. Open your Chrome browser and Navigate to:
For the Secure Version:
<https://orext.brtprojects.org/app/>
For the Non-Secure Practice Test Version:
<https://orext-practicetests.brtprojects.org/>
2. From the (vertical 3 dots) options menu in the top right of the page select More Tools -> Add to Shelf



3. This will open a window where you can name it 'ORExt' (Or 'ORExt PracticeTests') and make sure the 'Open as Window' box is selected.



Turning on the Tablet and Opening the ORExt Testing App

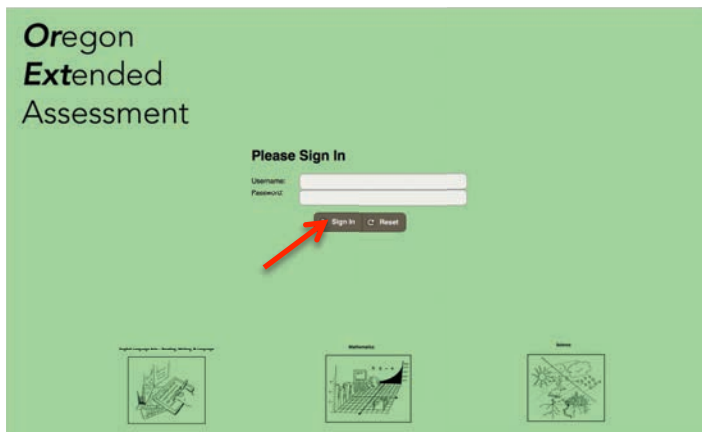
Press and hold the power button until the screen turns on. When the device has finished starting up, log into your device or swipe past the lock screen.

The ORExt Testing Application looks like this. You simply mouse over the application icon and tap or click on it to open up the program:



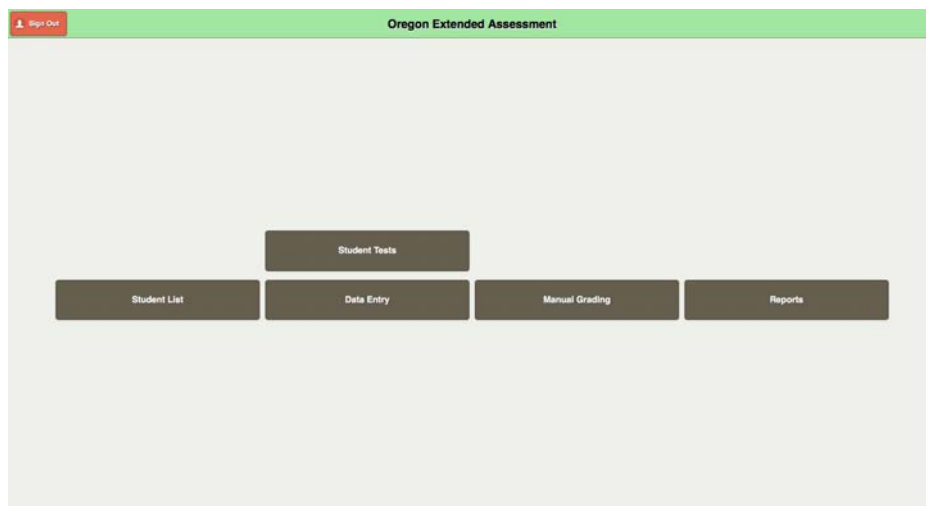
Logging Into the ORExt Testing Application

Once you have entered the program, you will see the screen below. Type your assigned Username and Password into the text boxes and select "Sign In."



Main Dashboard for the ORExt Testing Application

The main dashboard is the page that contains all required test administration functions. The "Home" button always returns you to this page (see screenshot below).




- The "Student List" button is used to select pre-existing students or enter students into your roster prior to assessment.
- The "Student Tests" button is used to select the assessment that will be administered to students.
- The "Manual Grading" button shows you all of the students written responses for item scoring.
- The "Data Entry" tab allows the QA to manually enter students' responses, should the tablet administration be interrupted and switched to paper/pencil.
- The "Reports" section shows student testing status for content areas in which testing has been completed.
- To sign out of the program from the Home page, you simply need to select the "Sign Out" button.

Selecting or Adding Students

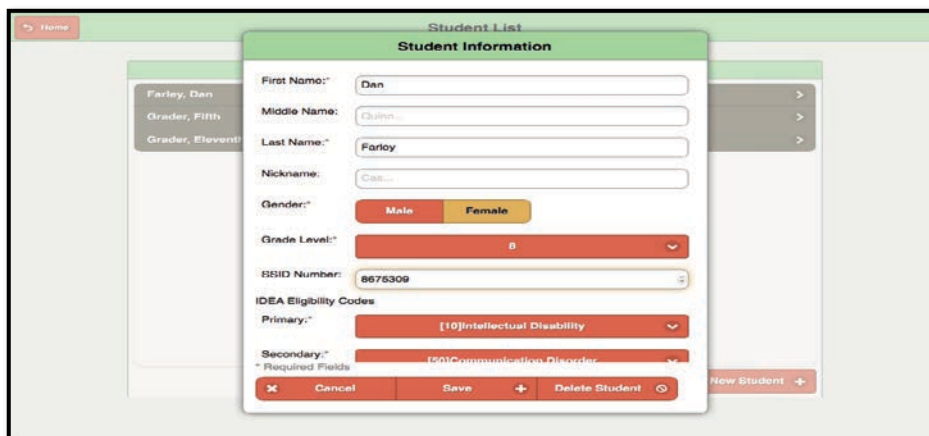
Selecting: The ORExt test application is pre-populated with all required fields using updated ODE databases. The required fields (Student First, Middle, and Last Name; Gender; Grade; and, SSID) should be accurate and show all of the students with disabilities in your respective school. The steps for selecting or adding students are these:

- First, you will need to select the “Student List” button and identify the students whom you are testing.
- Second, enter the student’s primary as well as secondary (if applicable) IDEA eligibility. If there are no secondary eligibilities, select “0” for “Not Applicable.”
- Once this information is entered, please select the “Save” button to ensure that the information is captured.



Adding A Student: Data from ODE is pushed to the ORExt application twice daily. Students should appear on your list as quickly as your district’s student information system updates with the state. In the unlikely event you do not see a student whom you are testing, you must select “Student List” and create a new student by selecting the “New Student +” button. The name fields are very particular and won’t accept numbers or most symbols.

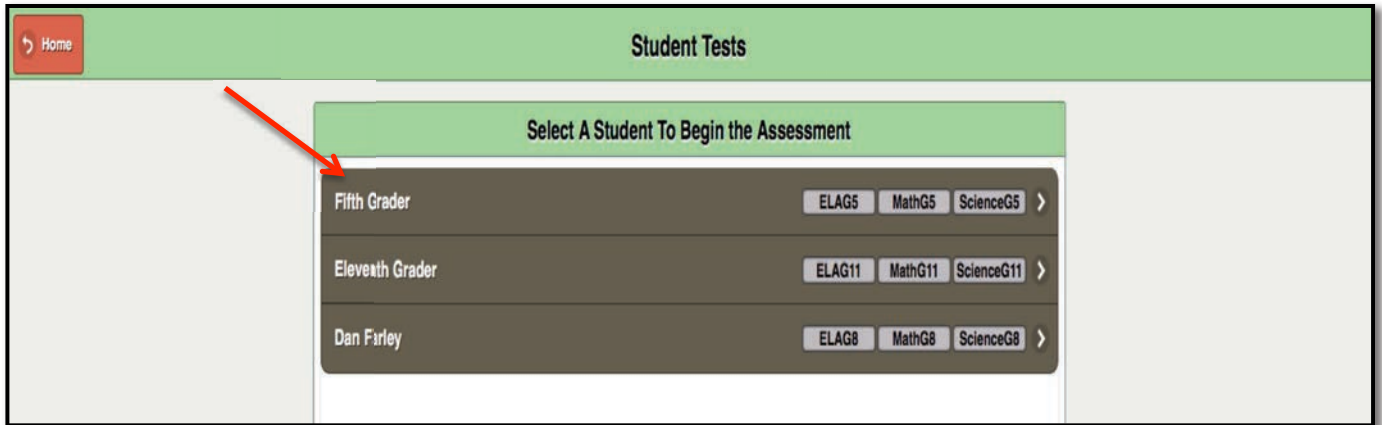
Remember, the SSID number must be the State Student Identification Number, not any district identifier. You will also need to select the primary and secondary (if applicable) eligibility. Once complete, select the “Save +” button to add the student to your roster.



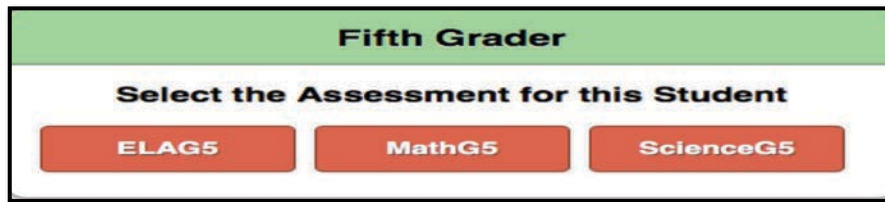
Press the “Home” button to return to the main dashboard. You are now ready to select the appropriate assessment(s) for your student(s) using the “Student Tests” button.

Student Tests

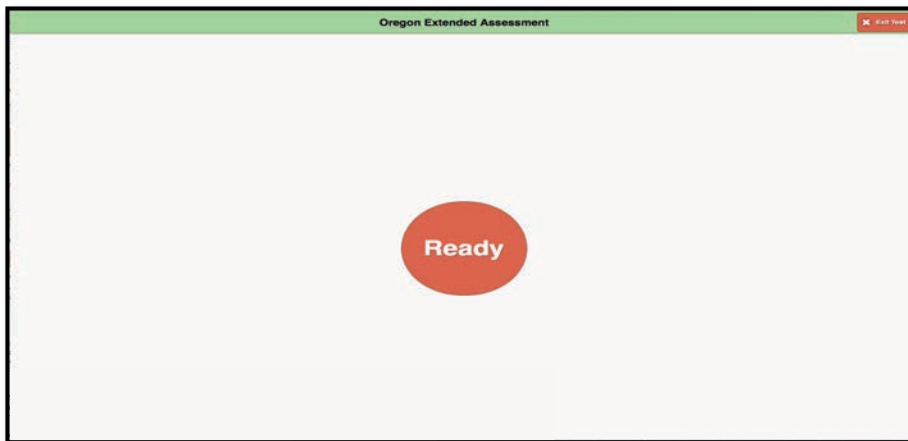
You will see a screen that looks like the following for all students with disabilities in your school (including SWD whom you have entered, if relevant). You select the test you want to begin with (ELA, Math, or Science) and proceed with testing.



You will then see the following screen, where you confirm which test you would like to administer to your student.



Once an assessment is selected, you will see the following "Ready" button. This is the time to engage the student in testing. They can select that they are ready or do so with support from the QA as needed.



Supporting Administration of the Assessment(s) to Your Student(s)

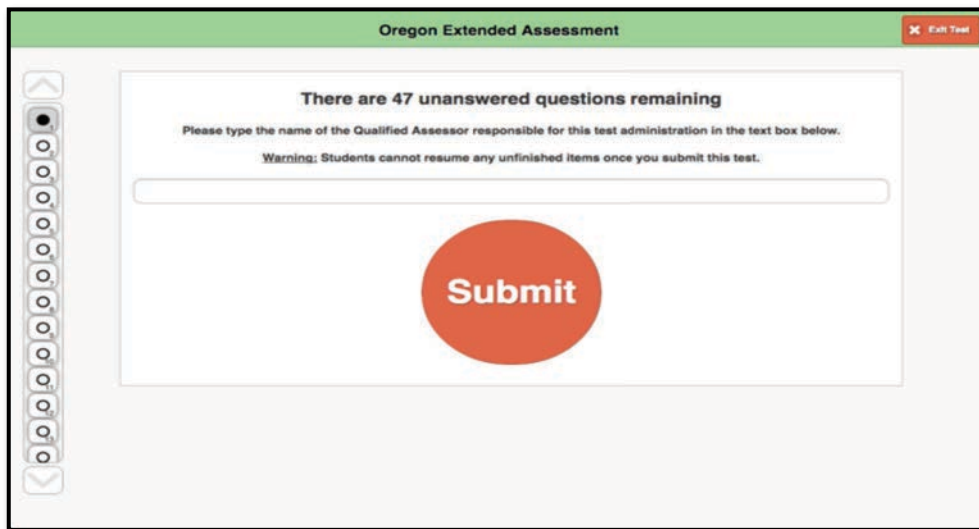
During the assessment, the QA must be available to monitor and assist the student as testing progresses. Students can be supported in any manner that does not compromise the item construct (i.e., full physical, partial physical, verbal/gestural, or independent). The 48 operational items are presented in order. Once the student's response is recorded, which is done by either touching the correct answer, using a mouse to select the correct answer, or using assistive technology to identify the answer with/without teacher mediation, the subsequent item is presented. The + and - buttons on the top left of the screen will scale (zoom) the elements on the screen.

The tool bar at the top includes the item number for the current item, a clockwise refresh arrow button to refresh/repeat audio, a +/- button to either slow down or speed up the pace of the audio file, and an "Exit Test" button that allows the QA to exit the test. If a QA selects to exit the test, they must enter the passcode "2018" to complete the operation.

A test can be exited at any point and the student's items will be saved. However, students **will not be allowed to modify any answer choices for items previously answered** after a test has been exited.



There is also a scroll on the left-hand column that conveys the students progress. The QA can move to any item in the assessment during an administration by scrolling through the item icons. Items that have been answered will be filled with a black dot. Items that have yet to be answered have an empty, white dot in the middle. Once the student has completed a test administration, **either by meeting the minimum participation rule or by answering all 48 questions**, the QA selects the check mark at the bottom of the left-hand item scroll (see red arrow above). The QA will then see a screen that provides a summary of the number of items the student has answered, a text box where the QA's name should be entered (by the QA), and a big, red "Submit" button. It is critical that the scores are not submitted until the QA has verified that the student has responded to all items as expected.



For example, you can see in the screen shot above, the student has 47 questions that have not been answered. **Please make sure that students are done with testing before hitting the “Submit” button.**

Writing Items

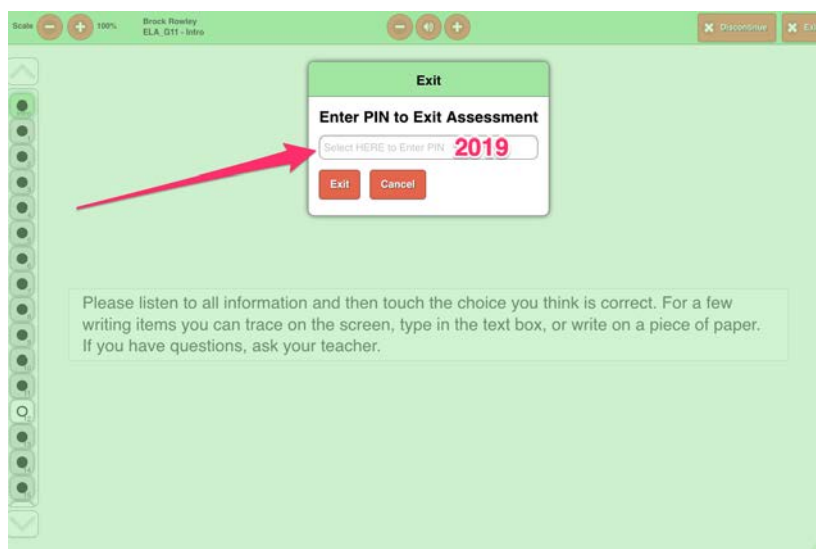
There are several items that present a writing performance demand for the student (copy, trace, or write). These items are likely to require direct QA support for administration given their functionality and complexity. The clockwise refresh button at the top repeats the prompt without deleting what the student has already written, allowing the student to write at his/her own pace. The +/- buttons again slow down or speed up the audio. The “Drawing/Typing” buttons allow for students to record responses with their fingers or a writing instrument recognized by the tablet (Drawing) or via a tablet-based or virtual keyboard (Typing). There is a pencil icon to the right-hand side (see red arrow) that is used to select the writing instrument, a compass icon that allows for QAs/students to move the words presented around in the viewing screen, and an “X” button which is connected to an eraser function if a student wants to erase a specific portion of a response. When the student completes the writing assignment, they select the checkmark button to demonstrate that they want to submit their writing as final. If they want to completely start over at any point, they select the counter-clockwise Refresh button toward the bottom of the screen.



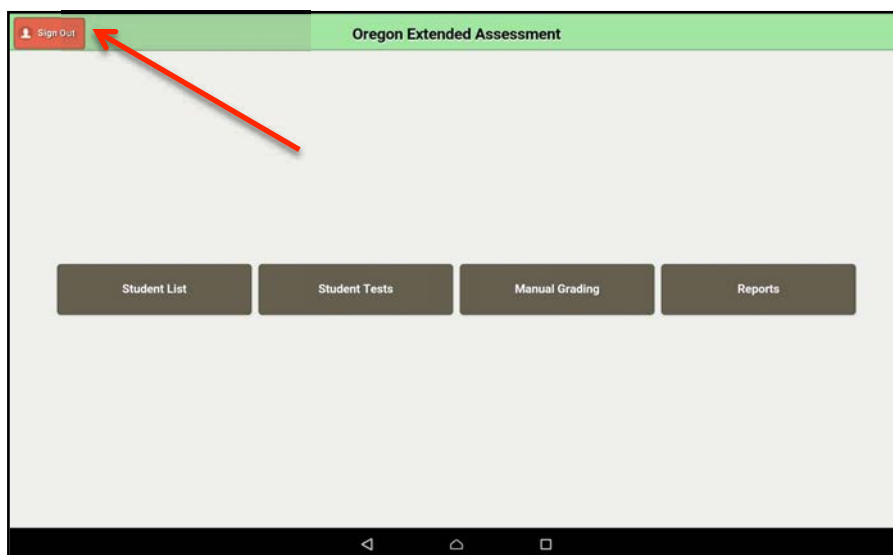
If the student uses an augmentative or alternative communication device (AACD) to generate written products, use the tablet to present the item. However, item scoring will need to be completed based upon the student's AACD output rather than what is stored in the testing application (see Scoring the Writing Items on the ORExt Testing Application below).

Exiting the ORExt Testing Application

The student cannot exit the test independently. Once the student completes testing, a notification of test completion is generated (an icon of an apple giving a thumbs up). The QA then selects the “Exit Test” button at the top right. The QA is required to enter a password to exit, which is “2019” for the ORExt testing application. *Note:* after you have entered 2019 using the pop-up keyboard, touch the Exit Test pop-up, then select the “Exit Test” button (see screenshot below).



You then select the “Sign Out” button at the top left corner of the page, which takes you to the sign in screen.



Scoring the Writing Items on the ORExt Testing Application

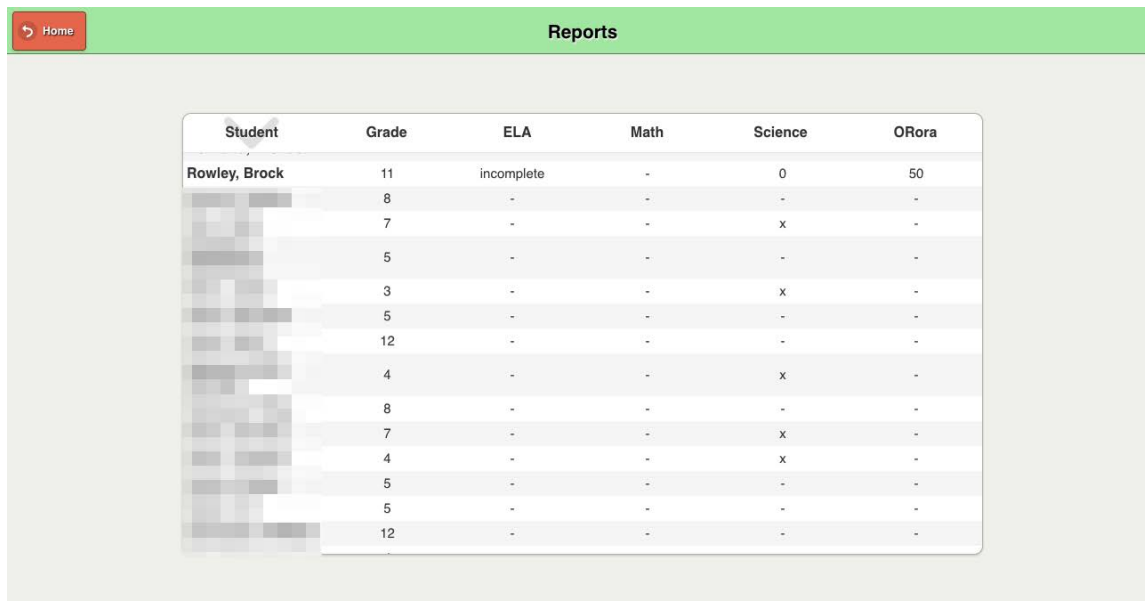
All student writing is recorded by the database and presented to the QA for scoring thereafter. The required written outcome and scoring directions are presented, along with the student's actual writing, and the QA is asked to score the response as correct or incorrect. The within-school students will be identified by name so their respective QA knows which items to score.



If the tablet administration is discontinued and the student completes the assessment via paper/pencil, the QA should use the “Data Entry” tab on the main dashboard to manually enter student responses. The “Data Entry” tab disables the assessment audio, allowing the QA to move between test items more rapidly, while recording the student’s paper/pencil responses to the tablet.

Accessing Reports on the ORExt Testing Application

All reports for the ORExt testing application are available through the Reports tab on the main dashboard screen. You will see all students whom you have entered in the “Student List” section. There will be a dash for assessments that have not been administered, a raw score (out of the 48 possible) for assessments that have been administered, and a testing incomplete warning for assessments that were started, but not completed.

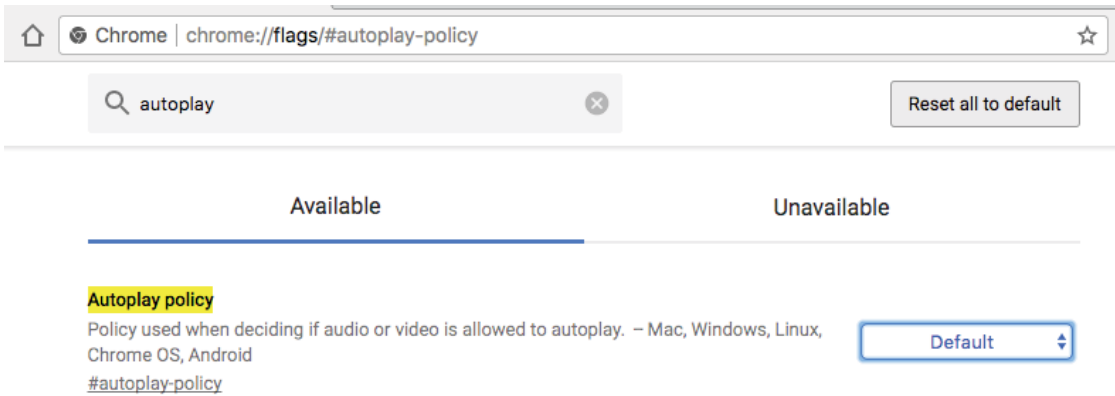


| Student | Grade | ELA | Math | Science | ORora |
|---------------|-------|------------|------|---------|-------|
| Rowley, Brock | 11 | incomplete | - | 0 | 50 |
| | 8 | - | - | - | - |
| | 7 | - | - | X | - |
| | 5 | - | - | - | - |
| | 3 | - | - | X | - |
| | 5 | - | - | - | - |
| | 12 | - | - | - | - |
| | 4 | - | - | X | - |
| | 8 | - | - | - | - |
| | 7 | - | - | X | - |
| | 4 | - | - | X | - |
| | 5 | - | - | - | - |
| | 5 | - | - | - | - |
| | 12 | - | - | - | - |

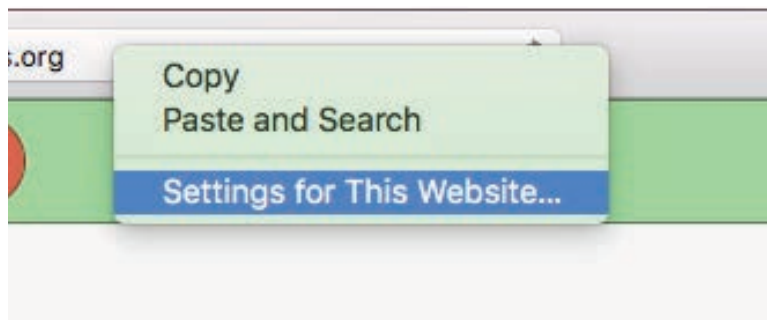
Desktops/Laptops and Browsers; Chrome and Safari

We want to emphasize that the electronic version of ORExT is also available on Chrome and Safari, on all desktop/laptop platforms. For the electronic version of ORExT to perform on your laptop or desktop we have imbedded a flag in Chrome to take you to Autoplay Settings:

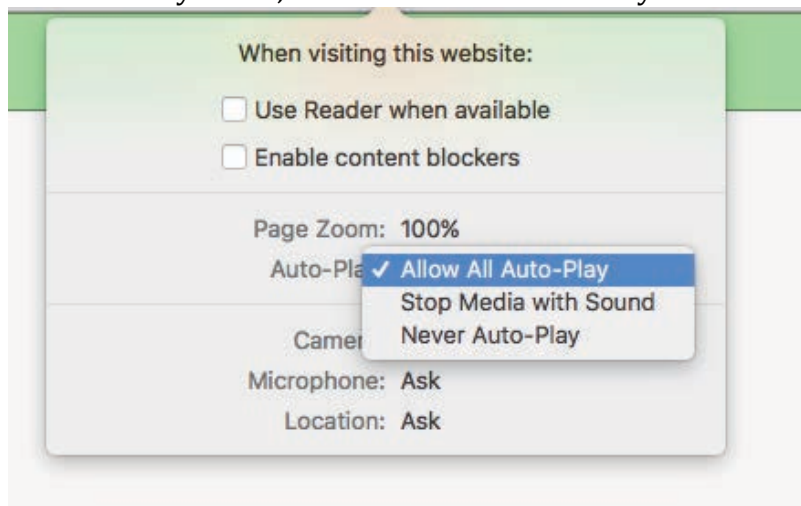
AutoPlay instructions, since AutoPlay is a requirement of the application.



If you are using Safari (as your browser) you will need to enable AutoPlay as follows:
Right Click on the URL bar and select “Settings for this Website”:

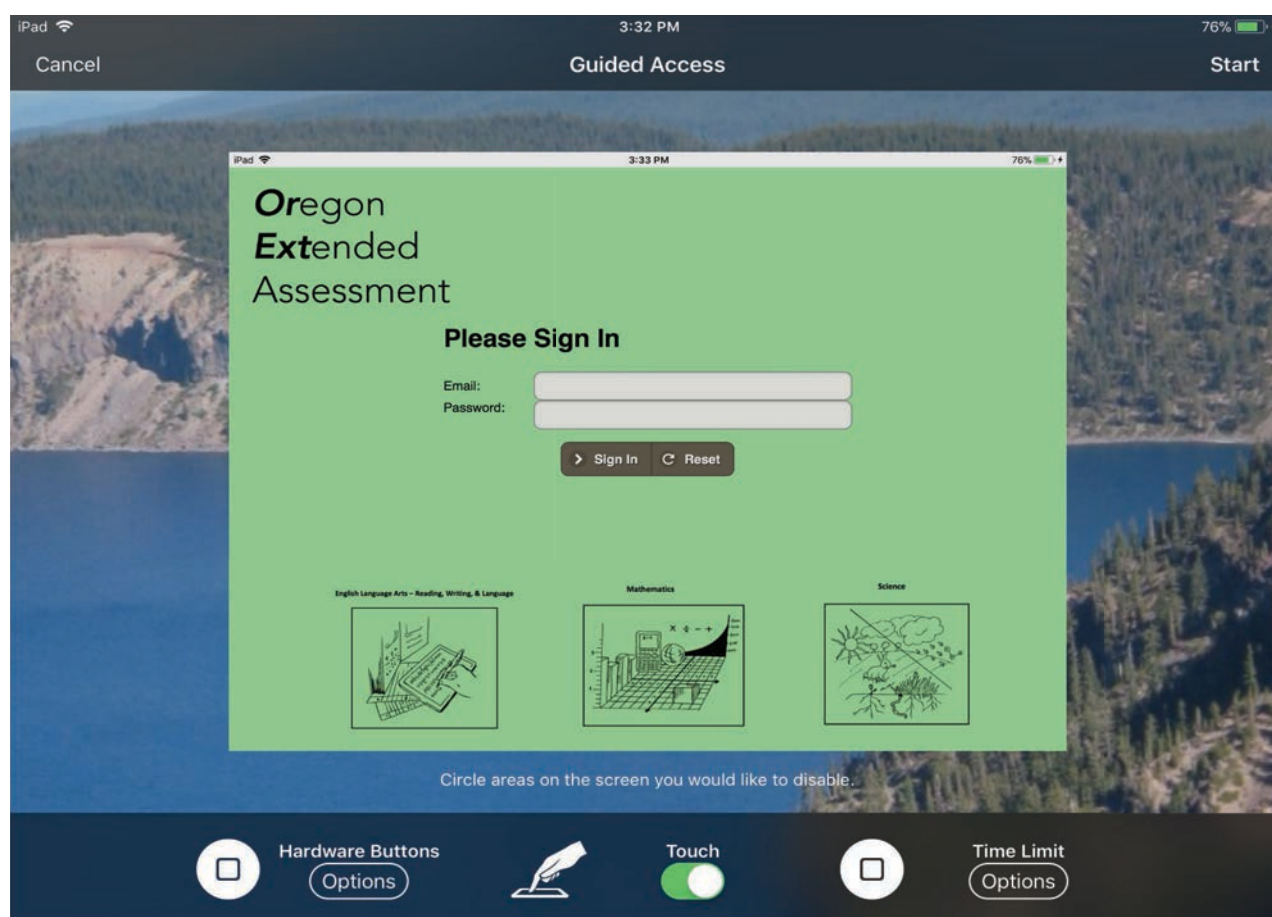


Then for the Auto-Play menu, select “Allow All Auto-Play”



(Optional) To Enable “Guided Access” in your iOS settings

- Open “Settings”
- Go to “General” > “Accessibility”
- Tap on “Guided Access” (You may need to scroll down the page under the “Learning” section)
- Slide the button to the “ON” position
- Optional: Select “Set Passcode” (this will prevent students from leaving “Guided Access” mode) and enter a passcode
- Launch the ORExt application, however, this works with ANY application installed on the iPad.
- Configured Guided Access = With the application still open, triple-click the Home button. The “Guided Access” setup screen appears.




Using Guided Access

After configuring Guided Access as desired, tap on the “Start” button in the upper right. The application is now running in Guided Access or “kiosk” mode. If you try tapping on the Home button or Sleep/Wake button you’ll see they have no effect. The Home and Sleep/Wake buttons will show a small message on the screen letting you know that Guided Access is enabled. You can exit Guided Access by triple-clicking the Home button once again, and entering your passcode (if configured). You will be taken back to the Guided Access setup screen, where you can either End or Resume Guided Access.




(Optional) To Enable “Pin & unpin screens” in your Android/Chrome settings

You can pin an app's screen to keep it in view until you unpin it. For example, you can pin an app and hand your phone to a friend. With the screen pinned, your friend can use only that app. To use your other apps again, you can unpin the screen.



Turn on screen pinning

- Open your device's Settings app 
- Tap **Security & Location** > **Screen pinning**. Turn on **Screen pinning**. When screen pinning is on, you may see an option to ask for your PIN, pattern, or password before unpinning.

To Pin a screen

- Go to the screen you want to pin
- Tap Overview 
- Swipe up to show the Pin  You'll see it at the bottom right of your selected screen
- Tap the Pin 

Unpin a screen

- On the pinned screen, touch and hold Back  and Overview .
- If you chose to be asked for your PIN, pattern, or some versions have the option for password before unpinning, if so, you'll need to enter it.

ORExt Testing Application HelpDesk Information

The ORExt assessment system is supported by a *HelpDesk* operator, Project Specialist Sevrina Tindal, who responds to all requests within a 24-hour period, though is usually much faster. Sevrina can be reached at 1-800-838-3163 or at orextended@k12test.com.

Appendix 2.6A

Appendix 2.6C

Report Card Policy and Technical Manual

For Report Cards Issued on October 12, 2017

Office of Accountability, Research, and Information Services
Oregon Department of Education
Salem, Oregon



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Table of Contents

| | | |
|------|--|----|
| I. | Introduction | 1 |
| | Report Card Scope, Purpose, and Guiding Principles | 1 |
| | Guidelines for Reproducing and Distributing the Report Cards | 2 |
| | Objective of the Report Card Policy and Technical Manual | 2 |
| II. | Suspension of Summative School Ratings | 3 |
| III. | RC Summary | 4 |
| | School/District Information | 4 |
| | School Principal/District Superintendent Letter | 5 |
| | School/District Profile | 5 |
| | Overall School Rating | 5 |
| | Progress | 5 |
| | Outcomes..... | 6 |
| | Student Group Outcomes | 6 |
| | Curriculum and Learning Environment..... | 6 |
| IV. | RC Rating Details Report | 7 |
| | Overall School Rating | 7 |
| | Indicator Ratings | 7 |
| | Academic Achievement Indicator | 8 |
| | Academic Growth Indicator | 8 |
| | Student Group Growth Indicator | 8 |
| | Graduation Indicator..... | 8 |
| | Student Group Graduation Indicator | 9 |
| | Assessment Participation Determination | 9 |
| V. | Academic Achievement Indicator | 10 |
| | Business Rules..... | 10 |
| | Calculation of Combined Percent Met..... | 12 |
| | Assignment of Academic Achievement Points | 13 |
| | Determination of Academic Achievement Indicator Rating | 14 |
| VI. | The Oregon Growth Model | 15 |
| | Overview of the Growth Model | 15 |
| | Calculation of Student Achievement Growth | 15 |
| | Achievement Growth Aggregations..... | 16 |
| VII. | Academic Growth Indicator | 17 |

| | |
|---|----|
| Business Rules..... | 17 |
| Median Growth Percentile..... | 19 |
| Assignment of Academic Growth Points | 20 |
| Determination of the Academic Growth Indicator Rating..... | 20 |
| VIII. Student Group Growth Indicator | 21 |
| Business Rules..... | 21 |
| Median Growth Percentile..... | 22 |
| Assignment of Student Group Growth Points | 23 |
| Determination of the Student Group Growth Indicator Rating..... | 24 |
| IX. Graduation Indicator..... | 26 |
| Business Rules..... | 26 |
| Calculation of Adjusted Cohort Graduation Rate | 27 |
| Calculation of Combined Graduation Rate | 27 |
| Assignment of Graduation Points | 27 |
| Determination of the Graduation Indicator Rating | 28 |
| X. Student Group Graduation Indicator | 29 |
| Business Rules..... | 29 |
| Calculation of Adjusted Cohort Graduation Rate | 30 |
| Calculation of Combined Graduation Rate | 31 |
| Assignment of Graduation Points..... | 31 |
| Determination of the Student Group Graduation Indicator Rating..... | 32 |
| XII. Assessment Participation Determination | 33 |
| Business Rules..... | 33 |
| Calculation of Assessment Participation..... | 35 |
| Calculation of Assessment Participation Determination | 36 |
| XIII. Student Group Determinations | 38 |
| All Students | 38 |
| Economically Disadvantaged | 38 |
| English Learners | 39 |
| Students with Disabilities..... | 39 |
| Race/Ethnicity | 39 |
| Underserved Races/Ethnicities | 40 |
| Student Group Membership for Graduation Rates | 40 |
| XIV. Small and New School Rules | 41 |
| XV. Comparison Schools and Districts..... | 43 |

| | |
|--|----|
| Inclusion Rules | 43 |
| Student Demographic Variables | 43 |
| Component Calculation | 43 |
| Euclidean Distance | 44 |
| Size Filter | 45 |
| Twenty Most Similar Institutions | 46 |
| Like-School and Like-District Averages | 46 |

List of Tables/Figures

Tables

| | | |
|-----------|---|----|
| Table 1. | Academic Achievement Indicator Points and Cutoffs by School Type and Subject | 13 |
| Table 2. | Academic Achievement Indicator Levels and Cutoffs | 14 |
| Table 3. | Example of Median Growth Percentiles by Subject | 19 |
| Table 4. | Academic Growth Indicator Points and Cutoffs | 20 |
| Table 5. | Academic Growth Indicator Levels and Cutoffs | 20 |
| Table 6. | Example of Median Growth Percentiles for Sample Student Groups | 23 |
| Table 7. | Student Group Growth Indicator Points and Cutoffs | 24 |
| Table 8. | Student Group Growth Indicator Points Calculation by Subject | 24 |
| Table 9. | Student Group Growth Indicator Levels and Cutoffs | 25 |
| Table 10. | Example of Adjusted Cohort Graduation Rates | 27 |
| Table 11. | Graduation Indicator Points and Cutoffs | 28 |
| Table 12. | Graduation Indicator Levels and Cutoffs | 28 |
| Table 13. | Example of Student Group Adjusted Cohort Graduation Rates | 31 |
| Table 14. | Student Group Graduation Indicator Points and Cutoffs | 32 |
| Table 15. | Student Group Graduation Indicator Levels and Cutoffs | 32 |
| Table 16. | Example of Student Group Participation Rates and Applied Rate | 37 |
| Table 17. | Example of Student Group Assessment Participation Determinations | 37 |
| Table 18. | Demographic Variable Weights for the Two School Components | 44 |
| Table 19. | Demographic Variable Weights for the Two District Components | 44 |
| Table 20. | Application of Size Filter to School B and Corresponding Comparators | 46 |

Figures

| | | |
|-----------|--|----|
| Figure 1. | Euclidean Distance between School A and School B | 45 |
| Figure 2. | Maximum Euclidean Distance for School B | 45 |

I. Introduction

The Oregon Legislature created the school and district report cards in 1999. This legislation required the Oregon Department of Education (ODE) to produce and issue a report card to all public schools and districts in the state of Oregon on or before December 15 of each year. Per Oregon Revised Statutes (ORS) [329.105](#) and [329.115](#), report cards must contain data from the most recent school year (if available) and meet the requirements of state and federal laws. The aim of the report cards is to provide clear, meaningful, and relevant information to parents, educators, community members, and other stakeholders concerning public school and district performance, improvement, and accountability.

In 2012, as part of Oregon’s approved ESEA flexibility waiver, the ODE redesigned the school and district report cards to better convey how schools and districts are doing at ensuring students achieve college and career readiness. The purpose of the report card redesign was to (a) more accurately reflect student learning and growth, (b) incorporate key measures of college and career readiness, (c) align the report card with district achievement compacts, and (d) make the report cards more user-friendly and accessible. The report card redesign included a stakeholder and public engagement process to make design, content, and methodology recommendations. This included public outreach efforts (i.e., focus groups and several online surveys) and the creation of a Report Card (RC) Steering Committee consisting of 17 members representing a diverse assortment of stakeholders throughout Oregon. The RC Steering Committee met twice per month from September 2012 to March 2013. Staff from the ODE attended each committee meeting in an advisory capacity. In addition to school and district data as required by Oregon’s ESEA flexibility waiver and other federal/state laws, the redesigned report cards included the recommendations from the RC Steering Committee (e.g., school principal/district superintendent letter, school/district demographic profile, comparison school rating, like-school and like-district averages, and curriculum and learning environment data). Please see the [School and District Report Card Redesign 2012-2013](#) webpage for further details.

Report Card Scope, Purpose, and Guiding Principles

The report cards are an annual snapshot of school and district performance, improvement, and accountability. They display valid, stable, and reliable data that are also comparable across schools and districts within the state of Oregon. The report cards contain a large amount of data pertaining to a wide variety of education indicators (e.g., demographics, school performance on statewide assessments, graduation, curriculum and learning environment, etc.). The purpose of the report cards is to

communicate information to parents, educators, and communities about how schools are doing at ensuring students achieve college and career readiness while meeting the legislative expectation for school and district accountability. As such, the report cards should:

- Be clear, concise, well-defined, and understandable
- Use information that is valid, stable, and reliable
- Include all students
- Report current levels of performance and improvement over time
- Rate school performance
- Be part of a larger accountability system
- Meet federal and state requirements

Guidelines for Reproducing and Distributing the Report Cards

Districts are responsible for ensuring that the report cards reach the parents of children enrolled in Oregon public schools. As prescribed in Oregon Administrative Rule (OAR) [581-022-2255](#), parents must receive a copy of the report cards by January 15 of each year. While many districts choose to mail report cards to parents, it is important to note that this is not a requirement. Districts have discretion concerning the method they use to distribute report cards to parents and communities. Alternative distribution methods, according to OAR [581-022-2255](#), include electronically sending a copy, providing a link to a state or district web site containing the reports, or making copies available in local schools, libraries, parent centers, community centers, or other public locations easily accessible to parents and community members. The 2016-17 report card (RC) summaries and RC rating details reports are available for download from the [Report Card Download webpage](#). For further information concerning the report cards, please contact Dr. Jonathan Wiens at jon.wiens@state.or.us, Dr. W. Joshua Rew at josh.rew@state.or.us, or Dr. Kia Sorensen at kia.sorensen@state.or.us.

Objective of the Report Card Policy and Technical Manual

This manual is a compilation of policies and technical details pertaining to the RC summaries and RC rating details reports. This includes a description of the procedures, business rules, and calculations for each data element and indicator rating that appear on the RC summary or RC rating details report.

II. Suspension of Summative School Ratings

The summative school rating was a requirement of [Oregon's ESEA flexibility waiver](#) as well as ORS [329.105](#) and OAR [581-022-2255](#). Beginning in 2012-13, the RC summaries and RC rating details reports displayed summative school ratings (i.e., overall school rating and comparison school rating) for each school. However, the ODE received approval from the U. S. Department of Education (USED) to suspend the assignment of summative school ratings in 2014-15 as schools and districts transitioned from administering the Oregon Assessment of Knowledge and Skills (OAKS) to the Smarter Balanced (SB) assessments. The ODE suspended the summative school ratings in 2015-16 due to the recent passage of the [Every Student Succeeds Act](#) (ESSA) and the expiration of Oregon's ESEA flexibility waiver on August 1, 2016. Moreover, the ODE intends to suspend the summative school ratings in 2016-17 as part of the transition to the new school accountability system under ESSA.

The rationale for the suspension of summative school ratings from 2014-15 to 2016-17 are threefold:

- (1) Reduce potential accountability confusion during the transition from Oregon's legacy statewide assessments to assessments aligned with college and career readiness.
- (2) Respect the legislative intent of [House Bill 2680](#) which prohibited the use of 2014-15 Smarter Balanced assessment data in the calculation of summative school ratings.
- (3) Facilitate Oregon's transition from ESEA flexibility to ESSA.

It is important to note that the suspension of summative school ratings does not absolve the ODE from reporting the performance of students by each data element and indicator. Thus, the RC summaries and RC rating details reports will continue to display achievement, growth, graduation, and assessment participation data for each student group (i.e., all students, economically disadvantaged, English learners, students with disabilities, students by race or ethnicity—see [Student Group Determinations](#)). Moreover, the ODE will continue to report the indicator and student group indicator ratings for academic achievement, academic growth, and graduation as well as the assessment participation determination on the RC rating details report as it did in 2015-16.

III. RC Summary

As stated in the [Introduction](#), the aim of the report cards (i.e., RC summary and RC rating details report) is to provide clear, meaningful, and relevant information to parents, educators, community members, and other stakeholders concerning public school and district performance, improvement, and accountability. The primary objective of the RC summary is to display a concise summary of essential school and district data to a specific target audience¹ (i.e., parents, educators, and community members). The RC summary consists of the following sections:

- School/district information
- School principal/district superintendent letter
- School/district profile
- Overall school rating
- Progress
- Outcomes
- Student group outcomes
- Curriculum and learning environment
- Federal title I designation

School/District Information

The school/district information section is found within the header on each page of the RC summary, and displays the school and district name (district name only on the district RC summary), the address, phone number, school or district web address, grades served (i.e., the lowest and highest grade offered at the institution), and the school principal and district superintendent names for the 2017-18 school year. The information for this section comes from the Institutions Database and school/district personnel can validate the school/district information via the [Institutions for Accountability Reporting Validation](#) within the Achievement Data Insight (ADI).

¹ Note that the RC rating details report has a different target audience than the RC summary, given the technical data it displays (e.g., academic growth). While the ODE encourages and invites the public to use the RC rating details report as a supplement to the RC summary, the primary audience for the RC rating details report includes, but is not limited to, school and district personnel, applied researchers from colleges and universities, and staff from community-based organizations with technical knowledge and expertise pertaining to the use, interpretation, and calculation of complex data.

School Principal/District Superintendent Letter

This section is found on page 1 of each RC summary and is a narrative message from the school's principal or district's superintendent that contains information regarding the institution's (i.e., school or district) performance, interventions, initiatives, expectations, or other important details. School principals, district superintendents, or authorized designees submit the narrative message in English and Spanish via the [Report Card Narrative Collection](#) within the ADI.

School/District Profile

This section is found on page 1 of the school RC summary and pages 1-2 of the district RC summary. The school and district profiles display information which describes the context of the institution, such as enrollment (i.e., total and by grade band), demographics (i.e., percent of student by race/ethnicity, percent of students who are economically disadvantaged, percent of students with disabilities, and percent of English learners²), class size by classroom or subject, and additional contextual information (e.g., immunization rates, percent of regular attenders, percent of mobile students, and the unique number of different home languages spoken by students).

Overall School Rating

This section is only found on page 1 of the school RC summary and typically shows two summative ratings for each school: the overall school rating and the school comparison rating. However, it is important to note that this section will not display summative ratings on the 2016-17 school RC summary (see [Suspension of Summative School Ratings](#) for more information).

Progress

This section is found on page 2 of the school RC summary and page 3 of the district RC summary. It displays student participation and performance on statewide assessments. The performance data are longitudinal with three years of English language arts and mathematics performance (i.e., 2014-15 to 2016-17) and four years of science performance (i.e., 2013-14 to 2016-17). Moreover, this section displays a **Yes** or **No** checkbox indicating whether at least 95 percent of students in the school or district took all required statewide assessments (i.e., English language arts, mathematics, and science).

² The English learner student group on the RC summary refers to "Ever" English learners (i.e., the combination of current and former English learners).

Outcomes

This section is found on page 2 of the high school RC summary and page 4 of the district RC summary. It displays longitudinal (i.e., four consecutive years) high school and post-secondary outcomes, including college and career readiness (i.e., freshman on-track), graduation rate (i.e., four-year cohort graduation rate), completion rate (i.e., five-year cohort completion rate), dropout rate, and continuing education (i.e., post-secondary enrollment rate).

Student Group Outcomes

This section is found on page 2 of the elementary and middle school RC summary, page 3 of the high school RC summary, and page 4 of the district RC summary. It displays important outcome data by student group for only the most current year available. The student group outcomes section does not present the same data elements across institution types. For instance, the student group outcomes section on the elementary and middle school RC summary shows English language arts, mathematics, and science performance for fourteen student groups (i.e., race/ethnicity and gender as well as economically disadvantaged, English learners³, students with disabilities, migrant students, and talented and gifted students). On the other hand, the student group outcomes section on the high school and district RC summary presents freshman on track, graduation, completion, and dropout data for the same fourteen student groups as shown on the elementary and middle school RC summary.

Curriculum and Learning Environment

This section is found on page 3 of the elementary and middle school RC summary, pages 3-4 of the high school RC summary, and pages 5-6 of the district RC summary. It displays information provided by the school or district concerning specific programs and activities pertaining to the improvement of student learning. The programs and activities fall under the following categories: school readiness, academic support, academic enrichment, career and technical education, and extracurricular activities. School principals, district superintendents, or authorized designees submit the curriculum and learning environment narratives in English and Spanish via the [Report Card Narrative Collection](#) within the ADI.

³ The English learner student group on the RC summary refers to “Ever” English learners (i.e., the combination of current and former English learners).

IV. RC Rating Details Report

The RC rating details report describes the overall school rating, the rating methodology, the rating for each indicator (i.e., academic achievement, academic growth, student group growth, graduation, and student group graduation), each student group indicator rating, and the assessment participation determination by student group. Note that the RC rating details report will not show overall school ratings (see [Suspension of Summative School Ratings](#) for more information). It is a companion and supplement to the RC summary; however, unlike the RC summary, the target audience is not the public at-large but school and district personnel, applied researchers from colleges and universities, and staff from community-based organizations with technical knowledge and expertise pertaining to the use, interpretation, and calculation of complex data. The RC rating details report consists of the following sections:

- Overall school rating
- Indicator ratings
- Academic achievement indicator
- Academic growth indicator
- Student group growth indicator
- Graduation indicator
- Student group graduation indicator
- Assessment participation determination

Overall School Rating

This section is only relevant to elementary, middle, and high schools. It typically provides a summary of indicator ratings (including levels, percent of points earned, weights, and weighted points), weighted percent of points, overall rating cutoffs, missed participation target indicator, and the federal reporting designation. However, it is important to note that this section will not display the weights for each indicator, weighted percent of points, and the overall school rating on the 2016-17 RC rating details report (see [Suspension of Summative School Ratings](#) for more information).

Indicator Ratings

This section is only relevant to elementary, middle, and high schools. It provides a summary of student group indicator ratings (including levels, points earned, and points eligible), summary of indicator ratings (including level and percent of points earned), and indicator rating cutoffs. The indicator ratings are the

ratings for the academic achievement, academic growth, student group growth, graduation, and student group graduation indicators.

Academic Achievement Indicator

This section provides a summary of English language arts and mathematics achievement by student group (including level, number of tests, percent level 3 or 4, and combined percent met) and the achievement rating cutoffs. The definition of the academic achievement indicator rating is the points a school earns according to the percent of students who meet the state achievement standards on English language arts and mathematics assessments in grades 3 through 8 and 11 (see [Academic Achievement Indicator](#)).

Academic Growth Indicator

This section provides a summary of English language arts and mathematics growth for all students in the school (including level, number of students, median growth percentile), combined median growth percentile, and growth rating cutoffs. The definition of the academic growth indicator rating is the points a school earns according to the value of the median growth percentile (see [Academic Growth Indicator](#)). Moreover, see [The Oregon Growth Model](#) for more information about the growth model Oregon uses for school and district accountability.

Student Group Growth Indicator

This section provides a summary of English language arts and mathematics growth by student group (including level, number of students, median growth percentile), combined median growth percentile, and the growth rating cutoffs. The definition of the student group growth indicator rating is the points a school earns according to the value of the median growth percentile for four specific student groups: economically disadvantaged, English learners, students with disabilities, and underserved races/ethnicities (see [Student Group Growth Indicator](#)). Similarly, see [The Oregon Growth Model](#) for more information about the growth model Oregon uses for school and district accountability.

Graduation Indicator

This section is only relevant to high schools and districts, and provides a summary of the four-year and five-year adjusted cohort graduation rates for all students in the school (including level, adjusted cohort, graduation rates, and combined graduation rate) and the graduation rating cutoffs. The definition of the

graduation indicator rating is the points a school earns according to the value of the highest four-year or five-year adjusted cohort graduation rate (see [Graduation Indicator](#)).

Student Group Graduation Indicator

Similar to the graduation rating indicator, this section is only relevant to high schools and districts, and provides a summary of the four-year and five-year adjusted cohort graduation rates by student group (including level, adjusted cohort, graduation rates, and combined graduation rate) and the graduation rating cutoffs. The definition of the student group graduation indicator rates is the points a school earns according to the value of the highest four-year or five-year adjusted cohort graduation rate for four specific student groups: economically disadvantaged, English learners, students with disabilities, and underserved races/ethnicities (see [Student Group Graduation Indicator](#)).

Assessment Participation Determination

The last section of the RC rating details report describes participation in statewide assessments as well as the assessment participation determination. Specifically, this section provides a summary of English language arts and mathematics assessment participation by student group, including status, number of participants and non-participants, participation rates (i.e., current, prior, and combined), and the applied rate. The definition of the assessment participation determination (i.e., the status field) is whether the student group met the participation target of 94.5 percent on the current or combined participation rate (see [Assessment Participation Determination](#) for more details).

V. Academic Achievement Indicator

The academic achievement indicator is the first of five rating indicators. The focal determinant of the academic achievement indicator for each school is the percent of students who meet the state achievement standards on English language arts and mathematics assessments in grades 3 through 8 and 11. The academic achievement indicator section consists of the following parts: business rules, calculation of combined percent met, assignment of academic achievement points, and the determination of the academic achievement indicator rating.

Business Rules

The business rules for the academic achievement indicator pertain to (a) the inclusion of students in the rating, (b) minimum n-size requirement to receive a rating, (c) reporting of student group achievement, and (d) the suppression of achievement results to protect student confidentiality. The student inclusion rules are identical to those from previous RC summaries and rating details reports as well as the [Adequate Yearly Progress \(AYP\) reports](#). To view a full description of the inclusion rules, please see the [Assessment Inclusion Rules for Accountability Reporting](#). The academic achievement indicator for each school includes students who:

- are a resident at the school on the first school day in May (as submitted in the 3rd Period Cumulative Average Daily Membership [ADM] collection),
- are enrolled in grades 3 to 8 or 11,
- are full academic year⁴ at their “May 1” institution,
- have a valid test⁵, and
- are not a first-year English learner.

Additional student inclusion rules are the following:

- The academic achievement indicator credits the student’s score to the school where he or she was enrolled on the first school day in May (even if the student earned the score in another school and district prior to first school day in May).

⁴ Full academic year refers to a student with enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May. This definition does not require the enrollment to be continuous or consecutive, and it may be part time or full time. The ODE calculates the full academic year (FAY) flag as part of the 3rd Period Cumulative ADM collection and inserts it in the assessment data. The FAY flag identifies students as enrolled for a full academic year when their ADM within a resident school is greater than 0.5.

⁵ A valid test record is a completed or partial test from either Smarter Balanced (where a student responds to at least five computer adaptive items or one performance task item) or the Extended assessment.

- Students repeating 11th grade may have taken the English language arts or mathematics assessment in a previous school year. The ODE will treat scores from previous school years as valid test scores for the current school year only if the score meets the high school achievement standard. The academic achievement indicator rating only uses the highest score if more than one valid test score is available.
- Extended assessments in 2015-16 and 2016-17 are not subject to a one percent cap on performance. However, under ESSA starting in 2017-18, there will be a one percent cap on participation⁶.

Schools receive an academic achievement indicator rating if they meet the minimum n-size requirements⁷. These requirements are as follows for English language arts and mathematics:

- All schools will receive an academic achievement indicator rating if they have at least 40 tests for the two most recent school years in either English language arts or mathematics.
- Small schools will receive an academic achievement indicator rating using three years of assessment data if they have fewer than 40 tests for the two most recent school years in either English language arts or mathematics.
- Schools will not receive an academic achievement indicator rating if they have fewer than 40 tests for the three most recent school years.

Student group achievement results are not part of the academic achievement indicator rating. However, the RC rating details report displays student group achievement and provides the Measure of Interim Progress (MIP)⁸ for each subject. Schools can determine whether student groups meet the MIP by comparing it to the “percent of students at Level 3 or Level 4” for the respective student group. The RC rating details report displays the achievement of following student groups⁹:

- All Students
- Economically Disadvantaged
- English Learners (i.e., current and monitored)
- Students with Disabilities
- American Indian/Alaska Native
- Asian

⁶ Please see [Strategies for Meeting the 1% State-level Cap on Participation in the Alternate Assessment](#) for further details.

⁷ Please see [Small and New School Rules](#) for further information concerning how the ratings treat small schools.

⁸ Please see [Measures of Interim Progress](#) for further information concerning MIP for 2016-17 through 2024-25.

⁹ Please see [Student Group Determinations](#) for further information concerning the rules to determine student group membership.

- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- White
- Multi-Racial
- Underserved Races/Ethnicities (i.e., students who identify as belonging to the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander)

The RC rating details report suppresses the achievement results (i.e., counts and percentages) for all schools and student groups that meet suppression criteria in order to protect student confidentiality.

The suppression criteria include the following:

- All counts of tests less than six and corresponding percentages receive an “*”.
- All percentages greater than 95% receive “> 95%” and corresponding counts receive an “*”.
- All percentages less than 5% receive “< 5%” and corresponding counts receive an “*”.

Calculation of Combined Percent Met

The RC rating details report displays the counts of tests and the percent of students meeting the state achievement standards in English language arts and mathematics for the 2016-17 school year.

Additionally, the RC rating details report displays the combined percent met that represents the percent of all students meeting in the 2015-16 and 2016-17 school years. Note that the RC rating details report rounds all percentages to the nearest tenth of a percent. The calculation of the combined percent met includes the following:

- Numerator = total number of students who are enrolled in the school on the first school day in May for a full academic year¹⁰ with a valid test score meeting the achievement standard (in 2015-16 and 2016-17).
- Denominator = total number of students who are enrolled in the school on the first school day in May for a full academic year with a valid test (in 2015-16 and 2016-17).
- Combined percent met¹¹ = numerator ÷ denominator.

¹⁰ Full academic year refers to a student with enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May. This definition does not require the enrollment to be continuous or consecutive, and it may be part time or full time. The ODE calculates the full academic year (FAY) flag as part of the 3rd Period Cumulative ADM collection and inserts it in the assessment data. The FAY flag identifies students as enrolled for a full academic year when their ADM within a resident school is greater than 0.5.

¹¹ The calculation of combined percent met for “three-year schools” is similar except the numerator and denominator consist of an additional year of assessment data. For instance, the numerator will consist of the number of students meeting the achievement standard in 2014-15, 2015-16, and 2016-17. The denominator will consist of the number of students with valid tests in 2014-15, 2015-16, and 2016-17.

Assignment of Academic Achievement Points

The academic achievement indicator rating uses a five-point scale with cutoffs to assign points to schools for their English language arts and mathematics achievement. Schools receive one to five points according to whether their combined percent met for English language arts or mathematics is above or below a specific cutoff. The total possible points a school can earn is ten (i.e., five points for English language arts and five for mathematics). The following criteria determine the cutoffs for each of the five points:

- **5 points:** Schools who receive five points are in the top 10 percent of all schools in the state for the combined percent met in English language arts or mathematics. Note that these schools meet the MIP.
- **4 points:** Schools who receive four points meet the MIP but are not in the top 10 percent of all schools.
- **3 points:** Schools who receive three points do not meet the MIP but are not in the lowest 15 percent of schools.
- **2 points:** Schools who receive two points are in the lowest 15 percent of schools in terms of combined percent met but not in the lowest 5 percent.
- **1 point:** Schools who receive one point are in the lowest 5 percent of all schools in the state for combined percent met in English language arts or mathematics.

The following table describes the point scale and cutoffs for the 2016-17 school year.

Table 1. Academic Achievement Indicator Points and Cutoffs by School Type and Subject

| Points | Elementary/Middle | | High | |
|--------|-----------------------|----------------|-----------------------|---------------|
| | English Language Arts | Math | English Language Arts | Math |
| 5 | 73.6 & above | 65.4 & above | 82.3 & above | 50.8 & above |
| 4 | 57.0 to 73.5 | 47.0 to 65.3 | 57.0 to 82.2 | 47.0 to 50.7 |
| 3 | 35.9 to 56.9 | 26.7 to 46.9 | 45.6 to 56.9 | 19.2 to 46.9 |
| 2 | 27.3 to 35.8 | 19.0 to 26.6 | 34.5 to 45.5 | 9.8 to 19.1 |
| 1 | Less than 27.3 | Less than 19.0 | Less than 34.5 | Less than 9.8 |

Note that the MIP¹² are different for each subject; however, they are identical for each school type (i.e., elementary, middle, or high school). For the purposes of accountability, high schools are those schools with grade 10 or higher regardless of whether they also have elementary or middle school grades.

Determination of Academic Achievement Indicator Rating

The academic achievement indicator rating consists of five levels. Each level corresponds to the percent of total points (i.e., *(English language arts + mathematics points)/total possible points*) a school earns above a cutoff. It is important to note that the percent of points a school earns is not equivalent to the percent of students who meet the state achievement standards on English language arts and mathematics assessments. The following table lists the academic achievement indicator rating levels and cutoffs. For instance, a Level 5 rating refers to a school that earns 90 percent of possible points. This also signifies that the school is in the top ten percent of all schools in at least one subject (i.e., five points).

Table 2. Academic Achievement Indicator Levels and Cutoffs

| Rating | Percent of Points Earned |
|---------|--------------------------|
| Level 5 | 90% & above |
| Level 4 | 70% to 89.9% |
| Level 3 | 50% or 69.9% |
| Level 2 | 30% or 49.9% |
| Level 1 | Less than 30% |

¹² Please see [Measures of Interim Progress](#) for further information concerning MIP for 2016-17 through 2024-25.

VI. The Oregon Growth Model

An important feature of the school and district accountability system is student achievement growth by institution and student group. Student achievement growth refers to a student's progress on English language arts and mathematics assessments from year to year as compared to similar students. This section summarizes the Oregon growth model, the calculation of student achievement growth, and institution and student group aggregations of achievement growth.

Overview of the Growth Model

The Oregon growth model is a statistical model that provides a description of each student's achievement growth on English language arts and mathematics assessments from year to year as compared to similar students. Oregon adopted this growth model to obtain a waiver from specific provisions of the No Child Left behind (NCLB) Act. Moreover, it is an adaptation of Colorado's growth model and specifically takes into account Oregon's assessment and accountability system.

Calculation of Student Achievement Growth

The Oregon growth model calculates an estimate of achievement growth using current and past achievement scores, and expresses a student's achievement growth as a percentile. This percentile is known as a student growth percentile, and it is a normative measure of achievement growth. It specifically reflects a student's current achievement ranking as compared to his or her academic peers (i.e., students in the same grade who have similar past achievement scores for the same subject). For instance, a student growth percentile of 50 indicates that a student's current achievement is equal to or greater than 50 percent of academic peers with similar achievement histories.

The Oregon growth model uses the scores from English language arts and mathematics assessments for students in the 3rd through 8th and 11th grades. Moreover, it only includes students with at least two consecutive achievement scores (i.e., a current score and at least one but as many as three prior achievement scores in typical years). The exception is growth for students in high school, given that the current score is from 11th grade and the prior score is from 8th grade. Note that the Oregon growth model does not calculate student growth percentiles for 3rd grade students because they lack prior achievement scores. It will not calculate student growth percentiles for students who take Extended assessments, are missing the current achievement score, or have irregular grade sequences due to retention or acceleration.

Achievement Growth Aggregations

The ODE calculates institution and student group measures of student achievement growth from English language arts and mathematics assessments using output from the Oregon growth model. These institution and student group measures are median growth percentiles (i.e., aggregates of student growth percentiles). They represent the typical achievement growth in English language arts and mathematics for schools, districts, and their respective student groups (see [Academic Growth Indicator](#) and [Student Group Growth Indicator](#)).

VII. Academic Growth Indicator

The academic growth indicator is the second of five rating indicators. The focal determinant of the academic growth indicator for each school is the median growth percentile. As noted in [The Oregon Growth Model](#), the median growth percentile is an aggregate measure of student achievement growth on English language arts and mathematics assessments. The academic growth indicator section consists of the following parts: business rules, median growth percentile, assignment of academic growth points, and determination of the academic growth indicator rating.

Business Rules

The business rules for the academic growth indicator pertain to (a) the inclusion of students in the rating, (b) minimum n-size requirement to receive a rating, (c) the reporting of growth, and (d) the suppression of growth results to protect student confidentiality. The bulk of student inclusion rules are identical to those from previous RC summaries and rating details report as well as the [AYP reports](#) under NCLB. To view a full description of the inclusion rules, please see the [Assessment Inclusion Rules for Accountability Reporting](#). The inclusion rules that deviate from the previous reports pertain to the requirement that students must have two or more years of assessment data for inclusion in the Oregon growth model. The academic growth indicator for each school will include students who:

- are part of the achievement rating (see [Academic Achievement Indicator](#)),
- are residents at the school on the first school day in May (as submitted in the 3rd Period Cumulative ADM collection),
- are enrolled in grades 4 through 8 or 11,
- are full academic year¹³ at their “May 1” institution,
- have a valid test, and
- are not a first-year English learner.

Additional student inclusion rules are the following:

- The growth rating excludes students who take Extended assessments, are missing the current achievement score, or have irregular grade sequences due to retention or acceleration.

¹³ Full academic year refers to a student with enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May. This definition does not require the enrollment to be continuous or consecutive, and it may be part time or full time. The ODE calculates the FAY flag as part of the 3rd Period Cumulative ADM collection and inserts it in the assessment data. The FAY flag identifies students as enrolled for a full academic year when their ADM within a resident school is greater than 0.5.

- Students in grades four through eight must (a) have valid achievement scores from prior school years, (b) not be a first-year English learner in prior school years, and (c) be a resident in an Oregon school on the first school day in May for prior school years.
- Students in the eleventh grade must (a) have a valid eighth grade achievement score from a prior school year, (b) not be a first-year English learner for the year of their eighth grade achievement score, and (c) be a resident in an Oregon school on the first school day in May for the year of their eighth grade achievement score.
- The academic growth indicator credits the student's score to the school where he or she was enrolled on the first school day in May (even if the student earned the score in another school and district prior to May 1).

Schools receive an academic growth indicator rating if they meet the minimum n-size requirements¹⁴. If schools use four years of data for the academic achievement indicator rating, they will also use four years of data for the academic growth indicator rating. The minimum size requirements are the following:

- Schools will receive a growth rating if they have (a) at least 40 tests in the academic achievement indicator rating and (b) at least 30 students with growth percentiles.

The rationale for the minimum n-size of 30 student growth percentiles is twofold. First, a large number of elementary schools in Oregon serve kindergarten through fifth grade. While students in these schools take assessments in the third through fifth grades, only fourth and fifth grade students will have growth percentiles (approximately two-thirds of students taking assessments in these respective schools). Thus, a suitable minimum n-size for the academic growth indicator rating is two-thirds of 40 (i.e., the minimum n-size for the academic achievement indicator rating) or approximately 30 students with growth percentiles after rounding to the nearest ten. Second, the ODE conducted a simulation¹⁵ to determine the influence of n-size on the stability of the standard errors of medians. Findings from the simulation suggested that the standard error of the median reaches a reasonable level of stability at an n-size of 30.

¹⁴ Please see [Small and New School Rules](#) for further information concerning how the ratings treat small schools.

¹⁵ The simulation consisted of (a) a random uniform distribution of 300,000 cases with values ranging from zero to one, (b) 10,000 random samples of size five through seventy-five, (c) calculation of sample median, and (d) calculation of the standard error of the median for each set of 10,000 random samples.

The RC rating details report will suppress the growth results (i.e., counts and medians) for all schools that meet suppression criteria in order to protect student confidentiality. The suppression criteria include the following:

- Student counts less than six will receive an “*”.
- Median growth percentiles will receive an “*” if the student count is less than six.

Median Growth Percentile

The aggregate measure of student achievement growth is the median growth percentile. It represents the typical achievement growth at the respective school. A median is a measure that describes the middle value within a set of values. Thus, the median growth percentile indicates that 50 percent of students in the school exhibit achievement growth above and below the median. For instance, let’s suppose a school has seven students with the following growth percentiles: 37, 58, 39, 65, 46, 51, and 57. To determine the median growth percentile, it is necessary to rank order the growth percentiles (i.e., 37, 39, 46, 51, 57, 58, and 65) and select the middle growth percentile. The middle value or median growth percentile for this school is 51. Note that, if the number of student growth percentiles is even, the median growth percentile is the average of the two middle values. This can produce a median growth percentile that is not a whole number (e.g., 51.5).

The RC rating details report displays the median growth percentiles for each school year (e.g., 2015-16 and 2016-17). Also, it displays a combined median growth percentile representing the two most recent school years. This is not the average of the two medians. Rather, the combined median growth percentile is the combination of two years of student growth percentiles, the rank order of the growth percentiles, and the selection of the middle value. Note that the “combined” median growth percentile for small schools will include three years of student growth percentiles. Finally, the RC Rating details report shows median growth percentiles at the nearest tenth. The following table is an example of English language arts and mathematics median growth percentiles for a sample school.

Table 3. Example of Median Growth Percentiles by Subject

| Subject | Median Growth | | Combined Median |
|-----------------------|---------------|---------|-----------------|
| | 2015-16 | 2016-17 | |
| English Language Arts | 39.0 | 51.5 | 45.0 |
| Math | 53.0 | 56.0 | 54.5 |

Assignment of Academic Growth Points

The academic growth indicator rating uses a five-point scale with cutoffs to assign schools points for their English language arts and mathematics achievement growth. Schools receive one to five points according to whether their median growth percentile for English language arts or mathematics is above or below a specific cutoff. The total possible points a school can earn is ten (i.e., five points for mathematics and five for English language arts). The following table describes the point scale and cutoffs.

Table 4. Academic Growth Indicator Points and Cutoffs

| Points | Point Cutoffs for Elementary, Middle, High, and Combined Schools |
|--------|--|
| 5 | 65.0 & above |
| 4 | 50.0 to 64.5 |
| 3 | 40.0 to 49.5 |
| 2 | 35.0 to 39.5 |
| 1 | Less than 35.0 |

Determination of the Academic Growth Indicator Rating

The academic growth indicator rating consists of five levels. Each level corresponds to the percent of total points (i.e., $(\text{English language arts} + \text{mathematics}) / \text{total possible points}$) a schools earns above a cutoff. The following table lists the academic growth indicator rating levels and cutoffs. For instance, a Level 5 rating refers to a school that earns 90 percent of possible points. This also signifies that the school is in the top ten percent of all schools in at least one subject (i.e., five points).

Table 5. Academic Growth Indicator Levels and Cutoffs

| Rating | Percent of Points Earned |
|---------|--------------------------|
| Level 5 | 90% & above |
| Level 4 | 70% to 89.9% |
| Level 3 | 50% or 69.9% |
| Level 2 | 30% or 49.9% |
| Level 1 | Less than 30% |

VIII. Student Group Growth Indicator

The student group growth indicator is the third of five rating indicators. The focal determinant of the student group growth indicator for each student group is the median growth percentile. As noted in [The Oregon Growth Model](#), the median growth percentile is an aggregate measure of student achievement growth on English language arts and mathematics assessments. The student group growth indicator section consists of the following parts: business rules, median growth percentile, assignment of student group growth points, and determination of the student group growth indicator rating.

Business Rules

The business rules for the student group growth indicator pertain to (a) the inclusion of students in the rating, (b) minimum n-size requirement to receive a rating, (c) reporting of student group growth, and (d) the suppression of growth results to protect student confidentiality. The student inclusion rules for the student group growth indicator are identical to those for the academic growth indicator. The student growth indicator for each school will include students who are part of the academic achievement indicator (see [Academic Achievement Indicator](#)) and the academic growth indicator (see [Academic Growth Indicator](#)).

Student groups within a school receive a student group growth indicator rating if they meet the minimum n-size requirements¹⁶. These requirements are the following:

- All student groups within schools will receive a student group growth indicator rating if they have (a) at least 40 tests in the academic achievement indicator rating and (b) at least 30 students with growth percentiles.
- Student groups within schools will not receive a student group growth indicator rating if they have less than 30 students with growth percentiles or if they have fewer than 40 tests in the student group achievement calculation.
- The student group growth indicator rating for most student groups will use two years of data; however, the student group growth indicator rating at small schools will use three years of data.

¹⁶ Please see [Small and New School Rules](#) for further information concerning how the ratings treat small schools.

The rationale for the minimum n-size of 30 student growth percentiles for each student group is identical to that for the academic growth indicator (see [Academic Growth Indicator](#)). The RC rating details report displays the student group growth indicator for the following student groups¹⁷:

- **Economically Disadvantaged**
- **English Learners (i.e., current and monitored)**
- **Students with Disabilities**
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- White
- Multi-Racial
- **Underserved Races/Ethnicities**

The student group growth indicator rating only includes the above subgroups in **bold**. Specifically, the growth for students who are **Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities** will determine the student group growth indicator. Note that **Underserved Races/Ethnicities** includes students who are American Indian/Alaska Native, Black/African American, Hispanic/Latino, or Native Hawaiian/Pacific Islander.

The RC rating details report suppresses the growth results (i.e., counts and medians) for all student groups that meet suppression criteria in order to protect student confidentiality. The suppression criteria include the following:

- Student counts less than six will receive an “*”.
- Median growth percentiles will receive an “*” if the student count is less than six.

Median Growth Percentile

The aggregate measure of student achievement growth is the median growth percentile. It represents the typical achievement growth for a specific student group at the respective school. A median is a measure that describes the middle value within a set of values. Thus, the median growth percentile indicates that 50 percent of students of a specific student group within the school exhibit achievement

¹⁷ Please see [Student Group Determinations](#) for further information concerning the rules to determine student group membership.

growth above and below the median. For instance, let's suppose a student group has seven students with the following growth percentiles: 37, 58, 39, 65, 46, 51, and 57. To determine the median growth percentile, it is necessary to rank order the growth percentiles (i.e., 37, 39, 46, 51, 57, 58, and 65) and select the middle growth percentile. The middle value or median growth percentile for this student group is 51. Note that, if the number of student growth percentiles is even, the median growth percentile is the average of the two middle values. This can produce a median growth percentile that is not a whole number (e.g., 51.5).

The RC rating details report displays the median growth percentiles for each school year (e.g., 2015-16 and 2016-17). It also displays a combined median growth percentile representing the two most recent school years. This is not the average of the two medians. Rather, it is the combination of two years of student growth percentiles, the ordering of the growth percentiles by rank, and the selection of the middle value. Note that the "combined" median growth percentile for small student groups will include three years of student growth percentiles. Finally, the RC rating details report shows median growth percentiles at the nearest tenth. The following table is an example of mathematics and English language arts median growth percentiles for two sample student groups.

Table 6. Example of Median Growth Percentiles for Sample Student Groups

| Student Group | Median Growth Percentile | | Combined Median Growth Percentile |
|----------------------------|--------------------------|---------|-----------------------------------|
| | 2015-16 | 2016-17 | |
| Economically Disadvantaged | 39.0 | 51.5 | 45.0 |
| English Learners | 53.0 | 56.0 | 54.5 |

Assignment of Student Group Growth Points

The student group growth indicator rating uses a five-point scale with cutoffs to assign points to student groups within schools for their mathematics and English language arts achievement growth. Note that the student group growth indicator rating only assigns points to the following student groups (assuming these student groups meet the minimum n-size requirements): **Economically Disadvantaged, English Learners, Students with Disabilities**, and **Underserved Races/Ethnicities**. Student groups within schools receive one to five points according to whether their median growth percentile for English language arts or mathematics is above or below a specific cutoff. The total possible points a student group can earn is ten (i.e., five points for English language arts and five for mathematics). The following table describes the point scale and cutoffs.

Table 7. Student Group Growth Indicator Points and Cutoffs

| Points | Point Cutoffs for Elementary, Middle, High, and Combined Schools |
|--------|--|
| 5 | 65.0 & above |
| 4 | 50.0 to 64.5 |
| 3 | 40.0 to 49.5 |
| 2 | 35.0 to 39.5 |
| 1 | Less than 35.0 |

Determination of the Student Group Growth Indicator Rating

The student group growth indicator rating consists of five levels. Each level corresponds to the percent of points (i.e., $(\text{mathematics} + \text{English language arts points}) / \text{total possible points}$) a school earns above a cutoff. Note that the total number of points a school earns is the sum of points from the four student groups for mathematics and English language arts. The following table provides an example of the student group growth indicator rating determination by student group.

Table 8. Student Group Growth Indicator Points Calculation by Subject

| English Language Arts | Points Earned | Points Possible | Median Growth |
|---------------------------------|---------------|-----------------|---------------|
| Economically Disadvantaged | 3 | 5 | 45.0 |
| English Learners | 4 | 5 | 54.5 |
| Students with Disabilities | * | * | * |
| Underserved Race/Ethnicity | 3 | 5 | 44.0 |
| Math | | | |
| Economically Disadvantaged | 3 | 5 | 46.0 |
| English Learners | 5 | 5 | 61.0 |
| Students with Disabilities | * | * | * |
| Underserved Race/Ethnicity | 2 | 5 | 34.0 |
| Totals | 20 | 30 | |
| Percent of Points Earned | 66.7% | | |

The example in the table indicates that the students with disabilities student group did not meet the minimum n-size requirements or the suppression criteria; thus, they did not receive a rating, and the RC rating details report suppressed their growth data. The student group growth indicator rating for the

school now depends on the sum of points from six student groups (i.e., three student groups in two subjects). The sum of points the school earned is 20, the total possible points is 30, and the percent of points earned is 66.7 (i.e., $20 \div 30$).

The following table lists the student group growth indicator rating levels and cutoffs. Note that the levels, cutoffs, and interpretations for the student group growth indicator rating are identical to those for the academic achievement indicator rating (see [Academic Achievement Indicator](#)) and the academic growth indicator rating (see [Academic Growth Indicator](#)).

Table 9. Student Group Growth Indicator Levels and Cutoffs

| Rating | Percent of Points Earned |
|---------|--------------------------|
| Level 5 | 90% & above |
| Level 4 | 70% to 89.9% |
| Level 3 | 50% or 69.9% |
| Level 2 | 30% or 49.9% |
| Level 1 | Less than 30% |

IX. Graduation Indicator

The graduation indicator is the fourth of five rating indicators. Moreover, it is only applicable to high schools and combined schools (e.g., K-12 schools). The focal determinant of the graduation rating for each school is the higher of the four-year or five-year adjusted cohort graduation rates. The cohort graduation rates represent the percent of students in the adjusted cohort who graduate within a certain amount of years of entering high school (e.g., four and five years) with one of the following: regular high school diploma (awarded), regular high school diploma earned (but not awarded), participating in post-graduate scholars program, or modified diploma. The adjusted cohort refers to a group of students who began high school in a specific year (e.g., 2011-12 or 2012-13) after the inclusion of students who transfer into the school and the exclusion of students who emigrate, decease, or transfer out of the school. The graduation indicator rating section consists of the following parts: business rules, calculation of the adjusted cohort graduation rate, calculation of combined graduation rate, assignment of graduation points, and the determination of the graduation indicator rating.

Business Rules

The business rules for the graduation rating pertain to (a) the inclusion of students in the rating and (b) the minimum n-size requirement to receive a rating. The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the student inclusion rules. Please visit the [Cohort Graduation Rate](#) webpage and click on the [Cohort Graduation Rate Policy and Technical Manual 2015-16](#) link under **School Year 2015-16** to view a complete description of the student inclusion rules.

Schools receive a graduation indicator rating if they meet the minimum n-size requirements¹⁸. These requirements are the following:

- All schools will receive a graduation indicator rating if they have at least 40 students in their adjusted cohort for the two most recent school years.
- Small schools will receive a graduation indicator rating using four years of graduation data if they have at least 40 students in their adjusted cohort for the four most recent school years.
- Schools will not receive a graduation indicator rating if they have fewer than 40 students in their adjusted cohort for the four most recent school years.

¹⁸ Please see [Small and New School Rules](#) for further information concerning how the ratings treat small schools.

Note that the RC rating details report does not suppress the graduation results for schools with small n-sizes (i.e., adjusted cohort counts less than six students or graduation rates less than five percent or greater than 95 percent).

Calculation of Adjusted Cohort Graduation Rate

The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the calculation of the four-year and five-year adjusted cohort graduation rates. To view a complete description of the calculation, please visit [Cohort Graduation Rate](#) webpage and click on the [Cohort Graduation Rate Policy and Technical Manual 2015-16](#) link under **School Year 2015-16**.

Calculation of Combined Graduation Rate

The RC rating details report displays the four-year and five-year adjusted cohort graduation rates for the two most recent school years. Additionally, it displays combined four-year and five-year adjusted cohort graduation rates representing the two most recent school years. Note that this is not the average of the graduation rates across multiple years. Rather, it is the combination of two years of student graduation data and the calculation of a combined rate (i.e., the sum of numerators ÷ the sum of denominators). Note that the “combined” graduation rate for small schools will include four years of graduation data. Finally, the RC rating details report shows the adjusted cohort graduation rates at the nearest tenth. The following table is an example of the adjusted cohort graduation rates for a sample school.

Table 10. Example of Adjusted Cohort Graduation Rates

| Cohort | Adjusted Cohort Graduation Rate | | Combined Graduation Rate |
|-----------|---------------------------------|----------------|--------------------------|
| | 2011-12 Cohort | 2012-13 Cohort | |
| Four-Year | 76.7 | 79.5 | 78.1 |
| Five-Year | 82.2 | 85.6 | 83.9 |

Assignment of Graduation Points

The graduation indicator rating uses a five-point scale with cutoffs to assign schools points for their four-year and five-year adjusted cohort graduation rates. Schools receive one to five points according to whether their rates are above or below a specific cutoff. The total possible points a school can earn is five. The following table describes the point scale and cutoffs for the 2016-17 reporting year.

Table 11. Graduation Indicator Points and Cutoffs

| Points | Four-Year Rate | Five-Year Rate |
|--------|-----------------|-----------------|
| 5 | 90.0% or above | 93.0% or above |
| 4 | 76.0% to 89.9% | 78.0% to 92.9% |
| 3 | 67.0% to 75.9% | 67.0% to 77.9% |
| 2 | 60.0% to 66.9% | 60.0% to 66.9% |
| 1 | Less than 60.0% | Less than 60.0% |

Determination of the Graduation Indicator Rating

The graduation indicator rating consists of five levels. Each level corresponds to the percent of points a school earns above a cutoff. As mentioned previously, the RC rating details report displays a four-year and five-year adjusted cohort graduation rate for the current year and a combination of the two most recent years (or four years in the case of small schools). The highest four-year or five-year adjusted cohort graduation rate (among the current year and combined year rates) will be the applied rate, which determines a school's graduation indicator rating. The following table lists the graduation indicator rating levels and cutoffs for the 2016-17 reporting year.

Table 12. Graduation Indicator Levels and Cutoffs

| Rating | Percent of Points Earned |
|---------|--------------------------|
| Level 5 | 90% & above |
| Level 4 | 70% to 89.9% |
| Level 3 | 50% or 69.9% |
| Level 2 | 30% or 49.9% |
| Level 1 | Less than 30% |

X. Student Group Graduation Indicator

The student group graduation indicator is the fifth rating indicator. Similar to the graduation indicator rating (see [Graduation Indicator](#)), it is only applicable to high schools. The focal determinant of the student group graduation indicator rating is the higher of the four-year or five-year adjusted cohort graduation rates. The student group cohort graduation rates represent the percent of students from a specific student group in the adjusted cohort who graduate within a certain amount of years of entering high school (e.g., four and five years) with one of the following: regular high school diploma (awarded), regular high school diploma earned (but not awarded), participating in post graduate scholars program, or modified diploma. The adjusted cohort refers to a group of students from a specific student group that began high school in a specific year (e.g., 2011-12 or 2012-13) after the inclusion of students who transfer into the school and the exclusion of students who emigrate, decease, or transfer out of the school.

The student group graduation indicator rating section consists of the following parts: business rules, calculation of adjusted cohort graduation rate, calculation of combined graduation rate, assignment of graduation points, and the determination of the student group graduation indicator rating.

Business Rules

The business rules for the student group graduation indicator rating pertain to (a) the inclusion of students in the rating and (b) the minimum n-size requirement to receive a rating. The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the student inclusion rules. These rules are applicable to the student group adjusted cohort graduation rates. Please visit [Cohort Graduation Rate](#) webpage and click on the [Cohort Graduation Rate Policy and Technical Manual 2015-16](#) link under **School Year 2015-16** to view a complete description of the student inclusion rules.

Student groups within schools receive a student group graduation indicator rating if they meet the minimum n-size requirements¹⁹. These requirements are the following:

- All student groups within schools will receive a graduation indicator rating if they have at least 40 students in their adjusted cohort for the two most recent school years.

¹⁹ Please see [Small and New School Rules](#) for further information concerning how the ratings treat small schools.

- Student groups within small schools will receive a student group graduation indicator rating using four years of graduation data if they have fewer than 40 students in their adjusted cohort for the two most recent school years.
- Student groups within schools will not receive a student group graduation indicator rating if they have fewer than 40 students in their adjusted cohort for the four most recent school years.

The RC rating details report displays the student group graduation indicator rating for the following student groups²⁰:

- **Economically Disadvantaged**
- **English Learners (i.e., current and monitored)**
- **Students with Disabilities**
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- White
- Multi-Racial
- **Underserved Races/Ethnicities**

The student group graduation indicator rating only includes the above student groups in **bold**. Specifically, the graduation data for students who are **Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities** will determine the student group graduation indicator rating. Note that **Underserved Races/Ethnicities** includes students who are American Indian/Alaska Native, Black/African American, Hispanic/Latino, or Native Hawaiian/Pacific Islander. Note that the RC rating details report does not suppress the graduation results for student groups with small n-sizes (i.e., adjusted cohort counts less than six students or graduation rates less than five percent or greater than 95 percent).

Calculation of Adjusted Cohort Graduation Rate

The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the calculation of the four-year and five-year adjusted cohort graduation rates. These calculations are applicable to the student

²⁰ Please see [Student Group Determinations](#) for further information concerning the rules to determine student group membership.

group adjusted cohort graduation rates. To view a complete description of the calculation, please visit [Cohort Graduation Rate](#) webpage and click on the [Cohort Graduation Rate Policy and Technical Manual 2015-16](#) link under **School Year 2015-16**.

Calculation of Combined Graduation Rate

The RC rating details report displays the four-year and five-year adjusted cohort graduation rates for each student group for the two most recent school years. Additionally, it displays a combined four-year and five-year adjusted cohort graduation rates representing the two most recent school years. Note that this is not the average of graduation rates. Rather, it is the combination of two years of student group graduation data and the calculation of a combined rate (i.e., the sum of numerators ÷ the sum of denominators). Note that the “combined” graduation rate for small schools will include four years of student group graduation data. The RC rating details report will show the adjusted cohort graduation rates at the nearest tenth. The following table is an example of the adjusted cohort graduation rates by student group.

Table 13. Example of Student Group Adjusted Cohort Graduation Rates

| Cohort | Adjusted Cohort Graduation Rate | | Combined Graduation Rate |
|-------------------------------|---------------------------------|----------------|--------------------------|
| | 2011-12 Cohort | 2012-13 Cohort | |
| Four-Year | | | |
| Economically Disadvantaged | 72.1 | 74.8 | 73.5 |
| English Learners | 51.6 | 54.7 | 53.2 |
| Students with Disabilities | 57.2 | 60.5 | 58.9 |
| Underserved Races/Ethnicities | 61.6 | 65.1 | 63.4 |
| Five-Year | | | |
| Economically Disadvantaged | 78.3 | 81.1 | 79.7 |
| English Learners | 58.4 | 60.5 | 59.5 |
| Students with Disabilities | 64.9 | 67.2 | 66.1 |
| Underserved Races/Ethnicities | 68.3 | 72.6 | 70.5 |

Assignment of Graduation Points

The graduation rating uses a five-point scale with cutoffs to assign student groups (within each school) points for their four-year and five-year adjusted cohort graduation rates. Student groups within schools receive one to five points according to whether their rates are above or below a specific cutoff. The total

possible points a student group can earn is five. The following table describes the point scale and cutoffs for the 2016-17 reporting year.

Table 14. Student Group Graduation Indicator Points and Cutoffs

| Points | Four-Year Rate | Five-Year Rate |
|--------|-----------------|-----------------|
| 5 | 90.0% or above | 93.0% or above |
| 4 | 76.0% to 89.9% | 78.0% to 92.9% |
| 3 | 67.0% to 75.9% | 67.0% to 77.9% |
| 2 | 60.0% to 66.9% | 60.0% to 66.9% |
| 1 | Less than 60.0% | Less than 60.0% |

Determination of the Student Group Graduation Indicator Rating

The student group graduation indicator rating consists of five levels. Each level corresponds to the percent of points a student group within a school earns above a cutoff. As mentioned previously, the RC rating details report displays a four-year and five-year adjusted cohort graduation rate for the current year and a combination of the two most recent years (or four years in the case of small schools). The highest four-year or five-year adjusted cohort graduation rate (among the current year and combined year rates) will be the applied rate which determines the student group graduation indicator ratings. The following table lists the graduation rating levels and cutoffs for the 2016-17 indicator year.

Table 15. Student Group Graduation Indicator Levels and Cutoffs

| Rating | Percent of Points Earned |
|---------|--------------------------|
| Level 5 | 90% & above |
| Level 4 | 70% to 89.9% |
| Level 3 | 50% or 69.9% |
| Level 2 | 30% or 49.9% |
| Level 1 | Less than 30% |

XII. Assessment Participation Determination

The calculation of academic achievement, academic growth, and the student group growth indicators relies on the use of student achievement scores (see [Academic Achievement Indicator](#), [Academic Growth Indicator](#), and [Student Group Growth Indicator](#)). The validity and reliability of these indicators becomes questionable when student assessment participation declines below acceptable levels. The aim of the assessment participation determination is to indicate whether a student group participates in statewide assessments at an acceptable level (e.g., 94.5 percent). Moreover, the RC rating details report supplements the other indicators by reporting participant and non-participant²¹ counts and participation rates by subject (i.e., English language arts and mathematics) and student group across multiple years (i.e., current, prior, and combined). This supplemental data provides context and caution with respect to the interpretation of the academic achievement, academic growth, and the student group growth indicator ratings. The primary focus of this section is the assessment participation determination and its corresponding business rules and calculations.

Business Rules

The business rules for the assessment participation determination pertain to (a) the inclusion of students in the determination, (b) minimum n-size requirement to receive a determination, and (c) the reporting of student group participation rates. The student inclusion rules are identical to those from previous RC summaries and rating details reports as well as the [AYP reports](#). To view a full description of the inclusion rules, please see the [Assessment Inclusion Rules for Accountability Reporting](#). The assessment participation determination for each student group includes students who:

- are residents at the school on the first school day in May (as submitted in the 3rd Period Cumulative ADM collection),
- are enrolled in grades 3 to 8 or 11,
- have appropriate test administration codes (i.e., blank, 1, 3, 5, 7, or X) on the test record, and
- have a valid²², invalid, or virtual test record.

²¹ Assessment non-participants include the following: students whose parents/guardians opted them out from taking the statewide English language arts or mathematics assessments, students who were absent for an extended period of time, students whose parents/guardians requested they not participate for religious or disability related reasons, or students who did not participate due to unknown circumstances.

²² A valid test record is a completed or partial test from either Smarter Balanced (where a student responds to at least five computer adaptive items or one performance task item) or the Extended assessment.

Additional student inclusion rules are the following:

- The assessment participation determination (a) includes all students regardless to whether they are FAY or not FAY and (b) excludes students where the resident school is a district special education program (only applicable to school-level calculations; district-level calculations will include all students in the district).
- The assessment participation determination credits the student's participation to the school where he or she was enrolled on the first school day in May (even if the student participated in the assessment at another school and district prior to first school day in May).
- Students repeating 11th grade may have taken the English language arts or mathematics assessment in a previous school year. The ODE will treat scores from previous school years as valid test scores for the current school year only if the score meets the high school achievement standard. The assessment participation determination only uses the highest score if more than one valid test score is available.

Student groups receive an assessment participation determination if they meet the minimum n-size requirements²³. These requirements are as follows for English language arts and mathematics:

- Student groups will receive an assessment participation determination if they have at least 40 expected participants²⁴ for the two most recent school years in either English language arts or mathematics.
- All student groups in small schools will receive an assessment participation determination using three years of assessment data if the school as a whole has fewer than 40 expected participants for the two most recent school years in either English language arts or mathematics.
- Student groups in very small schools will not receive an assessment participation determination if the school as a whole has fewer than 40 expected participants for the three most recent school years.

Similar to the other indicators, the RC rating details report displays counts (i.e., participant and non-participant counts), rates (i.e., current, prior, and combined participation rates), and an indicator summary (i.e., assessment participation determination) for the following student groups²⁵:

- All Students

²³ Please see [Small and New School Rules](#) for further information concerning how the ratings treat small schools.

²⁴ Expected participants are all students with valid, invalid, and virtual test records, appropriate test administration codes, who are enrolled in grades 3 through 8 and 11, and are residents at the school on the first school day in May.

²⁵ Please see [Student Group Determinations](#) for further information concerning the rules to determine student group membership.

- Economically Disadvantaged
- English Learners (i.e., current and monitored)
- Students with Disabilities
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- White
- Multi-Racial
- Underserved Races/Ethnicities (i.e., students who identify as belonging to the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander)

Note that the RC rating details report does not suppress the assessment participation results for student groups with small n-sizes (e.g., participation and non-participation counts of less than six students or participation rates less than five percent or greater than 95 percent).

Calculation of Assessment Participation

The RC rating details report displays the counts of participants and non-participants as well as the percent of students who participate in statewide assessments by subject (i.e., English language arts and mathematics) for the current and prior school years. Additionally, the RC rating details report displays the combined participation rate, which represents the percent of all students across multiple school years (e.g., 2015-16 and 2016-17) who participated in statewide assessments. Note that the RC rating details report rounds all percentages to the nearest tenth of a percent. The calculation of the participation rates for current, prior, and combined includes the following:

- Numerator = total number of students who are enrolled in the school on the first school day in May with a valid test record. The numerator also includes first year English learners who have either a virtual or invalid test record in English language arts as long as they participated in ELPA21²⁶.

²⁶ This is LEPEg = B from Student Centered Staging and Accountability Warehouse Extract.

- Denominator = total number of students who are enrolled in the school on the first school day in May with a valid, invalid, or virtual test record (and the appropriate test administration codes).
- Participation rate (e.g., current, prior, and combined) = numerator ÷ denominator.

Calculation of Assessment Participation Determination

The assessment participation determination is not a rating; rather, it is a status that indicates whether a student group has met the 94.5 percent annual goal for assessment participation. Under NCLB, the assessment participation determination was an Annual Measureable Objective (AMO) where a school did not meet AYP if the institution as a whole, or any student group within it, did not meet the AMO of 94.5 percent. Under Oregon's ESEA flexibility waiver, the assessment participation determination continued as an AMO, and the ODE used it to lower the overall school rating by one level if at least one student group in the school did not meet the AMO of 94.5 percent. During the transition from Oregon's ESEA flexibility waiver to ESSA, the assessment participation determination will remain as an annual goal applied to all student groups²⁷; however, given the suspension of the overall school rating (see [Suspension of Summative School Ratings](#) for more information), the ODE intends to only use it as a supplement to the other indicator ratings (e.g., academic achievement, academic growth, and the student group growth indicators) to facilitate interpretation.

As mentioned previously, the RC rating details report displays three participation rates: current, prior, and combined. The assessment participation determination only uses the current and combined participation rates. The higher of the current or combined participation rate will be the applied rate, which the assessment participation determination uses to indicate whether a student group meets or does not meet the annual goal of 94.5 percent. Additional details concerning the selection of the applied rate are the following:

- If the current rate is greater than or equal to the combined rate, the applied rate is **Current**.
- If the combined rate is greater than the current rate, the applied rate is **Combined**.
- If only the combined rate meets the minimum n-size, the applied rate is **Combined**.
- If both rates do not meet the minimum n-size, the applied rate is **NA**.

²⁷ Please see [Measures of Interim Progress](#) for further information concerning MIP for 2016-17 through 2024-25.

The following table is an example of the participation rates and applied rate by student group.

Table 16. Example of Student Group Participation Rates and Applied Rate

| English Language Arts | Participation Rate | | | Applied Rate |
|----------------------------|--------------------|---------|----------|--------------|
| | Prior | Current | Combined | |
| Economically Disadvantaged | 94.7 | 95.3 | 95.1 | Current |
| English Learners | 93.6 | 91.4 | 92.5 | Combined |

The assessment participation determination consists of three statuses: **Met**, **Not Met**, and **Not Rated**. A student group will receive a status of **Met** if the applied rate is greater than or equal to 94.5 percent, **Not Met** if the applied rate is less than 94.5 percent, or **Not Rated** if the applied rate is NA (which signifies that the student group does not meet the minimum n-size). The following table is an example of the assessment participation determination by student group.

Table 17. Example of Student Group Assessment Participation Determinations

| English Language Arts | Status | Participation Rate | | | Applied Rate |
|----------------------------|---------|--------------------|---------|----------|--------------|
| | | Prior | Current | Combined | |
| Economically Disadvantaged | Met | 94.7 | 95.3 | 95.1 | Current |
| English Learners | Not Met | 93.6 | 91.4 | 92.5 | Combined |

XIII. Student Group Determinations

The student group determinations refer to the rules pertaining to the assignment of students to specific student groups. As noted previously, the RC rating details report displays achievement, growth, and graduation data by student group. These student groups include *All Students*, *Economically Disadvantaged*, *English Learners*, *Students with Disabilities*, *American Indian/Alaska Native*, *Asian*, *Black/African American*, *Hispanic/Latino*, *Native Hawaiian/Pacific Islander*, *White*, *Multi-Racial*, and *Underserved Races/Ethnicities*. Moreover, the RC rating details report also provides a student group growth and graduation rating for specific student groups (i.e., *All Students*, *Economically Disadvantaged*, *Limited English Proficient*, *Students with Disabilities*, and *Underserved Races/Ethnicities*). Lastly, the student group graduation rates have additional rules to determine student group membership.

All Students

The *All Students* student group includes all students who are a resident at the school on the first school day in May (as submitted in the 3rd Period Cumulative ADM collection). Exceptions to this are the following:

- Foreign exchange students and home schooling students
- Students enrolled in private alternative programs who do not receive instruction in core academic subjects assessed by statewide assessments
- Students identified by the school or district as transferring in without a test score after the testing window closed
- Students enrolled in district special education programs (this is only applicable to school-level calculations; district-level calculations will include all students in the district)

Economically Disadvantaged

The RC rating details report uses the eligibility application for free and reduced price meal programs to determine membership in the economically disadvantaged student group. School districts identify students as eligible for free and reduced price lunch in the 3rd Period Cumulative ADM collection. Schools and districts that do not administer school lunch programs may identify economically disadvantaged students by other means. Please see the [Cumulative ADM Manual](#) for more information about free and reduced price lunch data.

English Learners

Information concerning the *English Learners* student group comes from the Title III English Language Learners collection. School districts identify students as either *English Learners* or former *English Learners*. Former *English Learners* refers to students who exited an English Learner program in either of the two previous school years (see [Executive Numbered Memorandum No. 010-2006-07](#)). *English Learners* represents a student who:

- is age 3 through 21;
- attends or is preparing to enroll in an elementary school or secondary school;
- was not born in the United States or whose native language is a language other than English;
 - is a Native American or Alaska Native or a native resident of the outlying areas; and
 - comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- is migratory, whose native language is a language other than English, and
- comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - the ability to meet challenging State academic standards;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

Students with Disabilities

The *Students with Disabilities* student group includes all students receiving special education services at any time during the school year as part of an Individualized Education Programs (IEP). The data source for the *Student with Disabilities* student group is the 3rd Period Cumulative ADM collection.

Race/Ethnicity

Information concerning a student's race/ethnicity comes from the 3rd Period Cumulative ADM collection. A student may self-identify as one of the following:

- *American Indian/Alaska Native*: A student having origins in any of the original peoples of North America and who is not Hispanic.
- *Asian*: A student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, and who is not Hispanic.
- *Native Hawaiian/Pacific Islander*: A student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands and who is not Hispanic.

- *Black/African American*: A student having origins in any of the black racial groups of Africa and who is not Hispanic.
- *Hispanic/Latino*: A student of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- *White*: A student having origins in any of the original peoples of Europe, North Africa, or the Middle East and who is not Hispanic.
- *Multi-Racial*: A student having origins in more than one race and who is not Hispanic.

Underserved Races/Ethnicities

The RC rating details report uses the *Underserved Races/Ethnicities* student group as part of the student group growth and student group graduation indicator ratings. This student group consists of students from specific racial/ethnic subgroups (i.e., *American Indian/Alaska Native*, *Native Hawaiian/Pacific Islander*, *Black/African American*, or *Hispanic/Latino*) that have an historical and contemporary achievement gap in Oregon. The data source for the *Underserved Races/Ethnicities* student group is the race/ethnicity information from the 3rd Period Cumulative ADM collection.

Student Group Membership for Graduation Rates

The adjusted cohort graduation rates represent the percent of students in the adjusted cohort who graduate within a certain amount of years of entering high school (e.g., four and five years) with one of the following: regular high school diploma (awarded), regular high school diploma earned (but not awarded), participating in post graduate scholars program, or modified diploma. Because these rates use multiple years of data, it is necessary to use multiple years of data to determine student group membership. Thus, the determination of student group membership requires the following rules:

- *Economically Disadvantaged*: If any 3rd Period Cumulative ADM collection or Spring Membership collection identifies the student as *Economically Disadvantaged* during any school year in which the student was enrolled in a high school grade.
- *English Learners*: If any LEP collection record identified the student as an *English Learner* during any school year in which the student was enrolled in a high school grade.
- *Students with Disabilities*: If any Special Education Child Count (SECC) record indicates a student received special education services during any school year in which the student was enrolled in a high school grade.
- *Race/Ethnicity*: The student collection record that determines the final outcome of the student, or in the student's last enrollment record, whichever is later.

XIV. Small and New School Rules

All public schools receive a report card and RC rating details report; however, schools receive indicator ratings as long as they (a) are open on the first school day in May, (b) have a sufficient number of resident students, and (c) have operated for two or more years. This includes all charter schools, alternative schools, state operated schools, and correctional facilities in the state of Oregon.

Certain schools (i.e., small and new schools) will not receive indicator ratings. The rules for small and new schools are the following:

- “Small schools” are those schools that have insufficient data across the two most recent school years as indicated by having an insufficient number of tests (i.e., academic achievement, academic growth, and student group growth indicators) or students (i.e., graduation and student group graduation indicators). The indicator ratings for these small schools will use three years of data for assessment-based indicators and four years of data for graduation-based indicators.
- Small schools will not receive a rating or determination for a specific indicator if they have insufficient tests or students across several school years. Please see the minimum n-size requirements for the [Academic Achievement Indicator](#), [Academic Growth Indicator](#), [Student Group Growth Indicator](#), [Graduation Indicator](#), [Student Group Graduation Indicator](#), and [Assessment Participation Determination](#) for specific details.
- New schools are schools where the first year of operation is the current year. These schools will receive a report card and RC rating details report but not indicator ratings or determinations. This also includes schools that experience a significant boundary change and receive new school status from ODE.

It is important to note that district-administered programs and other public and private programs (e.g., magnet/special programs, special education, and career technical education programs) do not receive a report card or RC rating details report according to the students enrolled in their programs. The RC rating details report will credit data pertaining to students from these programs to the resident school and/or district report cards and RC rating details reports if the resident school or district initiated the placement of students in the programs. Finally, the school and district RC summaries and RC rating details reports do not include achievement, growth, or graduation data for the following students:

- Students enrolled in private schools

- Foreign exchange students and home schooling students
- Students enrolled in private alternative programs who do not receive instruction in core academic subjects assessed Oregon statewide assessments
- Students identified by the school or district as transferring in without a test score after the testing window closed

Please see the [Academic Achievement Indicator](#), [Academic Growth Indicator](#), [Student Group Growth Indicator](#), [Graduation Indicator](#), [Student Group Graduation Indicator](#), and [Assessment Participation Determination](#) for specific details concerning student inclusion rules.

XV. Comparison Schools and Districts

The RC summaries display the like-school and like-district averages for several indicators including English language arts and mathematics achievement, 9th grade on track, dropout, four-year cohort graduation rate, five-year completer rate, and post-secondary enrollment among many others. The intention behind the display of the like-school and like-district averages is to allow for the comparison between a focal institution's performance and the performance of institutions from the same type (i.e., district, elementary, middle, high, and combined²⁸ schools) with similar student demographics and student enrollment sizes. The ODE used an iterative process to identify a focal institution's group of comparators. This process consists of the following parts: inclusion rules, student demographic variables, component calculation, Euclidean distance, size filter, and the selection of the twenty most similar institutions.

Inclusion Rules

The ODE included the following institutions: (a) schools and districts that receive a report card, (b) schools and districts with student enrollments greater than or equal to 40 students (as of the first school day in May), and (c) schools and districts where the highest grade offered is at least the 4th grade.

Student Demographic Variables

The identification of comparison institutions relied on the following student demographic variables:

- The percent of students identified as economically disadvantaged
- The percent of students identified as ever English learners²⁹
- The percent of students identified as belonging to an underserved racial/ethnic group³⁰
- The percent of students identified as mobile within the school year³¹

Component Calculation

The ODE derived two components from the four student demographic variables using principal components analysis (PCA). PCA is a multivariate statistical technique that employs a weighted linear

²⁸ Combined schools are schools that are a combination of high school grades and any grades 7 and lower.

²⁹ These are students who were ever eligible for or participating in a program to acquire academic English.

³⁰ These are students who are American Indian/Alaska Native, Black/African American, Hispanic/Latino, or Native Hawaiian/Pacific Islander.

³¹ These are students who experienced one or more of the following: (a) attended more than one Oregon public school during the school year, (b) entered the Oregon public education system late (i.e., after the first school day in October), (c) exited the Oregon public education system early (i.e., on or before the first school day in May without earning a diploma, certificate, etc.), and (d) had significant gaps in enrollment during the school year totaling ten or more consecutive week days. See [Student Mobility Methodology and Calculation Guide](#) for further details.

combination of a number of similar variables (e.g., student demographic variables) to produce a smaller set of uncorrelated and independent components. The aim of PCA is to retain the components that explain the most variation in the original variables. The ODE transformed each student demographic variable into a z-score and used PCA to retain the components³² that explained the most variation in the student demographic variables. The PCA model retained two components which explained 86 percent of the total variation.

Table 18. Demographic Variable Weights for the Two School Components

| Demographic Variable | Component 1 | Component 2 |
|----------------------------------|-------------|-------------|
| Economically Disadvantaged (ECD) | .228 | .374 |
| Ever English Learner (Ever EL) | .450 | -.177 |
| Underserved Race/Ethnicity (URE) | .438 | -.061 |
| Mobility | -.142 | .838 |

Table 19. Demographic Variable Weights for the Two District Components

| Demographic Variable | Component 1 | Component 2 |
|----------------------------------|-------------|-------------|
| Economically Disadvantaged (ECD) | .203 | .514 |
| Ever English Learner (Ever EL) | .449 | -.115 |
| Underserved Race/Ethnicity (URE) | .447 | -.005 |
| Mobility | -.141 | .729 |

As part of the PCA, each institution received two component scores. These scores are the sum of the products between the student demographic variables and the weights. The ODE used the two component scores for each institution to calculate the Euclidean distance between schools and districts.

Euclidean Distance

Euclidean distance is the distance between two points. The ODE weighted each institution's component scores³³ and created a distance matrix to calculate the Euclidean distance for all pairs of institutions within each type. For example, the calculation of Euclidean distance between School A and School B is $\sqrt{(C1_A - C1_B)^2 + (C2_A - C2_B)^2}$ where C1 is the weighted first component score and C2 is the weighted second component score. As an illustration, let's suppose that School A has $C1_A = 1$ and $C2_A = 1$, and School B has $C1_B = 3$ and $C2_B = 3$. The Euclidean distance between School A and School B would be $\sqrt{(1 - 3)^2 + (1 - 3)^2}$ or 2.828. The scatterplot below shows School A, School B, and their Euclidean distance.

³² The ODE retained components where the Eigen values were greater than or equal to one (i.e., this is Kaiser's rule).

³³ The ODE weighted each component by its Eigen value. The school Eigen values for the first and second components were 2.360 and 1.086, and the district Eigen values for the first and second components were 2.200 and 1.224.

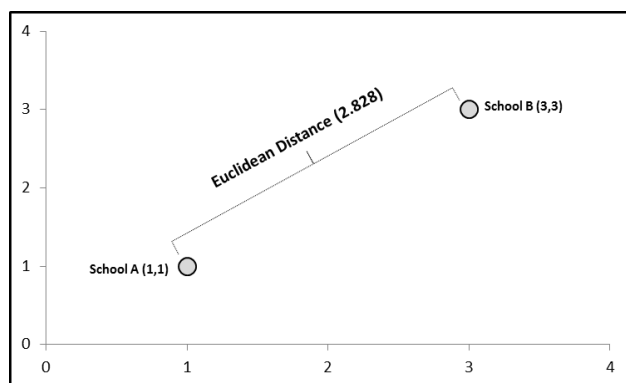


Figure 1. Euclidean Distance between School A and School B

After calculating the Euclidean distance between all pairs of institutions, the ODE removed all comparators where the Euclidean distance between the focal and comparison institutions was greater than 2.75 (for schools) or 2.50 (for districts). This considerably reduced the number of comparators to those with the closest proximity (regardless of student enrollment size). The scatterplot below shows an illustration of School B's comparison schools after applying the maximum Euclidean distance rule.

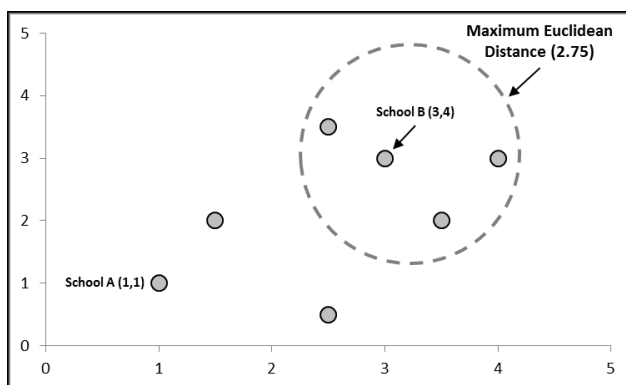


Figure 2. Maximum Euclidean Distance for School B

Size Filter

The ODE applied a size filter to remove any comparators with considerable student enrollment size differences (i.e., sizes either substantially larger or smaller than the focal school). The size filter removes comparators where the size difference in terms of student enrollment between the focal and comparison institution is:

- less than 65 percent of the student enrollment size of the focal school (80 percent for the focal district); and
- less than 65 percent of the student enrollment size of the comparison school (80 percent for the comparison district).

The table below shows an example of the size filter using School B and its six comparison schools. Note that the size filter removed two schools (i.e., School E and School G) because their student enrollment size was either substantially smaller or larger than School B.

Table 20. Application of Size Filter to School B and Corresponding Comparators

| Focal School Name | Comparison School Name | Euclidean Distance | Focal School Size | Comparison School Size | Size Difference as a % of Focal School | Size Difference as a % of Comparison School | Remove (Yes or No) |
|-------------------|------------------------|--------------------|-------------------|------------------------|--|---|--------------------|
| School B | School C | 0.23 | 500 | 513 | 2.6 | 2.5 | No |
| School B | School D | 0.37 | 500 | 681 | 36.2 | 26.6 | No |
| School B | School E | 0.46 | 500 | 150 | 70.0 | 233.3 | Yes |
| School B | School F | 0.65 | 500 | 567 | 13.4 | 11.8 | No |
| School B | School G | 0.72 | 500 | 1,500 | 200.0 | 66.7 | Yes |
| School B | School H | 0.84 | 500 | 892 | 78.4 | 43.9 | No |

Twenty Most Similar Institutions

Removing comparison schools and districts using Euclidean distance and the size filter greatly decreased the number of comparators; however, while this left many schools and districts with less than 20 comparators, a large number of institutions (especially elementary schools) continued to have a large number of comparators. Thus, for focal schools and districts with greater than twenty comparators, the ODE selected the twenty comparison institutions with the greatest proximity to the focal school and district as measured by the Euclidean distance. These final comparison institutions (twenty or less) are the comparison schools and districts with the most similarity to the focal institutions according to student demographics and enrollment size.

Like-School and Like-District Averages

The RC summaries display the like-school and like-district averages for several indicators (e.g., English language arts [ELA] and mathematics achievement, 9th grade on track, dropout, four-year cohort graduation rate, five-year completer rate, post-secondary enrollment rate, etc.). The comparison schools and districts, as discussed earlier, are the basis for the calculation of the like-school and like-district averages. The calculation of these averages is the pooled numerator ÷ pooled denominator across all comparators (i.e., the twenty most similar institutions). For instance, the like-school and like-district average for ELA performance is the total number of students who earned a level 3 or 4 in ELA in the comparison institutions divided by the total number of ELA tests in the comparison institutions.

Appendix 3.1A

Selection, Links, Alignment: Establishing a Validity Position for Oregon's Extended Assessments

Submitted to Oregon Department of Education June 1, 2017

DCE Educational Communications LLC

Summary

Oregon's Extended Assessments (ORExt) in English Language Arts, Mathematics, and Science were evaluated in a low-complexity alignment study conducted in Spring of 2017. Averages of reviewer professional judgments over five separate evaluations were gathered, reviewed, and interpreted in the pages that follow. In the three evaluations that involved determining the relationship between standards and items, reviewers identified sufficient to strong relationships among assessment components in all grades and all subject areas. In the two evaluations involving Achievement Level Descriptors, reviewers identified thirty instances of sufficient to strong relationships out of thirty-four possible relationship opportunities resulting in an overall affirmed relationship with areas for refinements identified.

Selection, Links, Alignment: Establishing a Validity Position for Oregon's Extended Assessments

Submitted to Oregon Department of Education June 1, 2017

Objective: Use professional judgment of content to determine the strength of the relationships among the components of Oregon's Alternate Assessment System.

Goal: Validate the achievement inferences made by users of the alternate assessment.

Overview:

The Oregon Extended Assessments (ORExt) are the state's alternate assessments based on alternate achievement standards (AA-AAS) specifically developed to assess the population of students whose significant cognitive disabilities preclude them from meaningfully accessing Oregon's general assessments (the Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics, and Oregon's Assessment of Knowledge and Skill in Science). Oregon's Smarter Balanced Assessments are based on the Common Core State Standards (CCSS), and Oregon's Assessment of Knowledge and Skill (OAKS) in Science is currently based on the Oregon Science Standards (ORSci), though transitioning toward the Next Generation Science Standards (NGSS) by the spring of 2018. (The ORExt in Science is dually-linked to both the ORSci and the NGSS.)

In keeping with alternate achievement standard allowances suggested and recommended by the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESEA, 2015),

(D) ALTERNATE ASSESSMENTS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES.—
(i) ALTERNATE ASSESSMENTS ALIGNED WITH ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS.—A State may provide for alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards described in paragraph (1) (E) for students with the most significant cognitive disabilities, if the State— (I) consistent with clause (ii), ensures that, for each subject, the total number of students assessed in such subject using the alternate assessments does not exceed 1 percent of the total number of all students in the State who are assessed in such subject.

the ORExt were designed to serve students with significant cognitive disabilities via the use of an Essentialized Assessment Framework (EAF), in which each original grade level standard was reduced in depth, breadth, and complexity to provide access for this small, heterogeneous population of users, while still reflecting grade level content. As noted in the development of the EAF, the intent of the Essentialized Standards is to increase access for students with the most significant cognitive disabilities, while maintaining the intended link to grade level content.

The accountability assessment of students with the most significant cognitive disabilities is a relatively young area of development and a variety of approaches have been used to both develop and study the assessments nationally. Alignment studies conducted on this topic over the past 15 years, share the goals established by Kane (1992, 2006) of attempting to establish validity by posing a set of interpretive questions/arguments designed to link evidence to inference by eliminating assumptions (a la Flowers, Wakeman, Browder, & Karvonen, 2007). Typically, these studies provide suggestions for ways to

strengthen and improve the validity of the assessment in future development. In keeping with that framework, this study does both.

The study described in the following pages uses a convergence of evidence model to evaluate the validity of the Essentialized Standards, the items used to develop the assessment and to test this population of students, and the Achievement Level Descriptors (ALDs) used to describe the assessment outcomes for this population of students.

Procedure

The relationship between Oregon's Extended Assessments (Science, Math, ELA) and the CCSS and ORSci /NGSS was evaluated in five parts (Evaluations 1 – 5). Each evaluation examined the strength of the relationship between two related parts of the assessment. The strength of the argument at each evaluation stage can be used either individually (to affirm the subsequent product(s)) or cumulatively (to affirm the inferences made using the results of the test). An affirmation of the relationship (*link or alignment) at each of the five stages will serve to validate the components of Oregon's Extended Assessments and to support the claim that they assess students in this population in manner that is comparable to their peers who take the general assessment (Oregon's Smarter Balanced Assessments or OAKS).

*Note: Establishing a *linked* relationship (such as the type of relationship anticipated between source standards and Essentialized Standards) affirms that the general intent of the original/source standards was maintained, though stripped of complexities that hinder access and interaction for students with the most significant cognitive disabilities (e.g., complex language, nuance). Alternatively, establishing an *aligned* relationship (such as the type anticipated between Essentialized Standards, alternate items, and alternate Achievement Level Descriptors) affirms that the original intent of the source product was maintained without compromise or any reduction to the expectation.

Research design:

Each grade and content area underwent the same process for review. The process is described here.

The process used for this study was “affirmational” which means that reviewers were presented with a final assessment and decisions that were previously made by test developers and reviewed in an initial review cycle in 2014 (See Appendix A). This process was chosen because, based on the results of the initial study conducted in 2014, the assessment items and Essentialized Standards have been in use in Oregon schools since that time (2014).

Reviewers representing the field of education as either assessment experts, experts of the population, or knowledgeable about the standards, were invited from educational fields around the state for their expertise in either special education, assessment, or Oregon's content standards. Individuals were invited to a training session in which they were provided with background information on the study, the assessment, and Oregon's need for an objective review, and were assigned several questions (entitled “evaluation questions”) in which they were asked to apply their professional judgment to the materials they were provided, to evaluate each of the relationships between and among developed components.

The evaluated in this study were (a) the assessment items, (b) the Essentialized Standards, and (c) the Achievement Level Descriptors. For each of these critical materials in the assessment of Oregon's

students, reviewers were asked to evaluate the general / perceived relationship (alignment or link) to a verified source. In the case of the Essentialized Standards, the verified source was Oregon’s content standards. In the case of the items, the verified source was the Essentialized Standard. In the case of the Achievement Level Descriptors, the verified source was the Essentialized Standard.

The study was designed to create a linear series of conclusions that combine to support the final statements that the assessment items and the decisions made using the assessment results are in line with the spirit of Oregon’s source content standards, and meet the expectations of the *Every Student Succeeds Act* (ESSA, 2015), in which states are responsible for measuring academic achievement as measured by proficiency on annual assessments for all public schools in the state.

To establish this line of reasoning five evaluations were designed to answer five questions.

1. Were the decisions to select and deselect standards for this population’s assessment sound?
2. Did the Essentialized Standards, as written, demonstrate an appropriate link to the original source standard (whether CCSS or ORSci/NGSS)?
3. Did the items written align directly with the Essentialized Standard for the grade, content area? Were they free of bias? Were they accessible to students in this population?
4. Did the Essentialized Standards, as written, demonstrate an appropriate alignment with the Achievement Level Descriptors as written?
5. Did the items align overall, to the Achievement Level Descriptors (a one-time confirmation)?

Participants

The review was conducted by expert reviewers with professional backgrounds in either Special Education (the population), Assessment, or in Oregon’s adopted content standards. Reviewers were assigned to review grade-level items relative to their experience and expertise. In all, 39 reviewers participated. Thirty-four (34) participated in all 5 evaluations: thirteen (13), for the English Language Arts review, fifteen (15) for the Mathematics review, and six (6) for the Science review. All participants were assigned to at least one specific content area as shown in Table 1. Note: Four individuals were assigned to two areas of review.

The thirty-nine individuals who participated in the study had a robust legacy of experience in the field and in the state. Participants represented 25 unique school districts across the state representing both urban and rural perspectives. All 39 of the individuals participating in the study held current teaching licenses. Two individuals also held administrative licenses. Years of experience in their area ranged from 3 – 30 years of experience with an average of 17 years of experience. (Mode = 11 years, Median = 16 years). One individual indicated 50 years of experience in the field. Three of the 39 individuals held a Bachelor’s degree only. Thirty-six held a Bachelor’s degree and at least one Master’s degree. Two held a Bachelor’s degree, at least one Master’s degree, and a doctoral degree. Fourteen (36%) of the individuals identified as experts in a specific Content area and 25 (64%) of the individuals identified Special education as their primary area of expertise. Participant experience and background is summarized in Appendix B.

Table 1: Alignment Study Participants

| Grade | English Language Arts | Mathematics | Science |
|-------|-----------------------|-----------------|-----------------|
| 3 | 3 ^{*1} | 2 | |
| 4 | 3 | 2 | |
| 5 | 2 ^{*1} | 2 | 3 |
| 6 | 2 | 3 | |
| 7 | 3 ^{*1} | 3 | |
| 8 | 2 | 3 ^{*1} | 3 ^{*2} |
| 11 | 2 ^{*1} | 3 ^{*1} | 2 |
| Total | 17 (13) | 17 (15) | 8 (6) |

Note: Asterisk indicates the number of individuals who conducted Evaluation 3, but who did not conduct evaluations 1,2,4 or 5.

Materials

Participants conducted the review using *two* primary source materials for the 5 evaluations. (1) An Excel spreadsheet with side-by-side columns that provided the non-secure information under review (for evaluations 1, 2, 4, and 5), and (2) the Distributed Item Review platform (DIR) that contained the secure information under review (for evaluation 3). Materials for evaluations 1, 2, 4, and 5 are described separately in this section though they were presented to reviewers as columns on a single Excel spreadsheet.

Evaluation 1 Materials: The Excel spreadsheet contained a generated list of all Source standards (CCSS and ORSci/NGSS). Standards omitted from the Source standards and not selected for the development of the ORExt because they were inaccessible for the population were identified by red coloring. Standards omitted from the source standards because their content was included in another Essentialized Standard that was selected for development of the ORExt were marked in green. These were reviewed and approved as appropriately selected based on reviewers' knowledge of the population and of the content area.

Evaluation 2 Materials: The Excel spreadsheet contained a generated list of all Source standards (CCSS and ORSci/NGSS) formatted in columns next to Oregon's Essentialized Standards. These were compared to the source standards evaluated in Evaluation 1 above.

Evaluation 3 Materials: Reviewers were provided with access to the Distributed Item Review (DIR) platform which is an electronic platform designed to allow participants to review and comment on developed items in comparison to other materials (in this case, the Essentialized Standards) in a secure

environment. Reviewers reviewed items for bias and accessibility, and compared them to the Essentialized Standards noted in Evaluation 2.

Evaluation 4 Materials: The Excel spreadsheet contained three levels of the Achievement Level Descriptors, that were developed by test developers. These were compared to the Essentialized Standard.

Evaluation 5 Materials: The Excel spreadsheet contained an empty column and row for reviewers to mark their agreement with the alignment between the Achievement Level Descriptors and the items.

A sample of a subject area Excel Spreadsheet is included in slide 8 of the presentation used to describe the 5-evaluation process is included in Appendix C.

EVALUATION 1

Evaluation 1: Evaluate the deselection of standards by grade.

Overarching Question:

- Were the “right” standards included in the development of the assessment?

Inference:

- The de-selection of standards for omission in Oregon’s Extended Assessment were conducted rationally. The final scope of content standards is justifiable for the population for the subject area.

Measure: Average Reviewer Agreement of Content Inclusion.

- Agreement by reviewer and across reviewers to test developer’s decisions on content inclusion: Low Agreement (.50 - .64), General Agreement (.65 - .84), and Strong Agreement (.85 – 1.00).

Test Development Process: Inclusion and Exclusion of Standards.

In the development of the Essentialized Standards, developers reviewed all standards and made one of three decisions regarding each standard:

- *Use* the standard (we will essentialize this standard. It is instructionally critical, instructionally prioritized, and accessible to students in this population);
- *Exclude* the standard (this standard is not instructionally critical, this standard is not instructionally prioritized, this standard is not accessible to students in this population, this standard appears in its entirety elsewhere among these standards) OR
- *Combine* the standards (this item is covered by another Essentialized Standard and to include it would result in redundancy).

Reviewer Process: Were the right standards included in the development of the assessment?

Evaluation 1 was conducted via review of the full selection of standards. Reviewers were provided with the wording of the source standards and the wording of the Essentialized Standards in a side-by-side

format. Reviewers were asked to use their professional judgment (expertise and knowledge) to confirm or refute the original decisions made (by test developers) to *use*, *exclude*, or *combine* standards when creating a list of Essentialized Standards for test development. Reviewers were asked to agree (yes) or disagree (no) with the inclusion, exclusion, or combination. In all evaluations, reviewers were encouraged to leave specific comments to elaborate on their response beyond the yes or no option. An overall average rate of agreement (“yes” responses) for each individual was calculated to indicate the overall strength of inclusion. An overall rate of agreement (by standard) across individuals was also conducted. Results of evaluation 1 (Inclusion) are shown in Table 2.

Evaluation 1: Conclusions.

Overall, reviewers agreed with the test developers’ decisions to include and exclude standards from essentialization or inclusion in the assessment. Across all subject areas and grade levels, average reviewer agreement with the selection/inclusion the standards for the development of the test ranged from .82 to 1.00 agreement (in the range of general to strong agreement). ELA and Science both showed strong agreement (ranging from 0.96 – 1.00 and 0.98 – 1.00 respectively), and Mathematics ranged from general to strong agreement (0.82 – 1.00). No instances of low, or below low inclusion.

Table 2: Evaluation 1: Average Agreement on Inclusion of Standards

| Grade (Participants) | ELA Evaluation 1: Average (SD) | Math Evaluation 1: Average (SD) | Science Evaluation 1: Average (SD) |
|----------------------|-----------------------------------|------------------------------------|---------------------------------------|
| 3 | 0.99 (.08) | 0.98 (.09) | |
| 4 | 0.96 (.11) | 0.82 (.24) | |
| 5 | 1.00 | 0.99 (.09) | 1.00 |
| 6 | 0.96 (.14) | 0.98 (.16) | |
| 7 | 0.98 (.08) | 0.93 (.14) | |
| 8 | 0.96 (.14) | 0.89 (.21) | 0.98 (.13) |
| 11 | 1.00 | 1.00 | 0.99 (.08) |

EVALUATION 2

Evaluation 2: Evaluate the (strength of the) link between the source content standards (CCSS, ORSci/NGSS) used for the general population and the Essentialized Standards developed for students with significant cognitive disabilities.

Overarching Question:

- What is the strength of link between the Essentialized Standard and the source standard?

Inference:

- The process of essentializing a given Source Standard did not fundamentally or critically alter the knowledge or skill set intended by the source standard.

Measure: Average Reviewer Agreement of Strength of Link between Source Standards and Essentialized Standards.

- Average strength of link identified by reviewer and across reviewers between source content standards and Essentialized Standards were calculated. Ranges across reviewers were evaluated as follows: Low Link on average in a subject area by grade was considered in the range of 1.00 – 1.29, sufficient Link on average was considered in the range of 1.30 – 1.69, and Strong Link on average was considered in the range of 1.70 – 2.0.

Test development process. Creating Essentialized Standards.

The Essentialized Standards were developed specifically to meet the needs of students with the most significant cognitive disabilities. To meet the expectations of the ESSA, test developers of the Extended Assessment spent over five years perfecting the process of essentializing standards, i.e. the process of identifying the critical components (the essence) of a given standard that all students should know, and removing complex expectations that hamper accessibility. This is achieved standard by standard by reducing breadth (the number of standards) and depth (the scope of each standard) while maintaining the basic integrity of the standard as appropriate for the population and grade. The full process of essentialization is explained in Appendix D, the Essentialized Assessment Framework User Guide 2015 – 2016.

Oregon's Essentialized Standards were developed to provide variety of implementation in each standard at three possible levels of complexity: Low, Medium, or High. The parameters of low, medium, and high vary by subject area but predominantly impact the depth of the standard, by varying elements within the item to manipulate the complexity of the standard (e.g., the number of words, letters, or sentences presented as part of an item; the magnitude of the values, or the complexity of the images used in a problem; or the types of examples used in an array).

Reviewer Process. What is the strength of the link between the source standard and the Essentialized Standard?

As with Evaluation 1, for Evaluation 2, reviewers were provided with the source standard (either CCSS or ORSci/NGSS) and were asked to use their professional judgment, accompanied by a close review of the standards, to determine whether the Essentialized Standards were linked to the source standard, and to what degree. Reviewers were asked to rate the strength of the link as either “no link”, “sufficient link”, or “strong link”. (0) No link -- indicates that the reviewer found no defensible connection between the content in the Essentialized Standard and the content in the source standard. (1) Sufficient link – indicates that there is a connection between the content in the Essentialized Standard and some aspect of the source standards. (2) Strong link indicates that the connection between the Essentialized Standard and at least one aspect of the source standard is obvious and clear.

For the purpose of this evaluation both a sufficient and a strong link were considered adequate to establish a link for the population.

Evaluation 2: Conclusions.

Ratings were compiled for individual reviewers. The average link across all standards was calculated by individual reviewer and across all reviewers by grade. When averaged across reviewers, 1.00-1.29 was considered in the low range, 1.30 – 1.69 was sufficient, and 1.70 – 2.0 was strong. Table 3 shows the average of reviewers’ Evaluation 2 by subject and grade. Overall, the average links between Essentialized Standards and source standards ranged from 1.5 (sufficient link) to 1.9 (strong link). English Language Arts linkages ranged from 1.5 (Grade 4) to 1.90 (Grade 5), Mathematics linkages ranged from 1.6 (Grade 5) to 2.0 (Grade 11), and Science linkages ranged from an average of 1.8 (Grade 8) to 1.9 (Grade 5). Average reviewer evaluations of the link between the Essentialized Standards and the source standards indicated that standards were considered sufficiently to strongly linked on average in all grades and subjects. No instances of low or below low links.

Table 3: Average Strength of Link between Essentialized Standard and source standard

| Grade | ELA Evaluation 2 | Math Evaluation 2 | Science Evaluation 2 |
|-------|------------------|-------------------|----------------------|
| 3 | 1.9 (.31) | 1.8 (.25) | |
| 4 | 1.5 (.37) | 1.7 (.46) | |
| 5 | 1.9 (.44) | 1.6 (.37) | 1.9 (.13) |
| 6 | 1.8 (.28) | 1.9 (.36) | |
| 7 | 1.7 (.32) | 1.7 (.25) | |
| 8 | 1.9 (.33) | 1.5 (.39) | 1.8 (.41) |
| 11 | 1.8 (.41) | 2.00 | 1.8 (.50) |

EVALUATION 3

Evaluation 3: Evaluate the alignment between the Essentialized Standards and the items. Review for bias in items and review for accessibility of items.

Overarching Questions:

- Is there strong alignment between the Essentialized Standards and the items that were developed based on those standards?
- Did the process of writing an item fundamentally or critically alter the integrity of the Essentialized Standard?

Inference:

- The items written for this grade and subject area will not unduly advantage or disadvantage one student over another based on life experiences that are exclusive or atypical, will be accessible to students with significant cognitive disabilities, and are adequately linked to the Essentialized Standards.

Measure 1: Average Reviewer Agreement of Strength of Alignment between Essentialized Standards and Individual Items.

- Strength of the alignment between each Essentialized Standard and each test Item as averaged by and across reviewers: No Alignment on average, Sufficient Alignment on average, Strong Alignment on average. Low Alignment on average in a subject area by grade was considered in the range of 1.00 – 1.29, sufficient Alignment on average was considered in the range of 1.30 – 1.69, and Strong Alignment on average was considered in the range of 1.70 – 2.0.

Measure 2: Average Reviewer Agreement of Item's Accessibility for students with significant cognitive disabilities.

- Agreement by reviewer and across reviewers that the item, as written, is accessible to students with the most significant cognitive disabilities: Low reviewer Agreement, General reviewer Agreement, Strong reviewer Agreement. Low Agreement (.50 - .64), General Agreement (.65 - .84), and Strong Agreement (.85 – 1.00).

Measure 3: Average Reviewer Agreement of Item's Freedom from Bias.

- Agreement by reviewer and across reviewers that the item, as written, is free from bias: Low reviewer Agreement, General reviewer Agreement, Strong reviewer Agreement. Low Agreement (.50 - .64), General Agreement (.65 - .84), and Strong Agreement (.85 – 1.00).

Test Development Process. Developing, aligned, bias-free items.

Items for Oregon's Extended Assessment were developed according to the specifications outlined during the development of the Essentialized Standards. Each item was written with either low, medium, or high complexity as defined by the needs of students in this population. For all items large font, clear white space, plain language, and simple line-graphics, as appropriate, were used to ensure that standards of

universal design were included in addition to the reduction in depth, breadth, and complexity of content expressed by the Essentialized Standards. Over 5,500 items were developed in English Language Arts, Mathematics, and Science. Once items were developed by test developers they were maintained in a secure item pool and reviewed by external educators with expertise in the content area.

Reviewer Process. What is the strength of the alignment between the item and the Essentialized Standard?

For the purpose of educator review, the 2016 operational test items were reduced to the number and proportion (by standard) necessary for each test, with 36 items per assessment. Items were placed in the Distributed Item Review platform (DIR) with the subject, and the item number, along with any associated graphics. In addition, reviewers were provided (in the DIR platform) with test development resources such as a video of the population, the item development description and specifications, Oregon's Accessibility manual that describes the allowable supports a student can have in the state while testing, and training slides. Reviewers were asked to use their professional judgment accompanied by a close review of the items to determine whether the items were aligned to the Essentialized Standards, and to what degree. Reviewers were asked to rate the strength of the link as either "no link", "sufficient link", or "strong link".

(0) No alignment -- indicates that the reviewer found no defensible connection between the content in the item and the content of the Essentialized Standard.

(1) Sufficient alignment – indicates that there is a connection between the content in the item and the content of and some aspect of the Essentialized Standard.

(2) Strong alignment indicates that the connection between the item and the Essentialized Standard is obvious and clear. For the purpose of this evaluation, both a sufficient and a strong link were considered adequate to establish a link for the population. Ratings were compiled for individual reviewers, and counts of 2s, 1s, and 0s were tracked.

Reviewers also used their professional judgment to answer two questions about the items.

1. Is the item free of bias (Yes or No)?
2. Is the item accessible to all students (Yes or No)?

Reviewers were encouraged to provide comments to the items as part of this review. All comments made by the reviewers were provided to the test developers for test improvements, corrections, and refinements. Reviewers submitted over 200 comments as part of Evaluation 3. Comments consisted predominantly of feedback on the items, sometimes in the form of helpful questions, and other times in the form of specific word edits or re-writes. Some examples are provided in Table 4.

Table 4: Evaluation 3 Sample Comments

| Subject Grade | Reviewer Comment |
|-----------------------|--|
| ELA (Grade 3) | <i>Some children will not know what a pet is at this level. Why does it say, "A cat is a pet"? It could just say "which word is cat"</i> |
| ELA (Grade 4) | <i>Items should all be presented in one color</i> |
| ELA (Grade 6) | <i>The ALD for level 4 indicates 3 sentences of 5 or more words. The third sentence in this item only has 3 words.</i> |
| Mathematics (Grade 6) | <i>Item does not refer to number of observations. Could it be used with a different standard?</i> |
| Mathematics (Grade 7) | <i>Remove the word "another"</i> |
| Mathematics (Grade 8) | <i>Consider using scalene triangles as the incorrect choices.</i> |

Evaluation 3: Conclusions.

Measure 1 Alignment: Table 5 shows the average reviewer agreement regarding each item's alignment to the Essentialized Standards. Averaged ratings across reviewers in each grade indicated sufficient to strong alignment between the test items and Essentialized Standards across all three subject areas. In ELA there were no ratings indicating findings of low alignment across reviewers. All but one grade of the ELA review indicated findings of strong alignment across reviewers (Grade 4 – sufficient alignment). In Mathematics there were no instances of low agreement across reviewers, four of the seven grades showed findings of sufficient alignment across reviewers (Grades 4, 5, 7, and 11), and the remainder showed findings of strong alignment. In Science two of the three grades showed findings of sufficient agreement (Grades 5 and 8), and the third showed findings of strong alignment. No instances of low or below low alignment.

Table 5 Evaluation 3: Average Strength of Alignment Rating

| Grade | ELA Alignment (sd) | Math Alignment (sd) | Science Alignment (sd) |
|-------|--------------------|---------------------|------------------------|
| 3 | 1.88 (.38) | 1.85 (.50) | |
| 4 | 1.62 (.51) | 1.32 (.77) | |
| 5 | 1.89 (.36) | 1.64 (.56) | 1.50 (.54) |
| 6 | 1.85 (.36) | 1.81 (.48) | |
| 7 | 1.73 (.49) | 1.58 (.74) | |
| 8 | 1.86 (.42) | 1.79 (.53) | 1.33 (.56) |
| 11 | 1.97 (.17) | 1.52 (.50) | 1.89 (.32) |

Measure 2: Accessibility: Table 6 shows the average reviewer agreement regarding each item's accessibility for the population of students with the most significant cognitive disabilities. Averaged scores across reviewers in each grade indicated strong accessibility of items across all three subject areas with one exception indicated in Grade 3 ELA. This reflected the review of one individual whose concerns (predominantly regarding the inaccessibility of paper and pencil administration for Deaf students and blind students) swayed the average significantly. This individual rated all items as inaccessible and biased noting: *"This format does not provide a method for all SPED students to access the test. For a student who may be blind, deaf, have poor fine motor skills, and an inability to orally verbalize, this test does not appear to support these possible student needs. An improvement for including more students, may be to consider having a computer based test. A computer based test may offer accessibility to a wider range of students, and they are highly engaging. General Education students have this method of test taking available."* No instances of low or below low accessibility.

Table 6 Evaluation 3: Average Agreement Regarding Item Accessibility

| Grade | ELA Accessible (sd) | Math Accessible (sd) | Science Accessible (sd) |
|-------|---------------------|----------------------|-------------------------|
| 3 | 0.67 (.47) | 1.00 (0) | |
| 4 | 0.98 (.14) | 0.93 (.26) | |
| 5 | 1.00 (0) | 1.00 (0) | 0.93 (.26) |
| 6 | 1.00 (0) | 0.99 (.10) | |
| 7 | 0.98 (.14) | 0.92 (.28) | |

| | | | |
|----|----------|------------|------------|
| 8 | 1.00 (0) | 0.90 (.30) | 0.93 (.26) |
| 11 | 1.00 (0) | 0.98 (.14) | 0.93 (.26) |

Freedom from Bias: Table 7 shows the average reviewer agreement regarding each item's freedom from bias for students with the most significant cognitive disabilities. Averaged scores across reviewers in each grade indicated strong freedom from bias across all three subject areas with only one exception indicated in Grade 3 ELA. This reflected the review of one individual whose concerns predominantly centered around the accessibility of test as a paper and pencil administration (as opposed to a computer based test) as noted previously. No instances of low or below low freedom from bias.

Table 7 Evaluation 3: Average Agreement Regarding Items Free from Bias

| Grade | ELA Bias (sd) | Math Bias (sd) | Science Bias (sd) |
|-------|------------------|-------------------|-------------------|
| 3 | 0.65 (.48) | 0.96 (.20) | |
| 4 | 0.96 (.19) | 0.89 (.32) | |
| 5 | 1.00 (0) | 0.93 (.25) | 1.00 (0) |
| 6 | 0.96 (.20) | 0.98 (.14) | |
| 7 | 0.97 (.17) | 0.98 (.14) | |
| 8 | 1.00 (0) | 1.00 (0) | 0.97 (.17) |
| 11 | 1.00 (0) | 0.96 (.19) | 0.97 (.17) |

EVALUATION 4

Evaluation 4: Evaluate the alignment between the Essentialized Standards and the (alternate) Achievement Level Descriptors.

Overarching Questions:

- What is the strength of the alignment between the Essentialized Standards and the Achievement Level Descriptors?
- Does the achievement inference/claim stated in the Achievement Level Descriptor adequately convey the skillset assessed by the Essentialized Standard?

Inference:

- The Achievement Level Descriptors (ALDs) for each subject and grade level are appropriately aligned with the content being measured and can be used to describe the standards tested.

Measure (for each ALD level): Average Reviewer Agreement of Alignment between the Essentialized Standard and the Achievement Level Descriptor (by Level).

- Agreement by reviewer and across reviewers that the Achievement Level Descriptor (ALD), as written by test developers, aligns with the Essentialized Standard as written by test developers: Low reviewer Agreement, General reviewer Agreement, Strong reviewer Agreement. Low reviewer Agreement (.50 - .64), General Agreement (.65 - .84), and Strong Agreement (.85 – 1.00).

Test Development Process: Developing Achievement Level Descriptors.

The Achievement Level Descriptors of a test system provide the qualitative description of the test's claim and the students' ultimate achievement on the test. An Achievement Level Descriptor is intended to accurately describe both what the test is measuring and whether, or to what extent the student has achieved that capacity. Similar to assessment items, Achievement Level Descriptors are typically developed via committee process, by experts in the field, in assessment and familiar with the population. The Achievement Level Descriptors for Oregon's Extended Assessment reflect four categories of achievement. The categories are unnamed and are simply numeric, but roughly reflect low (1) to high (4) achievement. A score of 1 = no achievement, 2 = inconsistent or partial achievement not quite meeting expectations, 3 = proficient, sufficient to meet expectations, and 4 = exceptionally proficient: achievement that exceeds the requirements in the standards. Students achieving at or around a level 2 are students with lower consistency in their responses, or students who predominantly are successful on the low difficulty items. Students achieving at a four or above, are likely students who are able to respond to more of the items (including those items with high difficulty).

Is there alignment between the Essentialized Standard and the Achievement Level Descriptor at each level?

Reviewers were provided with (1) the Essentialized Standard, (2) the Essentialized Standard's low, medium, and high parameter guidance for item development, and (3) the Achievement Level Descriptors that were developed based on those two elements. Reviewers were asked to review the Achievement Level Descriptor at each level, by comparing it to the Essentialized Standard (using the item-development considerations of the low, medium, high parameters) and indicate by stating yes or no, whether the Achievement Level Descriptor at that level, could be said to align with the Essentialized Standard. Yes = the Achievement Level Descriptor (at this level) accurately describes the achievement of a student who has (inconsistent, proficient, exceptionally proficient) understanding of the standard. For the purpose of the alignment study an overall average agreement for each individual was calculated. Results of Evaluation 4 are shown in Table 8.

Evaluation 4: Conclusions.

Table 8 shows reviewers' determinations of Evaluation 4 by subject and grade level. Reviewer responses were averaged across all reviewers. ELA reviewer agreement was in the strong range overall, ranging from .85 – 1.0. Math reviewer agreement was in the general to strong range overall with the exception of one grade reflecting low agreement at .52 (Grade 4) .68 - 1.00. Science reviewer agreement was in

the general to strong range .83 (Grade 11) - .98 (Grade 5). One instance of low alignment (Grade 4 Math).

Table 8: Achievement Level Descriptor Alignment to Essentialized Standard by Level

| Grade | ELA Evaluation 4 (ALD Level 2) | ELA Evaluation 4 (ALD Level 3) | ELA Evaluation 4 (ALD Level 4) | Math Evaluation 4 (ALD Level 2) | Math Evaluation 4 (ALD Level 3) | Math Evaluation 4 (ALD Level 4) | Science Evaluation 4 (ALD Level 2) | Science Evaluation 4 (ALD Level 3) | Science Evaluation 4 (ALD Level 4) |
|-------|---|---|---|--|--|--|---|---|---|
| 3 | 0.98 (.09) | 0.98 (.09) | 0.98 (.09) | 0.80 (.25) | 0.80 (.25) | 0.82 (.25) | | | |
| 4 | 0.84 (.17) | 0.83 (.17) | 0.80 (.17) | 0.52 (.10) | 0.52 (.10) | 0.52 (.10) | | | |
| 5 | 0.90 (0.30) | 0.95 (0.22) | 0.81 (0.40) | 0.78 (.25) | 0.76 (.26) | 0.76 (.26) | 0.98 (.09) | 0.98 (.09) | 0.93 (.14) |
| 6 | 1.00 | 1.00 | 1.00 | 0.96 (.19) | 0.96 (.19) | 0.95 (.20) | | | |
| 7 | 0.88 (0.16) | 0.85 (0.17) | 0.85 (0.17) | 0.68 (.13) | 0.68 (.13) | 0.68 (.13) | | | |
| 8 | 0.86 (.23) | 0.86 (.23) | 0.86 (.23) | 0.84 (.24) | 0.84 (.24) | 0.82 (.30) | 0.92 (.28) | 0.92 (.28) | 0.92 (.28) |
| 11 | 1.00 | 1.00 | 1.00 | 0.96 (.20) | 1.00 | 1.00 | 0.83 (.24) | 0.83 (.24) | 0.83 (.24) |

EVALUATION 5

Evaluation 5: Evaluate the alignment between the Achievement Level Descriptors and the Items.

Process:

Overarching Questions:

- What is the strength of the alignment between the Essentialized Standards and the Achievement Level Descriptors?
- Does the achievement inference/claim stated in the Achievement Level Descriptor adequately convey the skillset assessed by the Essentialized Standard?

Inference:

- The Achievement Level Descriptors (ALDs) for each subject and grade level are appropriately aligned with the items as written and can be used to describe the skillset achieved by the student who is successful at the items.

Measure: Overall Reviewer Agreement of Alignment between the all items and all Achievement Level Descriptors.

- Agreement by reviewer and across reviewers that the Achievement Level Descriptor (ALD), as written by test developers, aligns with the Item as written by test developers: Low reviewer Agreement, General reviewer Agreement, Strong reviewer Agreement.
- Low agreement with test developers will range from .5 - .64, agreement with test developers is considered in ranges from .65 - .84 and high agreement with test developers is considered in ranges .85 – 1.0.

Test Development Process: Developing Achievement Level Descriptors linked to item parameters and standards.

During the development of the Essentialized Standards, test developers included a summary statement aligned to each individual standard, which indicated the characteristics that would be present in a low, medium, or high item. These summary statements were subsequently adopted to inform the development of the Achievement Level Descriptors described in Evaluation 4 of this study. This explicit alignment between item development and Achievement Level Descriptor development, served as justification for the method followed in Evaluation 5 described below.

Is there alignment between the Extended Assessment items and the Achievement Level Descriptors?

Reviewers were asked to conduct each of the five evaluations in sequence -- the information and decisions made in each preceding evaluation thus informing subsequent decisions. In the case of Evaluation 5, by this point in the study, reviewers had spent time: evaluating the content of the Essentialized Standards (in Evaluations 1 and 2), the items (in Evaluation 3), and the Achievement Level Descriptors (in Evaluation 4). Based on this familiarity with the development, the standards, the items, and the Achievement Level Descriptors, reviewers were asked to then finally provide a single “summary affirmation” of their perceived alignment between the Achievement Level Descriptors and the Items. This one-time affirmation was different from first 4 Evaluations as it did not require the reviewers to provide line item data (by item or standard, as was the case with the prior evaluations). A single response of “yes” or “no” at the conclusion of the review was solicited to affirm that “The ALDs created for this subject and grade level align reliably and consistently with the corresponding Oregon Extended assessment items.”

Evaluation 5: Conclusions

Table 9 shows reviewer average agreement by grade and subject. Responses of “yes” (scored as 1), were averaged across reviewers by grade in each subject area. Reviewers were able to consistently affirm the overall alignment of the items to the Achievement Level Descriptors. Given the range of reviewers per review category, low average agreement was .5. ELA average responses ranged from .5 (one instance in Grade 8) to 1. Mathematics average responses ranged from .5 (two instances: Grades 3 and 4) to 1. Science average responses were consistent at an average of 1 across all grades. Three instances of low alignment (ELA Grade 8, Mathematics Grades 3 and 4).

Table 9: Evaluation 5: Average Alignment between Items and Achievement Level Descriptors

| Grade | ELA Evaluation 5 (participants) | Mathematics Evaluation 5 (participants) | Science Evaluation 5 (participants) |
|-------|------------------------------------|---|--|
| 3 | 1 (2) | .5 (2) | |
| 4 | .67 (3) | .5 (2) | |
| 5 | 1 (1) | 1 (2) | 1 (3) |
| 6 | 1 (2) | 1 (3) | |
| 7 | 1 (3) | 1 (3) | |
| 8 | .5 (2) | 1 (2) | 1 (1) |
| 11 | 1 (1) | 1 (2) | 1 (2) |

OVERALL

Overall: Evaluate overall reviewer confidence based on the reviews they conducted on each of the 5 evaluations.

Overarching Questions:

- What is the strength of the assessment as suggested by a summary of all of the reviews conducted?

Inference:

- Reviews that consistently result in reviewer agreement/affirmation with development decisions (i.e. scores of “yes, 1, or 2”), indicate a high amount of reviewer confidence in the decisions made regarding development and use of the assessment.
- This summary of professional confidence in the decisions can be considered an indicator of validity of the assessment.

Measure: Overall average of reviewer agreement/affirmation of each source standard and associated decisions by grade and content.

- Average agreement/affirmation by reviewer and across reviewers across all evaluations. Highest possible score is 1.
- Low agreement/low confidence with test developers' decisions will range from .5 - .64, agreement/general confidence with test developers' decisions will range from .65 - .84 and high agreement/strong confidence with test developers' decisions will range from .85 – 1.0.

Combined Score Conclusion:

The evaluation conducted at each stage of the review required a simultaneous knowledge of and focus on several critical pieces of background information:

- The student with significant cognitive disabilities and the potential range of needs: What is the range of needs that could be exhibited by a student in this population?
- The source standard: What is the source standard?
- The inference or intended expectation of that standard: What is the fundamental educational goal of the source standard?
- The classroom presentation of the standard during instruction: In what ways might the most experienced teachers present this standard during instruction?
- The assessment presentation of the standard during testing (as an item): In what ways can an item manifest/embody the standard during an assessment – is there better way? and
- The intended claim that would be made based on a successful score on the item: What will an educator claim if a student in this population is successful at this item?

Reviewers were selected for their expertise in a variety of these areas and were relied upon for their ability to consider each component objectively. During the review, reviewers made each decision independently so that conclusions from each evaluation could be assembled to form an overall impression or suggestion regarding the validity of the ORExt.

In addition to the individual conclusions drawn following each of the 5 evaluations noted in this report, a summary score based on evaluations 1, 2, and 4 was calculated to provide a quantitative description of the overall assessment by grade and by subject. To accomplish this, a simple average score was calculated to capture the general average sentiment expressed across standards, across reviewers within a content area by grade. See Table 10 for a summary of the overall confidence as calculated by average of reviewer decisions across the assessment. These scores, which range from .71 – 1.0 will be included in a validity argument to suggest reviewers' overall confidence in the decisions made by the developers of the test at the various decision-points of the assessment. Using the same criteria used throughout the study, ELA was in the general confidence to strong confidence range from .71 - .97, Mathematics similarly (.77 – 1.0) and Science consistently fell into a strong confidence range (.90 - .97). No instances of overall low confidence.

Table 10: Overall Confidence as Calculated by Average Review

| | ELA | Mathematics | Science |
|----|-----|-------------|---------|
| 3 | .97 | .85 | |
| 4 | .82 | .78 | |
| 5 | .71 | .80 | .97 |
| 6 | .93 | .85 | |
| 7 | .84 | .81 | |
| 8 | .94 | .77 | .92 |
| 11 | .97 | 1.0 | .90 |

Findings and possible inferences:

First, reviewers were asked to conduct an affirmational review of the rationale used by test developers to omit certain content standards. This finding was used to infer that the final standards selected for inclusion or omission in Oregon’s Extended Assessment were chosen rationally and that the final scope of content standards can be considered justifiable for the population for the subject area.

Conclusion: This review, with a lowest average rate of .82 (on a scale of 1), permits the inference: **the scope of the standards selected for translation to Essentialized Standards were rationally selected.** None of the standards de-selected (for inaccessibility or for being covered elsewhere) were strongly identified for re-inclusion, nor were identified as a critical hole for this population of students.

Second, reviewers were asked to identify the strength of the link between the source standard and the Essentialized Standard. This finding was used to infer that the process undertaken to essentialize a given Source Standard did not fundamentally or critically alter the knowledge or skill set intended by the source standard for this population of students (further confirming that the content selected for assessment is comparable).

Conclusion: This review, with a range of 1.5 – 1.9 (on a scale of 2) permits the inference: **the Essentialized Standards were found to link sufficiently to the source standards** on average beyond the “sufficient” average of 1.0.

Third, reviewers were asked to identify the strength of the alignment between the Essentialized Standards and the items and to review the items developed using the Essentialized Standards for bias, and accessibility. The finding from this review was used to infer that the items written for this grade and subject area (using these Essentialized Standards) were adequately linked to the Essentialized Standards were free from bias, and were accessible to students with significant cognitive disabilities.

Conclusion: The alignment review (1.32 – 1.89), accessibility review (.67** – 1.0), and freedom from bias review (.65** – 1.0) all permit the inference that **the test items indicate a relationship with the source standards, the test items are not overly biased towards or against any**

particular group of individuals, and the test items are written such that the content and intent can be accessed by students with the most significant cognitive disabilities. (**Note: this range was skewed by feedback from one reviewer --ELA-Grade 3 -- whose comments were noted in this study. Removing that individual's comments would result in a range of .90 – 1.0 accessibility range and .89 – 1.0 freedom from bias range respectively.)

Fourth, reviewers were asked to review the statements used to describe student achievement on the test (the Achievement Level Descriptors) and their alignment to the Essentialized Standards that the students were tested on. The finding from this review was used to infer that the skills and achievements described by the Achievement Level Descriptors for each subject and grade level are aligned with the content standard being measured.

Conclusion: The reviews ranging from .68* – 1.0 permit the inference that **the descriptions made regarding student skillset are an accurate reflection of the standards from which the assessment was developed** at all three levels evaluated. (*One outlier for ELA-Grade 4 provided a review of a .52 average).

Fifth, and finally, reviewers were asked to review the alignment of the Achievement Level Descriptors to the items. The finding from this review was used to infer that each item in the developed assessment(s) was appropriately aligned to its associated Achievement Level Descriptor (further confirming that decisions made using this test were aligned with the intent of the source standard).

Conclusion: Fourteen of the seventeen grade-level reviews resulted in an average reviewer range of .67 – 1.0 indicating an appropriate alignment between ALDs and the items as written. This review permits the inference that, overall, the Achievement Level Descriptors are accurate reflections of the items. In three instances (Mathematics-Grades 3 and 4, and ELA-Grade 8) the average alignment by reviewer was .5 (indicating that one of the two individuals in that category did not agree that the items and ALDs were aligned).

Assumptions

The strength of the affirmations made in this study presupposes several critical elements that were not part of this study but that are supported by other studies or reviews that have been or will be conducted over the course of the assessment's existence.

- 1.) **That participants (reviewers) were truly experts in their field.** The training provided was not sufficient to guarantee expertise in each area necessary for a solid review. Pre-test or screening of reviewers with an in-depth survey that identifies experience, training, and a general knowledge base in some of the critical areas is recommended for future studies.
- 2) **That the assessment is administered with fidelity and integrity:** This study assumes that items are administered with fidelity. Though alternate assessment administrators are trained annually by state trainers in the assessment, a fidelity of implementation study would add critical objective dimension to this data and would add further strength to the claims made by the Achievement Level Descriptors.
- 3) **That the students are being instructed with curriculum that is also aligned to the same content standards that are assessed:** When making any claims about Achievement Level Descriptors a critical link between item and achievement is instruction. This was not part of the study.

- 4) **That the source standards (CCSS and ORSci and NGSS) are assessing content that is meaningful, and sufficient for all students:** All assumptions, inferences, and arguments are linked to the national content standards. To make any claims of validity about this study, require the ultimate presumption that the content standards selected nationally for all students, are the appropriate basis for this small, heterogeneous group of students as well. This study does not delve into the many other needs that would encompass the valid assessment of this population of students.
- 5) **That the outcomes of the test are as expected:** All relationships examined for this study are internal to the test and to its development. No external criteria were included to verify the relationship of the achievement level descriptors to actual student outcomes (see assumptions above).

Discussion and Conclusion

As Kane has been quoted by alternate assessment experts and psychometricians over the decades, “the interpretation [of test scores] involves an argument leading from the scores to score based statements or decisions, and the validity of the interpretation depends on the plausibility of this interpretive argument” (1992). The argument therefore must be sound, consistent, plausible, and defensible.

In test design and development, particularly those activities associated with alternate assessments, the network of inferences extends well prior to the generation of assessment scores, and is also a significant component of the validity of the development process. In addition to evaluating the network of arguments between test score and test use, we must investigate the network of assumptions that exist across the full continuum of development. A good argument will typically examine each potential weak point or counter-argument prior to generating a conclusion. The decision to build and implement an assessment for students with the most significant cognitive disabilities that is based on standards that were created for the general population requires a series of inferences and interpretive arguments many of which were undertaken in this study. The ratings for each evaluation were based on reviewer averages in which anything over .65 (on a 1.0 scale) or 1.3 (on a 2.0 scale) were considered in the acceptable range of average ratings across reviewers. In all cases, as reviewers considered their responses, they provided specific feedback and guidance that will be provided to the test developers to inform their future iterations and refinements of the ORExt Assessments. As has been demonstrated in the previous pages, the reviewers were able to affirm the proposed inferences across all 5 evaluative arguments posed in this study in ORExt English Language Arts, Mathematics, and Science. This is further emphasized by similar findings in a small-scale study conducted in 2014.

No instances of emphatic shared concerns surfaced across reviewers for any one standard or item. In other words, reviewers agreed frequently and consistently on the relationships that were working between the components. While areas of weakness were identified in all reviews by individual reviewers, there were no consistent review responses that identified areas that were not working overall. The areas of weakness that were identified during this study were typically unique to a reviewer. In most cases, feedback on relationships (links, alignment, and other observations) was explicit enough to inform ongoing development of ORExt.

Note: The initial group size was impacted by timing and weather. There were two areas that had only one individual as a reviewer. Typically, average reviewer ratings identify areas of concern under .65 as “low”. Because of this small n, however, the findings of this study suggest that evaluations that fell

below an average of .75 for scores out of 1 (1.5 out of 2) should undergo additional review (See Table 11). Two areas in particular are identified for targeted additional review Mathematics Grade 4 and ELA Grade 3.

Table 11: Evaluation Areas scoring under 65% (.65) average

| | ELA | Mathematics | Science |
|----|-----------------------------------|--|---------------------------|
| 3 | Accessibility (.67) Bias (.65) | ALD/Item (.5) | |
| 4 | ALD/Item (.67) | EAF item Alignment (1.32) ALD/Standard (.52) ALD/Item (.5) | |
| 5 | Overall (.71) | | |
| 6 | | | |
| 7 | | ALD/Standard (.68) | |
| 8 | ALD/Item (.5) | | EAF Item Alignment (1.33) |
| 11 | | | |

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Selection, Links, Alignment: Establishing a Validity Position for Oregon's Extended Assessments

APPENDIX A: PRIOR STUDY

Oregon Extended Assessment Linkage Study 2014-15

After initially developing the Essentialized Assessment Frameworks (EAF), the research team comprised of three experts in alternate assessment test development and validation conducted a study to examine the linkage between the Essentialized Standards (ES) and parent academic content standards. The purpose of this linkage study was twofold. The first purpose was to determine the appropriateness of the academic content standards (Common Core State Standards [CCSS] for *English Language Arts* and *Mathematics*, and the Next Generation Science Standards [NGSS] and Science Academic Content Standards for Oregon for *Science*) selected for inclusion and exclusion in the ES. The second purpose was to determine whether ES were appropriately linked to their parent academic content standard. In other words, the first purpose examined whether an appropriate breadth of parent academic content standards were represented in the ES, while the second purpose examined the linkage between a given ES and their parent content standard through a one-to-one comparison. Overall, under both of these purposes we gleaned feedback to guide further refinement of the EAF/ES.

Participants. Across the three content areas (English Language Arts, Mathematics, and Science) 11 researchers and educators participated in the linkage study. All participants had at least a Masters degree in education/education research or related field, and had experience teaching and assessing students in K-12 general and special education settings. The participants included six former K-12 educators who either earned or were earning doctorate degrees in Educational Leadership or Educational Psychology, with particular expertise in test development and validation. Prior to reviewing the linkage of the EAF and ES, participants attended a one-hour training session on September 16, 2014, either in-person or through an online webinar. Training slides for the linkage study are shown below.

Research and Study Design. Over September and October 2014, 11 individual participants examined the linkage between the EAF/ES and the respective academic content standards (Common Core State Standards [CCSS] for *English Language Arts* and *Mathematics*, and the Next Generation Science Standards [NGSS] and Oregon Science Standards for Oregon), six in English Language Arts, three in Math, and four in Science, with two reviewers serving in both math and Science. Each reviewer within a given content area reviewed all the ES and academic content standards. Prior to reviewing linkage, reviewers were asked to familiarize themselves with both the EAF/ES and respective academic content standards. Essentialized standards were then displayed in separate grade-level Excel spreadsheets by content area. Reviewers were first asked to whether they agreed that the parent academic content standard should/should not have been included in the EAF/ES (yes/no). Reviewers were then asked to rate the linkage between the ES and parent academic content standard using a 3-point scale (0 = no link, 1 = sufficient link, 2 = strong link). Lastly, reviewers provided comments if they provided either a 'no' or rating of '0', respectively.

Results and ES Refinement. Summary descriptive statistics are displayed in section 2.5 of the 2014-2015 Technical Report narrative. Overall, agreement with standards selected for essentialization and average linkage ratings were very high across all content areas and grades. Representative reviewer comments from each content area are shown below—including comments that the research team used to guide ES refinement.

“Identifying a topic or main idea is not linked with the standard's purpose of measuring opinion expression. This essentialized standard could be better linked by having students identify the opinion expressed within a text (e.g., Bill refused to eat his peas. Does Bill: love peas, hate peas, forgot peas).” – Reviewer 2, ELA

“There's no link to the analyze dialog/incidents piece, perhaps [the ES] could have students identify a feeling or event that happened to a character?” – Reviewer 4, ELA

“The graph for the first choice needs to be changed to be more obviously wrong.” – Reviewer 2, Math

“The link is sufficient to test the concept. It would be a stronger link if divisors other than 2 were used.” – Reviewer 3, Math

“VERY good example of [a content standard] addressed completely in another essentialized standard. Good essentialization - very accessible.” – Reviewer 1, Science

“If the interaction is the important part here, maybe the L [parameter] could be ‘How do animals use air? How do plants use water?’” – Reviewer 3, Science

Based on reviewer feedback (for example, comments like those displayed above) in the linkage study, the research team, made up of three content area specialists with expertise in alternate assessment test development and validation, edited and refined the ES, including the low, medium and high (L/M/H) difficulty parameters designed to guide later test item development. Editing and refinement of the EAF/ES based on results from the linkage study were completed in December 2015 in preparation for item development in Winter 2015.

Linkage Study Training Slides

Oregon Extended Assessment

Linking Study – Fall 2014



Tuesday, September 16, 2014

4:00 – 5:00 PM

Behavioral Research and Teaching (BRT) – University of Oregon
Oregon Department of Education



[1]

Agenda

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



[2]

Ultimate Goal

Improving achievement for students with significant cognitive disabilities by linking

- Academic standards,
- Instruction, and
- Assessment



Big Picture

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

Linking Study Spreadsheets

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

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

Content Standard Selection

Content standards were selected based upon three criteria:

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

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

Task #1

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

- If a standard was not included, it is highlighted in red
(In ELA, we did not include the Speaking & Listening standards, nor the Literacy in History/SS, Science, and Technical Subjects standards due to implementation of the same criteria. Please include a statement at the bottom of the Comment column stating whether you agree with this exclusion or not; if not, please explain why)
- If a standard is highlighted in green, it means that we feel the content was covered by a different Essentialized Standard (and the standard that we feel it links to it is identified)

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



7

Target Standard: Example

Grade 3 Reading Common Core Standard RL1

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

Standard Selection Criteria

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



8

Target Standard: Non-example

Grade 11 Math

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

Standard Selection Criteria

1. Is this standard is a critical standard to learn in order to be able to access subsequent grade level standards
NO
2. This standard is given more weight instructionally by life skills teachers
NO
3. This standard is accessible for SWSCDs, both in terms of performance match (i.e., cognitive complexity, depth of knowledge, breadth of knowledge) and in terms of sensory requirements (e.g., will be accessible to students with sensory impairments)
NO



9

Task #2

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

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



10

Strong Link

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

Target
Standard



Essentialized
Standard

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

Strong Link Example

Grade 5 Science Target Standard

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

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

Strong Link Example, cont.

Essentialized Standard, with L/M/H Parameters

- Compare the amount of water in different reservoirs on Earth. L - Restricted to questions about what Earth features that are made of water (i.e., oceans, lakes, rivers, streams) as compared to common objects that aren't (i.e., rock, brick, toy, ball); M - Restricted to questions about what Earth features that are made of water (i.e., oceans, lakes, rivers, streams) as compared to other natural features that aren't (mountains, volcanoes, forest, etc.); H - Restricted to comparing the relative amounts of water in various features of the hydrosphere (i.e., oceans, lakes, rivers, streams, ponds, etc.) using, for example, bar graphs that reflect the relative %s of water in the ocean vs. lakes vs. rivers; or Pacific Ocean vs. other oceans.
- Discussion: This is clearly content that links to the grade level standard. The student is identifying water at the low difficulty range, but then comparing the relative amounts of water in different reservoirs at the high difficulty range.

Sufficient Link

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

Target
Standard



Essentialized
Standard

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

Sufficient Link Example

Grade 8 Math Target Standard

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

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

Sufficient Link, cont.

Essentialized Standard, with L/M/H Parameters

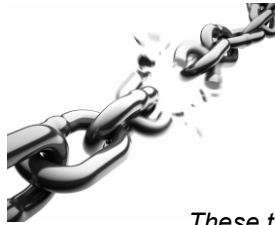
- Identify slope as positive, negative, zero, or undefined. L - identify positive slopes 1-3; M - identify negative slopes 4-10; H - identify zero or undefined slopes
- *Discussion:* It can be argued that this is a 2, but it is at the very least a strong 1. The student is indeed comparing functions. They are only linear and they are only in four formats, but it gets at the standard's focus on comparing a relationship between two variables.

No Link

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

Essentialized Standard

Target Standard



These two standards are not the same stuff

No Link Example

Grade 7 Writing

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

No Link Example, cont.

Essential Standard, with L/M/H Parameters

- Identify a number in writing. L – Identify numbers 1-10; M – Identify numbers 11-20; H – Identify numbers 21-40
- *Discussion:* Though this standard is indeed related to writing (so the situation could certainly be worse), it is not about expressing a story in any way. It has to do with identifying the written form of numbers.

Process Review

1. Read the standards
2. Determine standard selection agreement/disagreement (If you disagree with the standard selection or exclusion, change the “Yes” to a “No” in Column G, and then explain why in the *Comments* column)
3. Rate the Linkage of the ES to the Target Standard/s with a 0, 1, or 2 in Column E (if you rate a linkage as “0” please explain why in the *Comments* column)
4. E-mail your completed spreadsheets to Dan at dfarley@uoregon.edu using the “_DF” filename extension (with your initials instead of mine)
5. We would love to have all of the spreadsheets back by October 10, 2014

Next Steps/Follow-up

- Questions/Comments Contact: Dan Farley at dfarley@uoregon.edu or 541-525-5780
- Thank you for your time!



Preliminary Item Alignment, Bias and Accessibility

Subsequent to the finalization of the EAF/ES and item writing, the research team conducted a preliminary alignment and item quality study for the full *English Language Arts, Mathematics, and Science* item bank. The purpose of the alignment study was threefold. The first purpose was to determine the *degree of alignment* between items and their targeted ES. The second was to determine whether items were free of *bias*. The third purpose was to determine whether items were *accessible* to students with significant cognitive disabilities.

Participants. In total, 53 reviewers participated in the alignment study: 21 in *English Language Arts*, 22 in *Mathematics*, and 10 in *Science*. Reviewers represented 44 school districts from across Oregon, and two were from the Oregon Department of Education. All reviewers had a Master's degree in an education-related field, with 35 reviewers specializing in special education. Participating reviewers took part in a training session, either in-person or online by webinar on November 4, 2014. A member of the research team trained those reviewers who were unable to make the main training through a one-on-one online webinar. Training slides for the alignment study are shown below.

Research and Study Design. Reviewers were assigned to review grade-level items relative to their expertise and experience. For *English Language Arts* and *Math*, three unique individuals reviewed each item in each of Grades 3-8 and 11, with a fourth reviewer serving in Grade 6 for Math. For *Science*, three unique individuals reviewed each item in each of Grades 5, 8, and 11, with a representative from the Oregon Department of Education serving as a fourth reviewer at each grade level. The table below displays the number of items reviewed by each reviewer, at each grade level, in each of the three content areas.

Total Number of Items Reviewed by Content Area and Grade

| Grade | Items Reviewed | | |
|-------|----------------|------|---------|
| | ELA | Math | Science |
| 3 | 356 | 286 | - |
| 4 | 368 | 338 | - |
| 5 | 354 | 299 | 495 |
| 6 | 314 | 351 | - |
| 7 | 315 | 247 | - |
| 8 | 328 | 260 | 504 |
| 11 | 313 | 299 | 504 |

The alignment study was conducted using a secure web-based platform called the Distributed Item Review (DIR) designed to distribute test items to experts across broad geographic regions for the purpose of analyzing them for quality dimensions of alignment, bias, and accessibility/sensitivity. Reviewers rated items in batches of 25-50 items, with the research team reviewing results and concurrently providing feedback. Notably, resources helpful to rating items (i.e., training slides, a video of a representative student

population being administered the Oregon Extended Assessment, the First Contact Census study, 2014-15 Oregon Accessibility Manual) were uploaded to the DIR and available to reviewers throughout the study. Reviewers were able to stop/restart their review at any point during the study, and change previously submitted item responses (i.e., based on research team feedback). Screenshots of the alignment review within the DIR are found in the training slides shown below (slides 36-48).

Beginning November 4th, we asked reviewers within the DIR to respond to the following statements, with completed responses due for all grade-level items on December 1, 2014.

1. Rate the strength of alignment between the test item and standard. (0 = insufficient alignment, 1 = sufficient alignment, 2 = strong alignment)
2. Item is Free of Bias. (yes/no)
3. Item is Accessible to SPED Students. (yes/no)

Additionally, for any "0" or "No" rating, the reviewer was asked to provide a rationale and recommendation(s) for improving the item. The research team used this feedback to edit and improve items during and after the alignment study.

Results and Item Editing. The research team edited or removed items with changes documented based on reviewers' ratings and the following criteria:

1. Deemed *insufficiently* aligned (average rating of <1.0)
2. Deemed *biased* (majority rating of "No")
3. Deemed *inaccessible* to SPED students (majority rating of "No").

The research team completed edits of items based on the criteria above, as well as the discretion of the research team. For example, although an item might have been rated as aligned (average rating of ≥ 1.0 across all raters), the research team used feedback from reviewers to edit/improve items in many cases. Similarly, because a majority of reviewers rated an item as *bias free* or *accessible* did not necessarily mean that they did not also give appropriate suggestions to improve a given item. Likewise, at least one reviewer in this example would have rated the item as having bias or as inaccessible and also provided feedback. The research team carefully considered reviewer ratings and feedback in all cases that it was given, and used the information as a basis to improve items in combination with the criteria enumerated above.

The research team made edits and improvements to item stems, answer options, and graphics, and typically included:

- Typos (e.g., misspellings, missing words, poor grammar),
- Bias and sensitivity (e.g., use of varied names to represent diverse populations, removal of references to religious or politically-charged topics),
- Accessibility (e.g., removal or limiting of construct irrelevant details, Universal Design for Assessment features),
- Alignment to Essentialized Standards, and
- Overall item improvement (e.g., clarifying graphics, diversifying examples of content relative to other items).

We calculated the following descriptive statistics from the alignment study using the entire item bank, including those items that were not used in 2014-2015 operational test forms (see table above for the number of items reviewed in each grade and content area). **It should be noted that the following statistics include reviewer ratings collected *prior to or concurrent with* item editing by the research team. Consequently, alignment, bias and accessibility ratings of the current item bank are likely quite higher over what is presented in this technical report. A formal alignment, bias, and accessibility study of the full (and edited) item bank is planned for 2015-2016.**

In the following table, average alignment, bias, and accessibility ratings are based on the total number of reviewer responses (see parenthetical in column headings), and are displayed by grade for the three content areas. Average *alignment* ratings are on a scale of 0-2, where a value of 2 indicates a perfect average alignment rating across all reviewers. We calculated average *bias free* and *accessibility* ratings, by converting the yes/no responses to 1/0, respectively, and then computing the average on a scale of 0-1, where a value of 1 indicates a perfect bias (free) or accessibility rating across all reviewers. For *English Language Arts*, average grade-level alignment ratings ranged from 1.66 to 1.93 ($M = 1.83$), bias ratings ranged from 0.96 to 0.99 ($M = .98$), and accessibility ratings ranged from 0.98 to 0.99 ($M = .99$). For *Math*, average grade-level alignment ratings ranged from 1.33 to 1.89 ($M = 1.69$), average grade-level bias ratings ranged from 0.67 to 0.99 ($M = .94$), and average grade-level accessibility ratings ranged from 0.65 to 0.99 ($M = .88$). For *Science*, average grade-level alignment ratings ranged from 1.80 to 1.88 ($M = 1.83$), average grade-level bias ratings were 0.99 across all grades, and average grade-level accessibility ratings ranged from 0.98 to 0.99 ($M = .99$).

Average Aligned, Bias Free, and Accessible Ratings by Content Area and Grade (# reviewers)

| Grade | ELA (3) | | | Math (3*) | | | Science (4) | | |
|-------|---------|------|--------|-----------|------|--------|-------------|------|--------|
| | Align | Bias | Access | Align | Bias | Access | Align | Bias | Access |
| 3 | 1.93 | 0.98 | 0.99 | 1.59 | 0.99 | 0.91 | - | - | - |
| 4 | 1.92 | 0.99 | 0.99 | 1.89 | 0.99 | 0.88 | - | - | - |
| 5 | 1.66 | 0.99 | 0.99 | 1.78 | 0.98 | 0.81 | 1.80 | 0.99 | 0.98 |
| 6 | 1.78 | 0.96 | 0.98 | 1.84 | 0.99 | 0.99 | - | - | - |
| 7 | 1.90 | 0.96 | 0.99 | 1.33 | 0.96 | 0.93 | - | - | - |
| 8 | 1.72 | 0.98 | 0.99 | 1.78 | 0.94 | 0.65 | 1.86 | 0.99 | 0.98 |
| 11 | 1.88 | 0.96 | 0.99 | 1.51 | 0.67 | 0.90 | 1.88 | 0.99 | 0.99 |
| Total | 1.83 | 0.98 | 0.99 | 1.69 | 0.94 | 0.88 | 1.83 | 0.99 | 0.98 |

Note. *4 reviewers rated items in Grade 6 Math. Align = average *alignment* rating (0-2 scale); Bias = average *bias free* rating (0-1 scale); Access = average *accessibility* rating (0-1 scale); Total = across grade average.

Two representative reviewer comments from each content area are shown below—selected to demonstrate typical responses that the research team used to guide item editing and refinement.

Rather than "I said", what about using an actual name? That would test whether [the student] could identify the speaker. – Reviewer 3, Grade 5, ELA

The restaurant picture is unclear...tables with diners would help. – Reviewer 1, Grade 11, ELA

The graphic shows a rope about to be cut in half, not cut in half. [Display] the rope in two pieces, rather than one piece, with scissors about ready to cut. Many students with special needs are VERY literal. – Reviewer 1, Grade 3, Math

The [Essentialized] Standard refers to expressions. To fit the [Essentialized] Standard the answer would be "4 nickels". Converting to 20 cents is an additional step not covered by this Standard. – Reviewer 2, Grade 7, Math

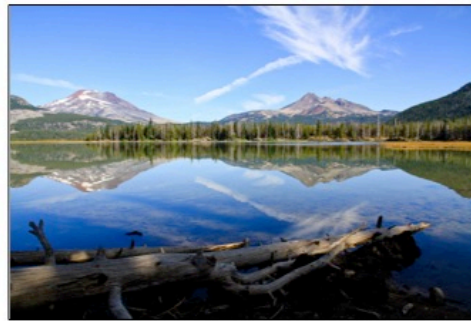
The correct response doesn't show the actual mixture; instead it shows the two components of the mixture [as] separate (not mixed). – Reviewer 4, Grade 5, Science

In science class the students will not see the measurement in Fahrenheit. Water boils at 100 degrees Celsius, so you may want to take that out as a distractor, since the water [in the stem graphic] looks like it is boiling. – Reviewer 1, Grade 11, Science

Alignment, Bias and Accessibility Training Slides

Oregon Extended Assessment

Item Reviews – Fall 2014



Behavioral Research and Teaching (BRT)
University of Oregon
November 5, 2014



[1]

Objectives

- To understand the development process of Oregon Extended Assessment (ORExt) items.
- To become familiar with the steps associated with the reduction of depth, breadth, and complexity of state content standards as it relates to English Language Arts, Math, and Science.
- To ensure understanding of the standard essentialization process.
- To ensure the ORExt test items align to Oregon's essentialized standards, while maintaining fidelity to the reduction process.
- To make judgments about SPED and Bias of the field test items.



[2]

Why Are We Doing this Work?

- Conduct a professional review by experts (you)
- Use a structured and credible process to evaluate the alignment to essentialized standards, SPED student accessibility, and Bias of the items on the ORExt
- To make changes to the field test items as suggested by you

Ultimate Goal

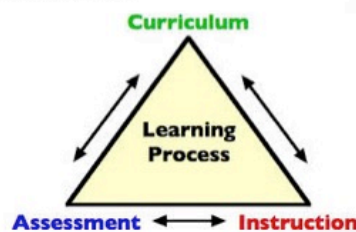
Improving academic achievement for students with significant cognitive disabilities by linking

- Academic standards
- Instruction, and
- Assessment



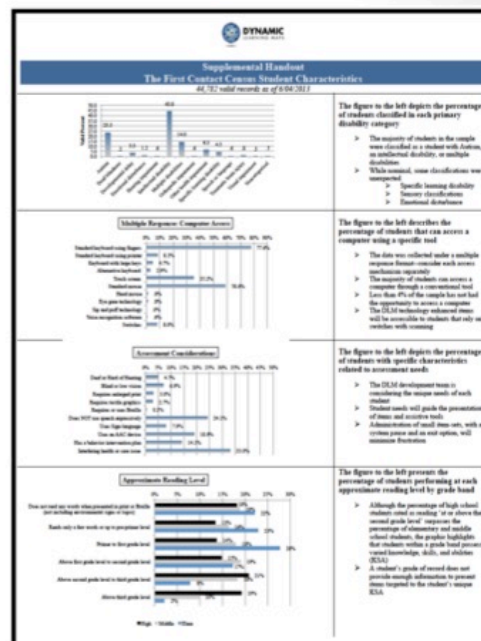
Big Picture

- All students in Oregon are required to demonstrate proficiency on grade-level content standards.
- Students with significant cognitive disabilities need to demonstrate progress toward reaching proficiency on grade-level content standards.
- The ORExt is designed to assess the progress of students with significant disabilities toward meeting these (essentialized) content standards.



[5]

Students with Significant Cognitive Disabilities (SWSCDs)



[6]

Video of Student Population of Oregon Extended Assessments



Guidelines for the ORExt

- Each test item focuses on a specific essentialized standard or standards.
- Items are written to cover a range of difficulty (low – medium – high).
- Items are written at different cognitive levels (think Bloom's Taxonomy)

Remember, Understand, Apply

- Items should be free of age, gender, religious, ethnic or disability stereotypes, and bias.

General Guidelines for ORExt Multiple Choice Items:

- Are comparable in length and parallel in structure.
- Have only one correct answer.
- Have one near and one far distractor.
- Are clearly-worded and are appropriate for students in the assigned grade and population in terms of reading level, interests, and experience.
- Answer choices will be arranged with sufficient white space on the page to ensure that there is no opportunity for distraction or confusion of responses.



[9]

General Guidelines for ORExt Multiple Choice Items, cont.

- Test items should not be worded in the negative ("Which of these is NOT . . ."), except in rare instances when it offers substantial advantages for the item construction or representation of the targeted construct.
- Do not be overly-concerned with scaling of the item graphics/text or additional text in answer options (e.g., ; A ; B ; C), as the graphics will be scaled/edited during the test form development process, and font will be 18-pt or larger for all text.



[10]

Items which must be edited or rejected:

- Do not match any essentialized standard
- Have more than one possible correct answer
- Are not accessible to the student population
- Are “tricky” or confusing (text and/or graphics)
- Are potentially biased in terms of age, gender, religious, ethnic, or cultural issues
- Are grammatically incorrect (unless purposefully so)
- Address English Language Arts, Math, and Science content or vocabulary incorrectly

Item Review: Content Review

Critical Content Related Questions:

Is this English Language Arts, Math, or Science?

Is this item an adequate representation of the essentialized standard?

Is the item appropriately reduced in terms of breadth, depth, and complexity?

Is this item accurate with the suggested response?

Is the intent of the item clear?

Any suggested rewording (for clarity of wording, accuracy, or intent)?

Item Review: Bias/Sensitivity

- Gender
- Race/Ethnicity/Culture
- Age
- Disability
- Religion
- Socioeconomic Status
- Region (e.g., local vocabulary)
- General

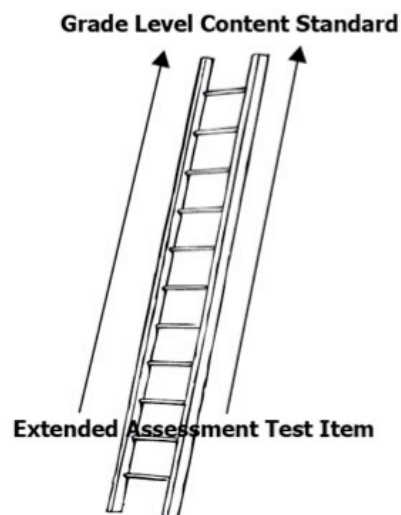
Item Review: Special Education

- Will students with significant cognitive disabilities understand this language?
- Will students with significant cognitive disabilities understand the intent?
- Do you have suggested rewording/graphics edits (for clarity and universal access)?

ORExt Items

- Are linked to OR Content Standards by the Essentialized Standards
- Essentialized Standards are systematically reduced in:
 - Depth
 - Breadth
 - Complexity

Linking Content Standards with ORExt Test Items



Essentializing Oregon Content Standards

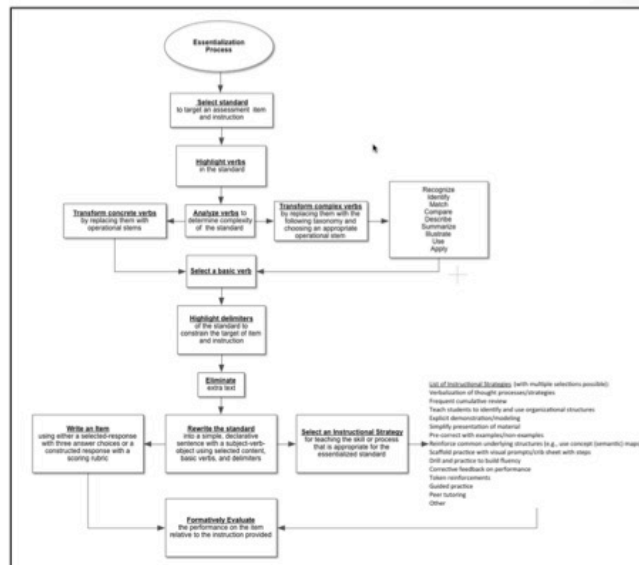
Essentializing Coding System

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

Essentialization Process

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

Essentialization Flow Chart



Example 1: How to Essentialize a Standard (Reading)

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

Example 2: How to Essentialize a Standard (Writing)

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

Example 3: How to Essentialize a Standard (Language)

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

Example 4: How to Essentialize a Standard (Math)

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

Example 5: How to Essentialize a Standard (Science)

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

The ORExt Item Review Process

Item Review: The Process

1. Each item contains the Scoring Protocol (question that an Assessor reads to the student), Student Materials (what is placed before the student), the associated Essentialized Standard/s, and three questions for you to answer.
2. Rate the Alignment of the Item to the Essentialized Standard/s – **0, 1, or 2** (see the following slides for example ratings).
3. Answer the question about whether the item is Accessible for a student with significant cognitive disabilities – **Yes or No**.
4. Answer the question about whether the item is free of Bias (i.e., gender, race, ethnicity, culture, age, disability, religion, region) – **Yes or No**.
5. Write in the comment box any comments or suggestions you have for each item. Your comments are critical improving item alignment to the standard/s when you rate an item alignment as a "0". Also, if you have any suggestions for making the item more accessible to students with significant cognitive disabilities or less biased when you answer "no" to either question, please include those in the comments box.



[27]

Three Independent Judgments

1. **Item Alignment**
Identify the level of alignment b/t items and Essentialized Standards – **0, 1, or 2**
2. **Item is Accessible to SPED Students**
Yes or No
3. **Item is Free of Bias**
Yes or No



[28]

Item Alignment Scale

2 = Item is ***strongly aligned*** to the Essentialized Standard

1 = Item is ***sufficiently aligned*** to the Essentialized Standard

0 = Item is ***not sufficiently aligned*** to any part of the Essentialized Standard

******Make note of difficulty level based on item code, L – M – H, when gauging alignment.



[29]

Example of Items and Alignment Ratings - ELA

Example of a 0 = insufficient alignment:

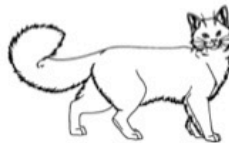
ELA - Grade 11 Essentialized Standard RL.1 - H item

Answer questions about a text that is read to student.

L - Paragraph of 4 sentences read to student M - Paragraph of 5 sentences read to student H - 2 paragraphs read to student

Here is a picture. (Point to picture.) Which word is a description of the picture: dog, cat, or bird?
[0 = incorrect / 1 = cat]

Which word is a description of the picture?



dog

cat

bird



[30]

Example of Items and Alignment Ratings - Math

Example of a 1 = sufficient alignment:

Math - Grade 7 Essentialized Standard TNS - M item

Match rational numbers to their corresponding decimal (.5, .25, .75 with multiples of 1/2, 1/4, 3/4).

L - match .5 with 1/2, 2/4, 3/6, and 4/8; M match .25 with 1/4, 2/8, 3/12, and 4/16; H-match .75 with 3/4, 6/8, 9/12, and 12/16.

Here are three answer choices. (Point to each.) Which fraction is the same as .25: 6/32, 7/32, or 8/32?
[0 = incorrect / 1 = 8/32]

Which fraction is the same as .25?

$$\frac{6}{32}$$

$$\frac{7}{32}$$

$$\frac{8}{32}$$

Example of Items and Alignment Ratings - Science

Example of a 2 = strong alignment:

Science - Grade 5 Essentialized Standard S05ESS2.2 - L item

Identify features made of water, and compare the amount of water in different reservoirs on Earth.

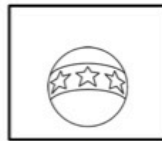
L - Restricted to questions about what Earth features that are made of water (i.e., oceans, lakes, rivers, streams) as compared to common objects that aren't (i.e., rock, brick, toy, ball)

Here are three pictures. (Point to each.) Which one is a lake: A, B, or C?
[0 = incorrect / 1 = A]

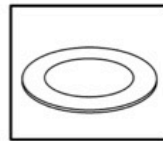
Which one is a lake?



A



B



C

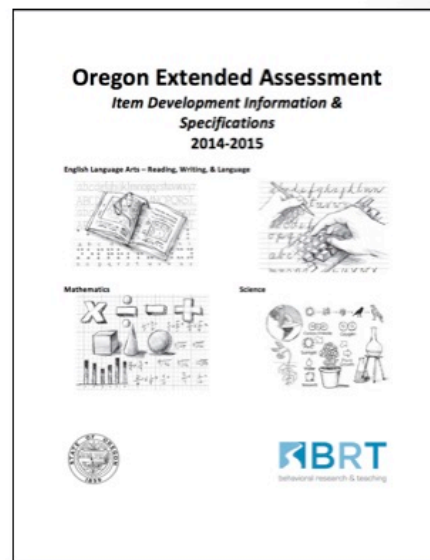
Resources to Support Your Review

- The following documents will support accurate and consistent decisions during your review
 - Dynamic Learning Maps SWSCD Survey Results
 - Item Development Information & Specifications (please read this in its entirety, so you can see exactly what we asked item writers to do)
 - Accessibility Manual (for your reference, p. 35-41)
 - Training Slides
- Videos of this webinar and student population



[33]

Item Development Information & Specifications



[34]

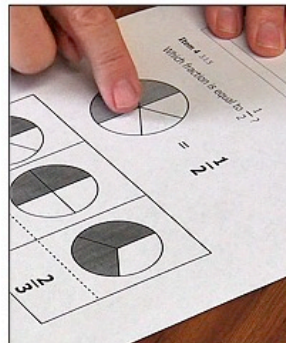
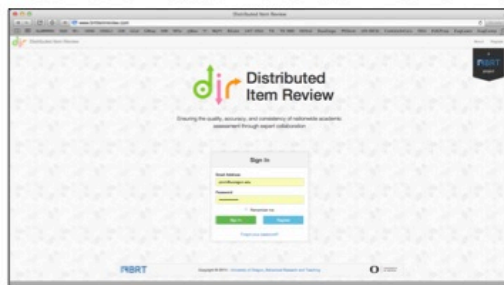
ORExt Item Development Information & Specifications

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

Distributed Item Review (DIR)

<http://www.brtitemreview.com>

A web-based system for presenting **test items** to **experts** across a **broad geographic region** so they can **review** them for important dimensions of **bias, sensitivity, and alignment with standards**.



Accessing Your Grade-level Assignment in the DIR

1. Carefully look over the review (i.e., subject, grade, details).
2. Get going by clicking on “Start” button.



[37]

Grade 5 Science Item Review Example

Item Reviews

Listed below are any currently open item reviews to which you've been assigned. Once an item review has been assigned, you will receive an email notification with instructions, and the assignment will appear in the list below. Assignments can be performed at your own pace, but must be completed by the closing date, at which point they are no longer editable.

— Behavioral Research and Teaching

All ELA Items

2349 remaining

Subject: English Language Arts
Grade: All Grades

All 2,349 ELA items.

26 days remaining

Start +

Grade 5 Science Item Review

495 remaining

Subject: Science
Grade: Grades 5, 8, and 11

Included in this assignment are 495 individual science items. Please review all items making sure to take breaks as necessary, so that you review each item carefully and completely. Please write all comments and suggestions in the Comments window below each set of questions. Your comments are critical to help us make an item aligned to an essentialized standard when you rate an item alignment as a 0. Also, if you have any suggestions for making the item more accessible to students with significant cognitive disabilities, please include those in the comments box, as well as suggestions if an item is not free of bias (no). Include any improvements or suggestions for improving the graphic image(s) for a given item in this space, also.

26 days remaining

Start +



[38]

Accessing Your Grade-level Assignment in the DIR, cont.

3. Carefully review specific details (i.e., dates, # items, PDF resources, video resources, instructions).
4. Begin reviewing items by clicking on “Next” button.

Items

Filter Items

- SOSPMS1.1LSAMPLE
- SOSPMS1.1L01
- SOSPMS1.1L02
- SOSPMS1.1L03
- SOSPMS1.1M04
- SOSPMS1.1M05
- SOSPMS1.1M06
- SOSPMS1.1H07
- SOSPMS1.1H08
- SOSPMS1.1L09
- SOSPMS1.1L10
- SOSPMS1.1M11
- SOSPMS1.1M12
- SOSPMS1.1M13
- SOSPMS1.1H14

Grade 5 Science Item Review

Subject: Science
Grade: Grades 5, 8, and 11
Opening Date: 10/24/2014
Closing Date: 11/30/2014
Number of Items: 495

PDF Resources

Resources

ORExt Item Development and Specifications 2014-2015

Videos

Video of Representative Student Population

Video Resources

Instructions

Welcome to the Oregon Extended Assessment Reading and Writing, Math, and Science Field Test Item Review. There are many test items for each grade level for you to review, and three questions to answer for each item. The three questions are: Alignment of item to Essentialized Standard (0, 1, 2), Accessible to SPED Students (yes, no), and item is free of Bias/Sensitivity Issues (yes, no). Please refer to the Training Slides in the Resources section to learn about each of these questions you will be rating. Please write all comments and suggestions in the Comments window below each set of questions. Your comments are critical to help us make an item aligned to an essentialized standard when you rate an item alignment as a 0. Also, if you have any suggestions for making the item more accessible to students with significant cognitive disabilities, please include those in the comments box, as well as suggestions if an item is not free of bias (no). Each item is on one page and before proceeding to the next page please be sure to click on the Save & Continue button at the bottom of each page. A green check mark will appear next to the item number on the left side of the page after you answer all three questions and click the Save & Continue button. Thank you for reviewing these items! If you have any questions please contact Steve Jonas at sjonas@uoregon.edu (ELA), or Shawn Irwin at shawn@uoregon.edu (Science), or Dan Farley at dfarley@uoregon.edu (Math). Alternatively, you may call the HelpDesk at 1-800-833-3163.

Instructions and Help Info

Next

Reviewing Items in the DIR

5. Carefully review the item code, scoring protocol, student materials, and three answer options – one correct, near distractor, and far distractor

Item code w/ difficulty level (H)

Grade 5 Science Item Review S05PHS1.1H07

Item list w/ current item shaded

Filter Items

Item Information / Scoring Protocol

Scoring Protocol

H - Here are three pictures. (Point to student materials.) Which is part of water: a molecule, cup or lake?

Item

Student Materials w/ correct answer highlighted in green

Which is part of water?

molecule

cup

lake

Reviewing Items in the DIR, cont.

6. Carefully answer all three questions below the test item (i.e., alignment rating, SPED, Bias).
7. Provide information in comment box for any rating of '0' or any response of 'No'.
8. Click "Save and Continue" to move to next item.

Three questions and comment box

Resources

- ORExt Item Development and Specifications 2014-2015
- Video of Representative Student Population

Questions

- Rate the strength of alignment between the test item and standard/s.
 - ☐ Insufficient alignment
 - ☐ Sufficient alignment
 - ☐ Strong alignment
- Item is Free of Bias
 - ☐ Yes
 - ☐ No
- Item is Accessible to SPED Students
 - ☐ Yes
 - ☐ No
- For any "0" or "No" rating, please provide a rationale and recommendation/s for improving the item.

Standards

★ **SEEPH.1.1** Recognize that objects, animals and plants are made of smaller parts and identify various seen/unseen parts.

L - Identify the parts of large common and inanimate objects with easily recognizable smaller parts (i.e., cars/trucks (e.g., wheels), buildings/houses (e.g., doors and windows); building blocks (e.g., smaller blocks); M - Identify the parts of a wider variety of inanimate objects (i.e., computers (e.g., screen, keyboard) and common living organisms (i.e., dogs/cats/birds (e.g., arms, legs, eyes, wings, etc.), plants/trees (e.g., leaves, flowers, trunks). ★ **H** - Identify the parts of other common objects/living organisms, including those that are too small to be seen (i.e., water/objects/animals/plants are made of atoms/molecules).

Essentialized standard and difficulty levels

[Home](#) [Save and Continue](#)

Important Things to DO

- You may (and should) stop and start your review at anytime and any number of times – the DIR keeps track of your spot by giving you a green dot (•) next to the item ID code.
- You may go back and edit an item by scrolling/clicking on it in the Item List – click “Save and Continue” to keep changes.
- Please budget your time such that you can meet all required deadlines, as compensation is dependent upon completion of item assignments and meeting item review deadlines (Nov 17 and Dec 1)



[45]

Important Things to AVOID

- This process is aimed exclusively at determining the alignment of items to essentialized standards, potential bias/sensitivity issues in the items, and access to these items for SWSCDs. You are not being asked to review the essentialized standards, nor make judgments regarding the appropriateness of statewide assessment, etc. Policy issues are not our concern here.
- Do not be overly-concerned with scaling of the item graphics/text or additional text in answer options (e.g., ; A, ; B, ; C), as these will be adjusted during the test form development process, with font at 18-pt or larger.
- Do not be overly-concerned with math coding systems, as we will ensure that the items will be appropriate when presented to students (e.g., using $8x^2$ instead of the appropriate exponent of $8x^2$)



[46]

DIR Walk- Thru



<http://www.brtitemreview.com>

[47]

Next Steps

- Register and login to the Distributed Item Review (DIR) website: <http://www.brtitemreview.com/>
- Rate the item alignment to the essentialized standard with a 0, 1, or 2 for each of the items.
- Answer the Yes/No questions about SPED accessibility and Bias.
- Write comments or suggestions for improving an item, as needed, in the comments box.
- For any item rated as '0'/'No', provide suggestions for making the item a 1 or 2/more accessible/free of bias.
- Complete half of your judgments and comments by **November 17, 2014 – we will be monitoring progress.**
- Complete all of your judgments and comments by **December 1, 2014 – we will be monitoring progress.**



[48]

Next Steps, cont.

- Make sure that you send Dan Farley a copy of the following two documents
 - Scope of Work
 - W-9
 - dfarley@uoregon.edu OR FAX at 541-346-5689
- Invoices will be distributed by e-mail in late November, to give you a chance to complete the work and submit the invoice for payment near the final due date of December 1, 2014.



[49]

Follow-up

Questions/Comments Contact:

- Item Review Project overall or Math
 - Dan Farley at dfarley@uoregon.edu, or 541.346.3133
- Science
 - Shawn Irvin at pirvin@uoregon.edu
- English Language Arts:
 - Steve Jonas at sjonas@uoregon.edu
- If you have questions for ODE, contact:
 - Bradley J. Lenhardt at Brad.Lenhardt@state.or.us or 503.947.5755



[50]

Selection, Links, Alignment: Establishing a Validity Position for Oregon’s Extended Assessments

APPENDIX B: Participant Data

ORExt Participant Background

| Subject | Grade Level | Background | Years of Experience | Highest Level of Education | Assigned |
|----------------|--------------------|--------------------|----------------------------|-----------------------------------|----------------------|
| ELA | K to 5 | Content Specialist | 27 | MA | CS-ELA-Gr 3 |
| ELA | 4 | Content Specialist | 8 | MA | CS-ELA-Gr 4 |
| ELA | K to 5 | Content Specialist | 24 | MS | CS-ELA-Gr 5 |
| ELA | 6 to 8 | Content Specialist | 21 | MA | CS-ELA-Gr 7 |
| ELA | 9 to 12 | Content Specialist | 6 | MAT | CS-ELA-HS |
| Math | K to 5 | Content Specialist | 30 | MS | CS-Math-Gr 3 |
| Math | K to 8 | Content Specialist | 50 | MS | CS-Math-Gr 4 |
| Math | 6 | Content Specialist | 33 | MBA | CS-Math-Gr 6 |
| Math | K to 12 | Content Specialist | 11 | MA | CS-Math-Gr 7 & Gr 8 |
| Math | 6 to 12 | Content Specialist | 12 | MAT, MS | CS-Math-HS |
| Math | 6 to 12 | Content Specialist | - | - | CS-Math-HS |
| Math/Science | 4 to 5 | Content Specialist | 19 | MS | CS-Sci-Gr 5 |
| Science | 8 | Content Specialist | 25 | MS | CS-Sci-Gr 8 |
| All Sciences | 9 to 12 | Content Specialist | 5 | MAT, PhD | CS-Sci-HS |
| Any or all | 6 to 8 | SPED | 9 | MS | SPED-ELA & Math-Gr 8 |
| ELA | K to 8 | SPED | 10 | MS | SPED-ELA-Gr 3 |
| Any or all | K to 8 | SPED | 12 | MS | SPED-ELA-Gr 3 |
| Any or all | 1 to 5 | SPED | 30 | BA | SPED-ELA-Gr 4 |

| ORExt Participant Background (Continued) | | | | | |
|---|--------------------|-------------------|----------------------------|-----------------------------------|-------------------|
| Subject | Grade Level | Background | Years of Experience | Highest Level of Education | Assigned |
| ELA | K to 12 | SPED | 25 | MA | SPED-ELA-Gr 4 |
| Any or all | 5 | SPED | 11 | BA | SPED-ELA-Gr 5 |
| Any or all | K to 12 | SPED | 18 | MS | SPED-ELA-Gr 6 |
| Any or all | 6 to 8 | SPED | 35 | MS | SPED-ELA-Gr 6 |
| ELA/Science | 4 to 8 | SPED | 3 | MA | SPED-ELA-Gr 7 |
| ELA/Math | K to 12 | SPED | - | MS | SPED-ELA-Gr 7 |
| ELA/Math | 6 to 8 | SPED | 20 | MA | SPED-ELA-Gr 8 |
| ELA/Math | K to 8 | SPED | 5 | MS | SPED-Math-Gr 3 |
| ELA/Math | K to 5 | SPED | 30 | MA | SPED-Math-Gr 4 |
| Math | K to 5 | SPED | 13 | MS | SPED-Math-Gr 5 |
| Any or all | 3 to 6 | SPED | 17 | BS | SPED-Math-Gr 6 |
| Any or all | 6 to 8 | SPED | 11 | MA | SPED-Math-Gr 6 |
| Any or all | K to 7 | SPED | 10 | MS | SPED-Math-Gr 7 |
| Math/Science | K to 8 | SPED | 18 | MS | SPED-Math-Gr 7 |
| Math/Science | K to 8 | SPED | 17 | MS | SPED-Math-Gr 8 |
| ELA/Math | 9 to 12 | SPED | 3 | MA | SPED-Math-HS |
| Math/Science | K to 5 | SPED | 5 | MS | SPED-Science-Gr 5 |

| ORExt Participant Background (Continued) | | | | | |
|---|--------------------|-------------------|----------------------------|-----------------------------------|-------------------|
| Subject | Grade Level | Background | Years of Experience | Highest Level of Education | Assigned |
| ELA/Math/Science | Any | SPED | 16 | MS | SPED-Science-Gr 8 |
| Math/Science | 6 to 8 | SPED | 27 | MS | SPED-Science-Gr 8 |
| ELA/Science | 6 to 12 | SPED | 16 | Doctorate J.D., MA | SPED-Science-HS |
| Any or all | K to 5 | SPED | 10 | MA | SPED-Sci-Gr 5 |

Selection, Links, Alignment: Establishing a Validity Position for Oregon's Extended Assessments

APPENDIX C: Training Materials

Oregon Extended Assessment

Linking and Alignment Study – Winter 2017



Wednesday January 11, 2017
3:00 – 4:30 PM
Dianna Carrizales-Engelmann
DCE Educational Communication LLC
for the Oregon Department of Education

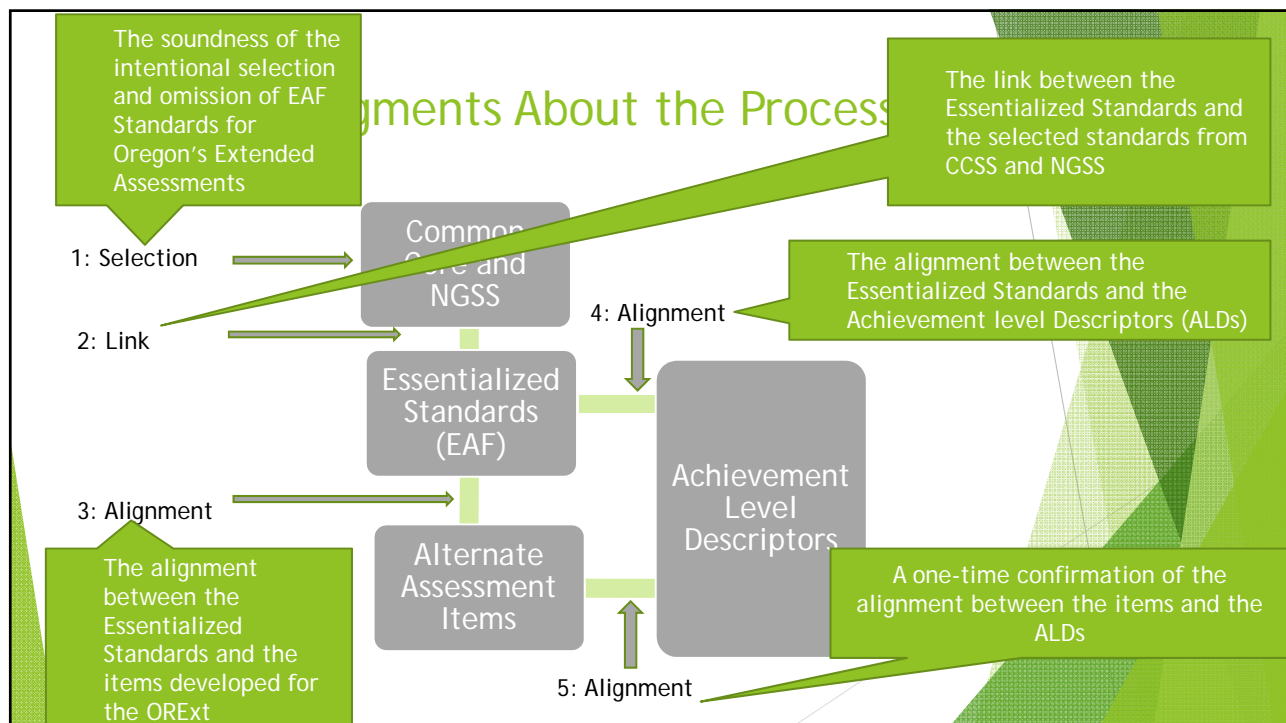
Objectives

- ▶ To affirm the judgments made by developers of Oregon's Extended Assessments -- specifically regarding the relationship and connections between and among:
 - ▶ Assessment Items
 - ▶ Source Standards (CCSS, NGSS)
 - ▶ Essentialized Standards (ES)
 - ▶ Achievement Level Descriptors (ALDs)
 - ▶ Instructional decisions
 - ▶ Population (SWSCD)

Who is here

► Experts:

- Educators who are experienced with the population of Students with Significant Cognitive Disabilities (SWSCDs)
- Educators familiar with the Essentialized Standards and Oregon's CCSS and NGSS
- Staff at ODE and test developers from BRT invested in the distribution of a valid assessment for Oregon's students



Your Judgments About the Process

- ▶ Assist in documenting the validity of the decision-making process for the development of Oregon's Extended Assessments, around:
- ▶ The soundness of the intentional selection and omission of EAF Standards for Oregon's Extended Assessments
- ▶ The link between the Essentialized Standards and the selected standards from CCSS and NGSS
- ▶ The alignment between the Essentialized Standards and the items developed for the ORExt
- ▶ The alignment between the Essentialized Standards and the Achievement level Descriptors
- ▶ The alignment between the items developed for the ORExt and the Achievement level Descriptors

Ultimate Goal

Improving achievement for students with significant cognitive disabilities by linking

- ▶ Academic standards
- ▶ Instruction
- ▶ Assessment
- ▶ Instructional/Achievement inferences



Big Picture

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

Linking Study Spreadsheets

| A | B | C | D | E | F | G | H | I | J | K | L | M |
|----------|----------------------|------------------------|----------------------------|------------------------|------------------------|------------------------|--|---|--|--|--|---|
| Standard | Common Core Standard | Essentialized Standard | Low Medium High Parameters | Level 2 ALD State ment | Level 3 ALD State ment | Level 4 ALD State ment | EVALUATION 1: Agree with determination that this standard should/should not have been included (YES/NO) | EVALUATION 2: Linkage Rating (0 = no link; 1 = sufficient link; 2 = strong link) | EVALUATION 4: Level 2 ALD Match? (YES/NO) | EVALUATION 4: Level 3 ALD Match? (YES/NO) | EVALUATION 4: Level 4 ALD Match? (YES/NO) | EVALUATION 5: The ALDs created for this subject and grade level align reliably and consistently with the corresponding ORExt assessment items. (YES/NO)) |

Note 1: Math has an extra column between B & C, as there are several sub-standards (a-g). Math individuals will need to add a letter to the identifiers in this PPT, but they should be good at adding!

Note 2: Evaluation 3 will occur within the DIR system

Content Standard Selection

Content standards were selected based upon three criteria:

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

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

EVALUATION #1: Were the “right” standards included in the assessment?

In column H*, let us know whether we have included the appropriate grade level standards (and excluded the appropriate grade level standards) based upon these criteria

- ▶ If a standard was not included, it is highlighted in red
(In ELA, the developers did not include the Speaking & Listening standards, nor the Literacy in History/SS, Science, and Technical Subjects standards due to implementation of the same criteria. Please include a statement at the bottom of any comments you may make in the Comment column stating whether you agree with this exclusion or not; if not, please explain why)
- ▶ If a standard is highlighted in green, it means that the developers believed the content to be covered by a different Essentialized Standard (and the standard that they believe it links to it is identified)

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

Target Standard: Example

Grade 3 Reading Common Core Standard RL1

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

Standard Selection Criteria

1. Instructionally critical: Is this standard a critical standard to learn in order to be able to access subsequent grade level standards?
YES
2. Instructionally prioritized: Is this standard given more weight instructionally by life skills teachers?
YES
3. Accessible: Is this standard accessible for SWSCDs, both in terms of match (i.e., cognitive complexity, depth of knowledge, breadth of knowledge) and in terms of sensory requirements (e.g., will be accessible to students with sensory impairments)?
YES

Target Standard: Non-example

Grade 11 Math

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

Standard Selection Criteria

1. Instructionally critical: Is this standard is a critical standard to learn in order to be able to access subsequent grade level standards
NO
2. Instructionally prioritized: This standard is given more weight instructionally by life skills teachers
NO
3. Accessible: This standard is accessible for SWSCDs, both in terms of performance match (i.e., cognitive complexity, depth of knowledge, breadth of knowledge) and in terms of sensory requirements (e.g., will be accessible to students with sensory impairments)
NO

EVALUATION #2: Link between the Essentialized Standards and the Source Standard?

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

[How strong is the connection?]

Strong Link

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



Strong link, with a few degrees of separation between the standards (Note: full alignment, i.e., reference to all aspects of the standard, is not the goal)

Strong Link Example

Grade 5 Science Target Standard

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

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

Strong Link Example, cont.

Essentialized Standard, with L/M/H Parameters

►Compare the amount of water in different reservoirs on Earth.

►Discussion: The content in the essentialized standard links to the content in the source standard the variation is only introduced when we determine the boundaries within which the student may respond to the standard. In this example, in the low difficulty range the student is identifying water, while at the high difficulty range she is comparing the relative amounts of water in different reservoirs.

►Level 2 (Low) - Restricted to questions about Earth features that are made of water (i.e., oceans, lakes, rivers, streams) as compared to common objects that aren't (i.e., rock, brick, toy, ball);

►Level 3 (Medium) - Restricted to questions about Earth features that are made of water (i.e., oceans, lakes, rivers, streams) as compared to other natural features that aren't (mountains, volcanoes, forest, etc.);

►Level 4 (High) - Restricted to comparing the relative amounts of water in various features of the hydrosphere (i.e., oceans, lakes, rivers, streams, ponds, etc.) using, for example, bar graphs that reflect the relative %s of water in the ocean vs. lakes vs. rivers; or Pacific Ocean vs. other oceans.

Sufficient Link

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



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

Sufficient Link Example

Grade 8 Math Target Standard

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

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

Sufficient Link, cont.

Essentialized Standard, with L/M/H Parameters

- ▶ Identify slope as positive, negative, zero, or undefined.
- ▶ *Discussion:* It can be argued that this is a 2, but it is at the very least a strong 1. The student is indeed comparing functions. They are only linear and they are only in four formats, but it gets at the standard's focus on comparing a relationship between two variables.
- ▶ Level 2 (Low) - identify positive slopes 1-3;
- ▶ Level 3 (Medium) - identify negative slopes 4-10;
- ▶ Level 4 (High) - identify zero or undefined slopes

No Link

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

Essentialized Standard

Target Standard



These two standards are not the same

No Link Example

Grade 7 Writing

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

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

No Link Example, cont.

Essential Standard, with L/M/H Parameters

► Identify a number in writing.

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

► Level 2 (Low) - Identify numbers 1-10;

► Level 3 (Medium) - Identify numbers 11-20;

► Level 4 (High) - Identify numbers 21-40

EVALUATION #3: Alignment between the Essentialized Standard and the Item?

- Your third task is to determine the relationship between the Essentialized Standard (ES) and the secure assessment items as written.
- There is no column in the spreadsheet for this judgement. This review will occur within the Distributed Item Review (DIR platform).

► 0 = Item shows *no alignment* to any part of the Essentialized Standard

► 1 = Item shows *sufficient alignment* to the Essentialized Standard

► 2 = Item shows *strong alignment* to the Essentialized Standard

**Make note of difficulty level based on item code, L – M – H, when gauging alignment.

Three Independent Judgments within this decision

1. Item Alignment

Identify the level of alignment between items and Essentialized Standards – **0, 1, or 2**

2. Item is Accessible to SPED Students

Yes or No

3. Item is Free of Bias

Yes or No

- Does the performance demand conveyed in each item match that described in the associated performance descriptor.

Example of Items and Alignment Ratings - ELA

Example of a 0 = insufficient alignment:

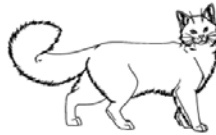
ELA - Grade 11 Essentialized Standard RL.1 - H item

Answer questions about a text that is read to student.

L - Paragraph of 4 sentences read to student M - Paragraph of 5 sentences read to student H - 2 paragraphs read to student

Here is a picture. (Point to picture.) Which word is a description of the picture: dog, cat, or bird?
[0 = incorrect / 1 = cat]

Which word is a description of the picture?



dog

cat

bird

Example of Items and Alignment Ratings - Math

Example of a 1 = sufficient alignment:

Math - Grade 7 Essentialized Standard TNS - M item

Match rational numbers to their corresponding decimal (.5, .25, .75 with multiples of 1/2, 1/4, 3/4).

L - match .5 with 1/2, 2/4, 3/6, and 4/8; M - match .25 with 1/4, 2/8, 3/12, and 4/16; H - match .75 with 3/4, 6/8, 9/12, and 12/16.

Here are three answer choices. (Point to each.) Which fraction is the same as .25? 6/32, 7/32, or 8/32?
[0 = incorrect / 1 = 8/32]

Which fraction is the same as .25?

$\frac{6}{32}$

$\frac{7}{32}$

$\frac{8}{32}$

Example of Items and Alignment Ratings - Science

Example of a 2 = strong alignment:

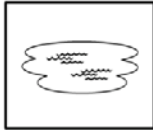
Science - Grade 5 Essentialized Standard S05ESS2.2 - L item

Identify features made of water, and compare the amount of water in different reservoirs on Earth.


L - Restricted to questions about what Earth features that are made of water (i.e., oceans, lakes, rivers, streams) as compared to common objects that aren't (i.e., rock, brick, toy, ball)

Here are three pictures. (Point to each.) Which one is a lake: A, B, or C?
[0 = incorrect / 1 = A]

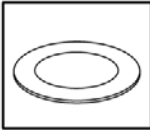
Which one is a lake?



A



B



C

Resources to Support Your Review

- ▶ The following documents will support accurate and consistent decisions during your review
 - ▶ ORExt Item Development Information & Specifications
 - ▶ Accessibility Manual
 - ▶ Alignment and Linking Study Slides

Evaluation #4: Alignment between the Essentialized Standard and the Achievement Level Descriptors (Levels 2, 3, and 4)?

- Your fourth task is to determine the relationship between the Essentialized Standard (ES) and the Achievement Level Descriptors.
- ▶ **Yes: ALD Level 2 (ALD Level 3, ALD Level 4) Achievement Level Descriptor** accurately describes the achievement of a student who has a partial or inconsistent (proficient, exceptionally proficient) understanding of the Essentialized Standard.
- ▶ **No: ALD Level 2 (ALD Level 3, ALD Level 4) Achievement Level Descriptor** does not accurately describe the achievement of a student who has a partial or inconsistent (proficient, exceptionally proficient) understanding of the Essentialized Standard.

[Given that the Achievement Level Descriptors (ALDs) were developed directly from each of the Essentialized Standards, the developers anticipate a strong alignment between the ALDs and the Essentialized Standards]

Strong Alignment

2 = Strong Alignment: the connection between the content in the ES and the language of the content in the ALD is obvious and clear.



Sufficient Alignment

1 = Sufficient Alignment: there is a connection between the content in the ES and the language in the ALD that is easily recognizable, but not as strong as it could be

Achievement
Level Descriptor



Essentialized
Standard

No Alignment

0 = No Alignment: there is no connection between the content in the ES and the language of the ALD

Achievement Level
Descriptor



Essentialized Standard

EVALUATION 5: Alignment between the ORExt Item and the ALD (level 2, 3, or 4)

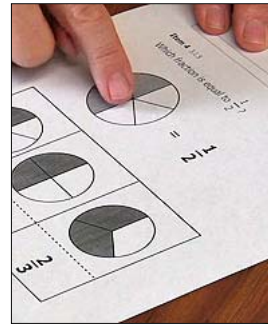
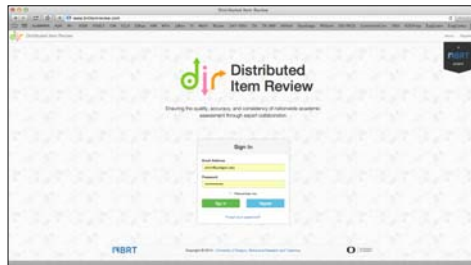
- ▶ At the conclusion of your spreadsheet there will be a final statement that is different from all of the previous statements.
- ▶ The statement asks you for a one-time affirmation of the alignment between the ORExt Items you have been reviewing, and the Achievement Level Descriptors you have been working with for this evaluation.
- ▶ Affirm that:
 - ▶ The ALDs created for this subject and grade level align reliably and consistently with the corresponding ORExt assessment items.

Process Review

- ▶ First: Read the standards
- ▶ Conduct the 5 evaluations:
 - ▶ Evaluation 1: Determine standard selection agreement/disagreement (If you disagree with the standard selection of exclusion, change the "Yes" to a "No" in Column H, and then use the *Comments* column to explain why) [*Your Excel Spreadsheet*]
 - ▶ Evaluation 2: Rate the Linkage of the ES to the Target Standard/s with a 0, 1, or 2 in Column I (if you rate a linkage as "0" please explain why in the *Comments* column) [*Your Excel Spreadsheet*]
 - ▶ Evaluation 3: Rate the alignment between the Item and the Essentialized Standard [*DIR Platform - see following slides for procedure*]
 - ▶ Evaluation 4: Rate the alignment of the ES to the ALDs (Level 2, 3, 4) [*Your Excel Spreadsheet*]
 - ▶ Evaluation 5: Rate the link between the Item and the ALDs [*Your Excel Spreadsheet*]
- ▶ E-mail your completed spreadsheets to carrizad@gmail.com by January 29th, 2017 using the "_DCE" filename extension (with your initials instead of mine)

Evaluation 3: Distributed Item Review (DIR) <http://www.brtitemreview.com>

A web-based system for presenting **test items** to **experts** across a **broad geographic region** so they can **review** them for important dimensions of **bias**, **sensitivity**, and **alignment with standards**.



Accessing Your Grade-level Assignment in the DIR

1. Carefully look over the review (i.e., subject, grade, details).
2. Get going by clicking on "Start" button.

Grade 5 Science Item Review Example

Item Reviews

Listed below are any currently open item reviews to which you've been assigned. Once an item review has been assigned, you will receive an email notification with instructions, and the assignment will appear in the list below. Assignments can be performed at your own pace, but must be completed by the closing date, at which point they are no longer editable.
— Behavioral Research and Teaching

All ELA Items

2349 remaining

Subject: English Language Arts
Grade: All Grades

All 2,349 ELA items.

⌚ 26 days remaining

Start »

Grade 5 Science Item Review

495 remaining

Subject: Science
Grade: Grades 5, 8, and 11

Included in this assignment are 495 individual science items. Please review all items making sure to take breaks as necessary, so that you review each item carefully and completely. Please write all comments and suggestions in the Comments window below each set of questions. Your comments are critical to help us make an item aligned to an essentialized standard when you rate an item alignment as a 0. Also, if you have any suggestions for making the item more accessible to students with significant cognitive disabilities, please include those in the comments box, as well as suggestions if an item is not free of bias (no). Include any improvements or suggestions for improving the graphic image(s) for a given item in this space, also.

⌚ 26 days remaining

Start »

37

Accessing Your Grade-level Assignment in the DIR, cont.

3. Carefully review specific details (i.e., dates, # items, PDF resources, video resources, instructions).
4. Begin reviewing items by clicking on "Next" button.

Items

Filter Items

- S05PHS1.1LSAMPLE
- S05PHS1.1L01
- S05PHS1.1L02
- S05PHS1.1L03
- S05PHS1.1M04
- S05PHS1.1M05
- S05PHS1.1M06
- S05PHS1.1H07
- S05PHS1.1H08
- S05PHS1.1L09
- S05PHS1.1L10
- S05PHS1.1M11
- S05PHS1.1M12
- S05PHS1.1M13
- S05PHS1.1H14
- LOAD MORE ITEMS

Grade 5 Science Item Review

Subject: Science
Grade: Grades 5, 8, and 11
Opening Date: 10/24/2014
Closing Date: 11/30/2014
Number of Items: 495

PDF Resources

Resources

ORExt Item Development and Specifications 2014-2015

Videos

Video of Representative Student Population

Video Resources

Instructions

Welcome to the Oregon Extended Assessment Reading and Writing, Math, and Science Field Test Item Review. There are many test items for each grade level for you to review, and three questions to answer for each item. The three questions are: Alignment of item to Essentialized Standard (0, 1, 2), Accessible to SPED Students (yes, no), and item is free of Bias/Sensitivity Issues (yes, no). Please refer to the Training Slides in the Resources section to learn about each of these questions you will be rating. Please write all comments and suggestions in the Comments window below each set of questions. Your comments are critical to help us make an item aligned to an essentialized standard when you rate an item alignment as a 0. Also, if you have any suggestions for making the item more accessible to students with significant cognitive disabilities, please include those in the comments box, as well as suggestions if an item is not free of bias (0). Each item is on one page and before proceeding to the next page please be sure to click on the Save & Continue button at the bottom of each page. A green check mark will appear next to the item number on the left side of the page after you answer all three questions and click the Save & Continue button. Thank you for reviewing these items! If you have any questions please contact Steve Jonas at sjonas@uoregon.edu (ELA), or Shawn Irvin at pirvin@uoregon.edu (Science), or Dan Farley at dfarley@uoregon.edu (Math). Alternatively, you may call the HelpDesk at 1-800-833-3163.

Instructions and Help Info

Next

Reviewing Items in the DIR

- Carefully review the item code, scoring protocol, student materials, and three answer options - one correct, near distractor, and far distractor

Item code w/ difficulty level (H)

Grade 5 Science Item Review S05PHS1.1H07

Item Information / Scoring Protocol

Scoring Protocol

H - Here are three pictures. (Point to student materials.) Which is part of water: a molecule, cup or lake?

Item

Student Materials w/ correct answer highlighted in green

Which is part of water?

molecule cup lake

Item list w/ current item shaded

Reviewing Items in the DIR, cont.

6. Carefully answer all three questions below the test item (i.e., alignment rating, SPED, Bias).
7. Provide information in comment box for any rating of '0' or any response of 'No'.
8. Click "Save and Continue" to move to next item.

Questions and comment box

Resources

- ORE Ext Item Development and Specifications 2014-2015
- Video of Representative Student Population

Questions

- Rate the strength of alignment between the test item and standard/s.
 - ☐ Insufficient alignment
 - ☐ Sufficient alignment
 - ☐ Strong alignment
- Item is Free of Bias
 - ☐ Yes
 - ☐ No
- Item is Accessible to SPED Students
 - ☐ Yes
 - ☐ No
- For any "0" or "No" rating, please provide a rationale and recommendation/s for improving the item.

Standards

★ **505PH81.1:** Recognize that objects, animals and plants are made of smaller parts and identify various seen/unseen parts.

L - Identify the parts of large common and inanimate objects with easily recognizable smaller parts (i.e., cars/trucks (e.g., wheels), buildings/houses (e.g., doors and windows); building blocks (e.g., smaller blocks); M - Identify the parts of a wider variety of inanimate objects (i.e., computers (e.g., screen, keyboard) and common living organisms (i.e., dogs/cats/birds (e.g., arms, legs, eyes, wings, etc.), plants/trees (e.g., leaves, flowers, branches); H - Identify the parts of other common objects/living organisms, including those that are too small to be seen (i.e., water/objects/animals/plants are made of atoms/molecules).

Essentialized standard and difficulty levels

- Home Save and Continue >

Important Things to DO

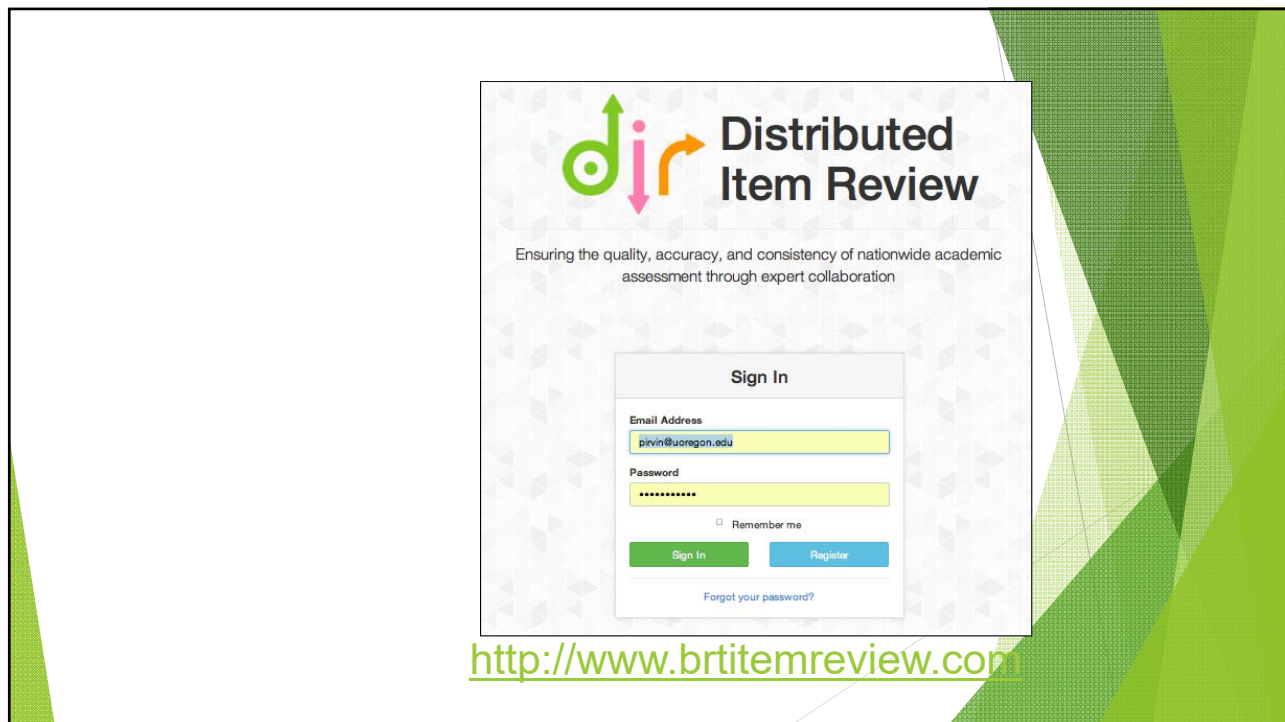
- ▶ You may (and should) stop and start your review at anytime and any number of times – the DIR keeps track of your spot by giving you a green dot (•) next to the item ID code.
- ▶ You may go back and edit an item by scrolling/clicking on it in the Item List – click “Save and Continue” to keep changes.
- ▶ Please budget your time such that you can meet all required deadlines, as compensation is dependent upon completion of item assignments and meeting item review deadlines (January 29th 2017)

Important Things to AVOID

- ▶ This process is aimed exclusively at determining the alignment of items to essentialized standards, potential bias/sensitivity issues in the items, and access to these items for SWSCDs. You are not being asked to review the essentialized standards, nor make judgments regarding the appropriateness of statewide assessment, etc.
- ▶ Do not be overly-concerned with scaling of the item graphics/text or additional text in answer options (e.g., ; A, ; B, ; C), as these will be adjusted during the test form development process, with font at 18-pt or larger.
- ▶ Do not be overly-concerned with math coding systems, as we will ensure that the items will be appropriate when presented to students (e.g., using $8x^2$ instead of the appropriate exponent of $8x^2$)

DIR Platform Known Issues:

- ▶ ELA: The DIR review system does not recognize traced font.
 - ▶ All grades: Traced test items (where the letters appear as dashed lines) appear as regular font.
 - ▶ Grade 3 only: Some traced items show blank answer choices
- ▶ Math: The following symbols appear as written text rather than the math symbol:
 - ▶ Grade 6: Division, less than/equal to, greater than/equal to
 - ▶ Grade 8: Square root symbol.
- ▶ Science – No known issues



Next Steps

- ▶ Register and login to the Distributed Item Review (DIR) website: <http://www.brtitemreview.com/>
- ▶ Rate the item alignment to the essentialized standard with a 0, 1, or 2 for each of the items.
- ▶ Answer the Yes/No questions about SPED accessibility and Bias.
- ▶ Write comments or suggestions for improving an item, as needed, in the comments box.
- ▶ For any item rated as '0'/'No', provide suggestions for making the item a 1 or 2/more accessible/free of bias.
- ▶ Complete all of your judgments and comments including those captured in the Excel Spreadsheet by January 29th 2017 at midnight – **we will be monitoring progress and may check in part way through the process.**
- ▶ Email completed spreadsheets to me at carrizad@gmail.com

Next Steps/Follow-up

- ▶ Questions/Comments Contact: Dianna Carrizales-Engelmann
carrizad@gmail.com
- ▶ Thank you for your time!



Selection, Links, Alignment: Establishing a Validity Position for Oregon's Extended Assessments

APPENDIX D: Essentialized Standards User Guide

Essentialized Assessment Frameworks (EAFs)
2015-16 User Guide

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Background

Essentialized Assessment Frameworks (EAFs) were developed by Behavioral Research & Teaching (BRT) at the University of Oregon in consultation with the Oregon Department of Education (ODE). The development process included review and feedback from Oregon teachers, both general and special education, in three steps. First, the frameworks were linked to grade level content in the Common Core State Standards (English language arts & Math) and dually-linked to the Next Generation Science Standards (NGSS)/OR Science Standards. Second, they were designed to reflect grade level content that was reduced in terms of depth, breadth, and complexity (RDBC) in order to increase accessibility, as well as overall academic expectations, for students with significant cognitive disabilities (SWSCDs) in Oregon. Third, the EAFs formed the basis for developing new Oregon Extended Assessment items (ORExt) using a scaling technique that allows for modeling growth over grades.

Intended Uses

Educators in the field should use the EAFs as examples of the essentialization process. However, essentialization is an individualized process that should be conducted for each student based upon the student's present levels of functioning. Our intent is not to have teachers use the EAFs in a copy/paste fashion. Rather, the EAFs provide the field with additional information on the process for essentializing standards and multiple examples. The EAFs also are clearly related to the content of the ORExt and therefore provide a link between instruction and assessment. Ideally, educators can also use the essentialization process to develop Present Levels of Academic and Functional Performance (PLAAFPs), as well as Individualized Education Program (IEP) goals and objectives for SWSCDs. In fact, the essentialization process can generalize to all students to target instruction based on individual student needs.

Essentialization Process

The end result of the essentialization is a three-part statement that is based on targeted content, intellectual operations, and key delimiters to the content. Nouns are used to identify key content, verbs reflect the intellectual operation, and critical delimiters are conditional phrases or the object of the sentence. We have used the following conventions during the essentialization process: (a) content (nouns) is **boxed**, (b) intellectual operations (verbs) are underlined (with complex verbs bold), and (c) delimiters (of content or intellectual operations) are *italicized*. Additional reductions in depth, breadth, and complexity are made by limiting the scope of the content and/or changing the process (abstract) verb to be more accessible by using a product (concrete) verb.

Example of Essentialization with a Fraction Problem

4.NF.2.3.a (Grade 4, Number and Operations – Fractions, Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers, Standard 3a)

"Understand addition *and* subtraction *of fractions as joining and separating parts referring to the same whole."*

Essentialized Standard: "Add two same-unit fractions."

N.B. The original grade level standard has been reduced in terms of depth, breadth, and overall complexity. The essentialized standard remains reflective of grade level content, however. It is still focused on performing an operation with fractions, though the performance is limited to adding same unit fractions. This approach is critical, as the goal of essentialization is to maintain a strong link to grade level content while increasing accessibility for each student.

Caveat to EAF Structure: Each EAF document (ELA, Math, & Science) conveys the Essentialized Standards used to develop the new ORExt. However, not all CCSS and NGSS/ORSci standards were essentialized. Rather, standards were identified that were either (a) the most important to learn or (b) given the most opportunity to learn. Standards that were not essentialized have been highlighted in red. In the end, all EAFs have been vetted and approved by Oregon teachers in terms of their selection as well as their adaptation (content and structure). In some cases, this process resulted in very close relations among the grade level standards reflecting essentially the same core content across multiple standards (highlighted in green and a Essentialized Standard code to which they link).

Essentialized Standard Exemplars: The spreadsheets demonstrate the determined linkages with grade level content of Essentialized Standards mapped out into three levels of difficulty: Low (L), Medium (M), and High (H).

The EAF documents are available at the following link, copyrighted © by Behavioral Research & Teaching (BRT) and Oregon Department of Education (ODE):

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

For questions or comments regarding the EAFs, please contact Dan Farley (dfarley@uoregon.edu)– BRT.

Appendix 4.1B

History of Oregon Extended Assessments 1999 -2019

| Year | Alternate Assessment Employed | Content Areas | Grades/Grade Bands | Standards/ Items |
|---------------------------|--|---|--|---|
| 1999-2000 through 2005-06 | CLRAS or the Extended Academic Assessment | CLRAS = career readiness standards; Extended Academic Assessment = RWMS | One test for all grade bands | CLRAS = career readiness; Extended Academic = Kindergarten-level OR standards |
| 2006-07 | Oregon Extended Assessment (Standard and Scaffold) | Reading (R) Writing (W) Mathematics (M) Science (S) | Reading, Writing, & Math: Elementary (G3-G5), Secondary (G6-G10); Science: G5, 8, & 10 | Grade-level OR Content Standards/ 5 items per task |
| 2007-08 | | | Reading & Math: ES (G3-G5), MS (G6-G8), and HS (G10); Writing: G4, 7, & 10; Science: G5, 8, & 10 | Grade-level OR Content Standards/ 10 items per task (New math standards & field testing) |
| 2008-09 | | | | |
| 2009-10 | | | Reading: ES (G3-G5), MS (G6-G8), and HS (G11); Writing: G4, 7, & 11; Math: G3, 4, 5, 6, 7, 8, and 11; Science at grades 5, 8, & 11 | Grade-level OR Content Standards/ 10 items per task (Math standard setting; new science standards & field testing) |
| 2010-11 | | | Reading: ES (G3-G5), MS (G6-G8), and HS (G11); Writing: G11 only; Math: G3, 4, 5, 6, 7, 8, & 11; Science at grades 5, 8, & 11 | Common Core State Standards (CCSS) adopted in RWM– ongoing field- testing used to ensure alignment to new standards in RWM. OR Science Standards (Science standard setting) |
| 2011-12 | | | Reading: ES (G3-G5), MS (G6-G8), and HS (G11); Writing: G11 only; Math: G3, 4, 5, 6, 7, 8, and 11; Science at grades 5, 8, & 11 | CCSS in RWM; OR Science Standards |
| 2012-14 | | | Reading: ES (G3-G5), MS (G6-G8), and HS (G11); Writing: G11 only; Math: G3, 4, 5, 6, 7, 8, and 11; Science at grades 5, 8, & 11 | |

| Year | Alternate Assessment Employed | Content Areas | Grades/Grade Bands | Standards/ Items |
|---------|-------------------------------|--------------------------------------|--|---|
| 2014-15 | ORExt | ELA (R, W & L), Math, & Science (S) | ELA & Math (G3, 4, 5, 6, 7, 8, & 11); Science: G5, 8, & 11 | Aligned to the Essentialized Standards, linked to the CCSS in ELA & NGSS/OR Science Standards |
| 2015-16 | ORExt & ORora | ELA (R, W & L), Math, & Science (S) | ELA & Math (G3, 4, 5, 6, 7, 8, & 11); Science: G5, 8, & 11 | Aligned to the Essentialized Standards, linked to the CCSS in ELA & NGSS/OR Science Standards; ORora added for students who do not meet the minimum participation rule on the ORExt |
| 2016-17 | ORExt & ORora | ELA (R, W, & L), Math, & Science (S) | ELA & Math (G3, 4, 5, 6, 7, 8, & 11); Science: G5, 8, & 11 | Aligned to the Essentialized Standards, linked to the CCSS in ELA & NGSS/OR Science Standards; ORora for students who do not meet the minimum participation rule on the ORExt |
| 2017-18 | ORExt & ORora | ELA (R, W, & L), Math, & Science (S) | ELA & Math (G3, 4, 5, 6, 7, 8, & 11); Science: G5, 8, & 11 | Aligned to the Essentialized Standards, linked to the CCSS in ELA & NGSS/OR Science Standards; ORora for students who do not meet the minimum participation rule on the ORExt |
| 2018-19 | ORExt & ORora | ELA (R, W, & L), Math, & Science (S) | ELA & Math (G3, 4, 5, 6, 7, 8, & 11); Science: G5, 8, & 11 | Aligned to the Essentialized Standards, linked to the CCSS in ELA & NGSS/OR Science Standards; ORora for students who do not meet the minimum participation rule on the ORExt |

- **1999-2000 to 2005-06** school years - Students with disabilities were administered either the CLRAS (Career and Life Role Assessment System), or the Extended Academic Assessment. Academic Assessment was in four subject areas: Reading, Writing, Math, Science. The academic assessments for each subject area contained just one test for all ages and grades.
- **2006-07** - Oregon eliminated the CLRAS assessment and started a new assessment system that had test items linked to grade level academic standards. Assessments were in Reading, Writing, Math, and Science. Two grade-banded assessments were developed for each academic subject: elementary (grades 3 - 5) and secondary (grades 6 - 10).

Each subject area assessment had both a scaffold and standard administration option. Each assessment had tasks that contained 5 prerequisite items and 5 test items.

- **2007-08** - Separate assessments for elementary, middle school, and high school were developed for each of the four subject area assessments. Another test structural change this year was that task one of each assessment became 10 prerequisite items. All other tasks contained five test items and no prerequisite items.
- **2008-09** - No significant changes to assessments this year.
- **2009-10** - Extended Assessments remain unchanged. But, Oregon adopts new math standards and a separate assessment of field test items is developed for each of the seven grades of 3, 4, 5, 6, 7, 8, and 10.
- **2010-11** - Only structural change to assessments this year is that math now has assessments at each of the seven assessable grades: 3, 4, 5, 6, 7, 8, and 11. A change is made in the administration of the high school assessments in all subjects from grade 10 to grade 11. Oregon adopts new science standards and a separate assessment of field test items is developed for each of the three grade levels of elementary, middle school, and high school.
- **2011-12** - No structural changes to assessments this year. Oregon adopts Common Core State Standards and field test items are developed and administered for each of the assessments. Writing assessment is halted for grades 4 & 7.
- **2012-13** - No structural changes to assessments. Items linked to Common Core State Standards continue to be developed and administered in each of the assessments. Writing assessment is halted for grades 4 & 7. Students in Grade 12 may now re-take the Grade 11 assessment.
- **2013-14** - No structural changes to assessments. Most items are now linked to Common Core State Standards and continue to be developed and administered in each of the assessments. Writing assessment remain on hold for grades 4 & 7. Students in Grade 12 may re-take the Grade 11 assessment.
- **2014-15** – Complete revision of the ORExt, including grade level assessments in ELA (which combines Reading, Writing, and Language standards). Tests are aligned to the Essentialized Standards, which are linked to the CCSS and NGSS/OR Science Standards. Assessment is built on vertical scale, which will allow for comparisons of student performance from year to year based upon a common scale in ELA and Math, Grades 3-8. Only one test version (no longer Standard & Scaffold). Prerequisite skills will not be assessed this year, but will be determined via observational checklist next year.
- **2015-16** – Continuation of last year's new test design, with the addition of the Oregon Observational Rating Assessment (ORora) for students who do not meet the minimum participation rule on the ORExt. Field testing of new items continues.
- **2016-17** – Continuation of last year's test design, including the Oregon Observational Rating Assessment (ORora) for students who do not meet the minimum participation rule on the ORExt. Independent Alignment study conducted, as well as tablet administration planned for 2017-18 testing year. Field testing of new items continues.
- **2017-18** – Continuation of last year's design, including the Oregon Observational Rating Assessment (ORora) for students who do not meet the minimum participation rule on the ORExt. Tablet application and online platform of all subject areas and grade level assessments available.

- **2018-19** - Continuation of last year's design, including the Oregon Observational Rating Assessment (ORora) for students who do not meet the minimum participation rule on the ORExt. Tablet application and online platform of all subject areas and grade level assessments available. New for 2018-19, data entry housed by BRT.

Appendix 4.2

| | American Indian / Alaska Native | Asian | Native Hawaiian/ Pacific Islander | Black / African American | Hispanic / Latino | White | Multi-Racial | Totals | | |
|----------------|--|--------|--|--------------------------------|----------------------|---------|--------------|---------|---------|------------|
| | All | All | All | All | All | All | All | Male | Female | Non-Binary |
| Kindergarten | 439 | 1,630 | 345 | 916 | 9,689 | 26,247 | 2,738 | 21,594 | 20,404 | 6 |
| First Grade | 459 | 1,689 | 301 | 946 | 9,899 | 26,760 | 2,887 | 22,115 | 20,824 | 2 |
| Second Grade | 505 | 1,642 | 361 | 985 | 10,192 | 26,899 | 2,977 | 22,316 | 21,241 | 4 |
| Third Grade | 488 | 1,703 | 340 | 1,021 | 10,327 | 27,125 | 2,898 | 22,568 | 21,331 | 3 |
| Fourth Grade | 523 | 1,762 | 326 | 1,082 | 10,892 | 27,644 | 2,953 | 23,432 | 21,746 | 4 |
| Fifth Grade | 551 | 1,777 | 357 | 1,098 | 11,294 | 28,631 | 3,133 | 24,002 | 22,833 | 6 |
| Sixth Grade | 608 | 1,780 | 332 | 1,039 | 11,264 | 28,603 | 3,029 | 23,922 | 22,718 | 15 |
| Seventh Grade | 616 | 1,839 | 348 | 1,005 | 11,063 | 27,924 | 2,889 | 23,307 | 22,357 | 20 |
| Eighth Grade | 578 | 1,723 | 338 | 991 | 10,600 | 27,401 | 2,819 | 22,939 | 21,486 | 25 |
| Ninth Grade | 634 | 1,871 | 343 | 925 | 10,206 | 28,553 | 2,851 | 23,295 | 22,055 | 33 |
| Tenth Grade | 581 | 1,892 | 321 | 995 | 10,223 | 28,051 | 2,751 | 23,142 | 21,645 | 27 |
| Eleventh Grade | 593 | 1,865 | 311 | 1,001 | 9,937 | 27,454 | 2,466 | 22,469 | 21,139 | 19 |
| Twelfth Grade | 705 | 2,094 | 340 | 1,297 | 10,600 | 28,905 | 2,745 | 24,265 | 22,403 | 18 |
| All Grades | 7,280 | 23,267 | 4,363 | 13,301 | 136,186 | 360,197 | 37,136 | 299,366 | 282,182 | 182 |

All Grades 2018-19

| | | | | | | | | | | |
|-----------------------|-------|--------|-------|--------|---------|---------|--------|---------|--|--|
| Total | 7,280 | 23,267 | 4,363 | 13,301 | 136,186 | 360,197 | 37,136 | 581,730 | | |
| Percentage Each Group | 1.25% | 4.00% | 0.75% | 2.29% | 23.41% | 61.92% | 6.38% | 100% | | |

All Grades 2017-18

| | | | | | | | | | | |
|-----------------------|-------|--------|-------|--------|---------|---------|--------|---------|--|--|
| Total | 7,724 | 23,324 | 4,232 | 13,509 | 133,822 | 362,396 | 35,677 | 580,684 | | |
| Percentage Each Group | 1.33% | 4.02% | 0.73% | 2.33% | 23.05% | 62.41% | 6.14% | 100% | | |

Percent change from 2017-18 to 2018-19

| | | | | | | | | | | |
|--|--------|--------|-------|--------|-------|--------|-------|-------|--|--|
| | -5.75% | -0.24% | 3.10% | -1.54% | 1.77% | -0.61% | 4.09% | 0.18% | | |
|--|--------|--------|-------|--------|-------|--------|-------|-------|--|--|

| |
|---------|
| |
| All |
| 42,004 |
| 42,941 |
| 43,561 |
| 43,902 |
| 45,182 |
| 46,841 |
| 46,655 |
| 45,684 |
| 44,450 |
| 45,383 |
| 44,814 |
| 43,627 |
| 46,686 |
| 581,730 |

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| County | Attending District Institution ID | District | 2017-18 Total Enrollment | 2018-19 Total Enrollment | 2018-19 American Indian/Alaska Native | 2018-19 % American Indian/Alaska Native |
|------------|---|---------------------------------|-----------------------------|-----------------------------|--|--|
| Lake | 2063 | Adel SD 21 | 8 | 8 | 2 | 25.0% |
| Malheur | 2113 | Adrian SD 61 | 301 | 295 | 3 | 1.0% |
| Benton | 1899 | Alsea SD 7J | 158 | 226 | - | 0.0% |
| Yamhill | 2252 | Amity SD 4J | 878 | 837 | 10 | 1.2% |
| Malheur | 2111 | Annex SD 29 | 103 | 105 | - | 0.0% |
| Gilliam | 2005 | Arlington SD 3 | 155 | 163 | 9 | 5.5% |
| Malheur | 2115 | Arock SD 81 | 15 | 21 | - | 0.0% |
| Jackson | 2041 | Ashland SD 5 | 2,950 | 2,905 | 12 | 0.4% |
| Jefferson | 2051 | Ashwood SD 8 | 6 | 6 | - | 0.0% |
| Clatsop | 1933 | Astoria SD 1 | 1,914 | 1,881 | 15 | 0.8% |
| Umatilla | 2208 | Athena-Weston SD 29RJ | 575 | 584 | 50 | 8.6% |
| Baker | 1894 | Baker SD 5J | 3,329 | 3,832 | 48 | 1.3% |
| Coos | 1969 | Bandon SD 54 | 697 | 698 | 3 | 0.4% |
| Washington | 2240 | Banks SD 13 | 1,150 | 1,124 | 3 | 0.3% |
| Washington | 2243 | Beaverton SD 48J | 40,860 | 40,964 | 149 | 0.4% |
| Deschutes | 1976 | Bend-LaPine Administrative SD 1 | 18,325 | 18,384 | 108 | 0.6% |
| Lane | 2088 | Bethel SD 52 | 5,611 | 5,624 | 76 | 1.4% |
| Lane | 2095 | Blachly SD 90 | 227 | 234 | 4 | 1.7% |
| Jefferson | 2052 | Black Butte SD 41 | 34 | 29 | - | 0.0% |
| Curry | 1974 | Brookings-Harbor SD 17C | 1,596 | 1,563 | 59 | 3.8% |
| Baker | 1896 | Burnt River SD 30J | 38 | 55 | - | 0.0% |
| Jackson | 2046 | Butte Falls SD 91 | 235 | 218 | 1 | 0.5% |
| Douglas | 1995 | Camas Valley SD 21J | 217 | 219 | 1 | 0.5% |
| Clackamas | 1929 | Canby SD 86 | 4,672 | 4,672 | 17 | 0.4% |
| Marion | 2139 | Cascade SD 5 | 2,327 | 2,367 | 38 | 1.6% |
| Multnomah | 2185 | Centennial SD 28J | 6,215 | 6,184 | 44 | 0.7% |
| Curry | 1972 | Central Curry SD 1 | 474 | 488 | 13 | 2.7% |
| Linn | 2105 | Central Linn SD 552 | 648 | 659 | 5 | 0.8% |
| Jackson | 2042 | Central Point SD 6 | 4,778 | 4,854 | 50 | 1.0% |
| Polk | 2191 | Central SD 13J | 3,283 | 3,221 | 30 | 0.9% |
| Clackamas | 1902 | Clackamas ESD | 247 | 241 | 4 | 1.7% |

| | | | | | | |
|------------|------|-----------------------------|--------|--------|-----|------|
| Columbia | 1945 | Clatskanie SD 6J | 718 | 725 | 11 | 1.5% |
| Clackamas | 1927 | Colton SD 53 | 604 | 611 | 2 | 0.3% |
| Gilliam | 2006 | Condon SD 25J | 125 | 140 | 2 | 1.4% |
| Coos | 1965 | Coos Bay SD 9 | 3,280 | 3,271 | 117 | 3.6% |
| Coos | 1964 | Coquille SD 8 | 1,090 | 1,202 | 32 | 2.7% |
| Multnomah | 2186 | Corbett SD 39 | 1,235 | 1,222 | 18 | 1.5% |
| Benton | 1901 | Corvallis SD 509J | 6,875 | 6,792 | 52 | 0.8% |
| Union | 2216 | Cove SD 15 | 277 | 292 | 1 | 0.3% |
| Lane | 2086 | Creswell SD 40 | 1,240 | 1,290 | 17 | 1.3% |
| Crook | 1970 | Crook County SD | 2,942 | 2,930 | 26 | 0.9% |
| Lane | 2089 | Crow-Applegate-Lorane SD 66 | 225 | 244 | 7 | 2.9% |
| Jefferson | 2050 | Culver SD 4 | 670 | 669 | 5 | 0.7% |
| Polk | 2190 | Dallas SD 2 | 3,191 | 3,253 | 83 | 2.6% |
| Multnomah | 2187 | David Douglas SD 40 | 10,420 | 10,009 | 67 | 0.7% |
| Yamhill | 2253 | Dayton SD 8 | 996 | 1,015 | 19 | 1.9% |
| Grant | 2011 | Dayville SD 16J | 47 | 43 | - | 0.0% |
| Harney | 2017 | Diamond SD 7 | 6 | 5 | - | 0.0% |
| Harney | 2021 | Double O SD 28 | 3 | 4 | - | 0.0% |
| Douglas | 1993 | Douglas County SD 15 | 193 | 188 | 9 | 4.8% |
| Douglas | 1991 | Douglas County SD 4 | 6,060 | 6,102 | 75 | 1.2% |
| Douglas | 1980 | Douglas ESD | 8 | 22 | 1 | 4.5% |
| Harney | 2019 | Drewsey SD 13 | 8 | 9 | - | 0.0% |
| Wasco | 2229 | Dufur SD 29 | 308 | 331 | 27 | 8.2% |
| Jackson | 2043 | Eagle Point SD 9 | 4,219 | 4,179 | 33 | 0.8% |
| Umatilla | 2203 | Echo SD 5 | 295 | 288 | 5 | 1.7% |
| Union | 2217 | Elgin SD 23 | 397 | 385 | 3 | 0.8% |
| Douglas | 1998 | Elkton SD 34 | 251 | 251 | - | 0.0% |
| Wallowa | 2221 | Enterprise SD 21 | 404 | 426 | - | 0.0% |
| Clackamas | 1930 | Estacada SD 108 | 2,825 | 2,977 | 16 | 0.5% |
| Lane | 2082 | Eugene SD 4J | 17,351 | 17,197 | 188 | 1.1% |
| Polk | 2193 | Falls City SD 57 | 207 | 209 | 3 | 1.4% |
| Lane | 2084 | Fern Ridge SD 28J | 1,470 | 1,480 | 28 | 1.9% |
| Washington | 2241 | Forest Grove SD 15 | 6,151 | 6,088 | 23 | 0.4% |
| Wheeler | 2248 | Fossil SD 21J | 612 | 755 | 5 | 0.7% |
| Harney | 2020 | Frenchglen SD 16 | 253 | 435 | 1 | 0.2% |

| | | | | | | |
|------------|------|--------------------------------|--------|--------|-----|-------|
| Washington | 2245 | Gaston SD 511J | 558 | 574 | 3 | 0.5% |
| Marion | 2137 | Gervais SD 1 | 1,142 | 1,273 | 11 | 0.9% |
| Clackamas | 1931 | Gladstone SD 115 | 2,053 | 1,994 | 15 | 0.8% |
| Douglas | 2000 | Glendale SD 77 | 291 | 300 | 10 | 3.3% |
| Douglas | 1992 | Glide SD 12 | 747 | 744 | 11 | 1.5% |
| Josephine | 2054 | Grants Pass SD 7 | 6,119 | 6,174 | 54 | 0.9% |
| Linn | 2100 | Greater Albany Public SD 8J | 9,523 | 9,397 | 85 | 0.9% |
| Multnomah | 2183 | Gresham-Barlow SD 10J | 12,044 | 11,981 | 127 | 1.1% |
| Harney | 2014 | Harney County SD 3 | 868 | 858 | 36 | 4.2% |
| Harney | 2015 | Harney County SD 4 | 88 | 367 | 1 | 0.3% |
| Harney | 2023 | Harney County Union High SD 1J | 54 | 66 | 1 | 1.5% |
| Malheur | 2114 | Harper SD 66 | 109 | 103 | - | 0.0% |
| Linn | 2099 | Harrisburg SD 7J | 858 | 813 | 4 | 0.5% |
| Umatilla | 2201 | Helix SD 1 | 184 | 190 | - | 0.0% |
| Umatilla | 2206 | Hermiston SD 8 | 5,710 | 5,766 | 20 | 0.3% |
| Deschutes | 1975 | High Desert ESD | 6 | 4 | 1 | 25.0% |
| Washington | 2239 | Hillsboro SD 1J | 20,571 | 20,550 | 140 | 0.7% |
| Hood River | 2024 | Hood River County SD | 4,093 | 4,061 | 37 | 0.9% |
| Baker | 1895 | Huntington SD 16J | 92 | 94 | - | 0.0% |
| Union | 2215 | Imbler SD 11 | 310 | 297 | 7 | 2.4% |
| Umatilla | 2200 | InterMountain ESD | 14 | 12 | - | 0.0% |
| Morrow | 3997 | Ione SD R2 | 180 | 182 | 2 | 1.1% |
| Jefferson | 2053 | Jefferson County SD 509J | 2,986 | 2,948 | 993 | 33.7% |
| Marion | 2140 | Jefferson SD 14J | 860 | 846 | 3 | 0.4% |
| Clatsop | 1934 | Jewell SD 8 | 164 | 155 | - | 0.0% |
| Grant | 2008 | John Day SD 3 | 615 | 588 | 6 | 1.0% |
| Malheur | 2107 | Jordan Valley SD 3 | 59 | 60 | - | 0.0% |
| Wallowa | 2219 | Joseph SD 6 | 237 | 250 | - | 0.0% |
| Lane | 2091 | Junction City SD 69 | 1,676 | 1,711 | 35 | 2.0% |
| Malheur | 2109 | Juntura SD 12 | 1 | 3 | - | 0.0% |
| Klamath | 2057 | Klamath County SD | 6,638 | 6,731 | 379 | 5.6% |
| Klamath | 2056 | Klamath Falls City Schools | 3,034 | 2,988 | 184 | 6.2% |
| Clatsop | 2262 | Knappa SD 4 | 493 | 499 | 7 | 1.4% |
| Union | 2212 | La Grande SD 1 | 2,369 | 2,335 | 32 | 1.4% |
| Lake | 2059 | Lake County SD 7 | 772 | 758 | 19 | 2.5% |

| | | | | | | |
|------------|------|-------------------------------|--------|--------|-----|-------|
| Clackamas | 1923 | Lake Oswego SD 7J | 7,060 | 7,052 | 13 | 0.2% |
| Lane | 2064 | Lane ESD | 68 | 78 | 1 | 1.3% |
| Linn | 2101 | Lebanon Community SD 9 | 4,274 | 4,338 | 50 | 1.2% |
| Lincoln | 2097 | Lincoln County SD | 5,520 | 5,556 | 251 | 4.5% |
| Linn | 2098 | Linn Benton Lincoln ESD | 76 | 73 | 2 | 2.7% |
| Grant | 2012 | Long Creek SD 17 | 32 | 33 | 2 | 6.1% |
| Lane | 2092 | Lowell SD 71 | 932 | 836 | 9 | 1.1% |
| Malheur | 2112 | Malheur County SD 51 | 2 | 3 | - | 0.0% |
| Lane | 2085 | Mapleton SD 32 | 142 | 157 | 2 | 1.3% |
| Lane | 2094 | Marcola SD 79J | 277 | 591 | 6 | 1.0% |
| Lane | 2090 | McKenzie SD 68 | 199 | 197 | 3 | 1.5% |
| Yamhill | 2256 | McMinnville SD 40 | 6,764 | 6,723 | 88 | 1.3% |
| Jackson | 2048 | Medford SD 549C | 14,271 | 14,392 | 87 | 0.6% |
| Umatilla | 2205 | Milton-Freewater Unified SD 7 | 1,734 | 1,773 | 3 | 0.2% |
| Wheeler | 2249 | Mitchell SD 55 | 353 | 458 | 7 | 1.5% |
| Clackamas | 1925 | Molalla River SD 35 | 2,752 | 2,773 | 19 | 0.7% |
| Benton | 1898 | Monroe SD 1J | 438 | 375 | 1 | 0.3% |
| Grant | 2010 | Monument SD 8 | 47 | 50 | 5 | 10.0% |
| Morrow | 2147 | Morrow SD 1 | 2,265 | 2,306 | 10 | 0.4% |
| Marion | 2145 | Mt Angel SD 91 | 751 | 732 | 2 | 0.3% |
| Multnomah | 2148 | Multnomah ESD | 311 | 412 | 7 | 1.7% |
| Coos | 1968 | Myrtle Point SD 41 | 546 | 517 | 31 | 6.0% |
| Tillamook | 2198 | Neah-Kah-Nie SD 56 | 778 | 796 | 7 | 0.9% |
| Tillamook | 2199 | Nestucca Valley SD 101J | 472 | 484 | 9 | 1.9% |
| Yamhill | 2254 | Newberg SD 29J | 5,072 | 4,964 | 25 | 0.5% |
| Coos | 1966 | North Bend SD 13 | 4,316 | 4,252 | 94 | 2.2% |
| Clackamas | 1924 | North Clackamas SD 12 | 17,177 | 17,177 | 80 | 0.5% |
| Douglas | 1996 | North Douglas SD 22 | 336 | 338 | 8 | 2.4% |
| Lake | 2061 | North Lake SD 14 | 212 | 224 | 2 | 0.9% |
| Marion | 2141 | North Marion SD 15 | 1,912 | 1,881 | 10 | 0.5% |
| Union | 2214 | North Powder SD 8J | 282 | 270 | 1 | 0.4% |
| Marion | 2143 | North Santiam SD 29J | 2,259 | 2,257 | 19 | 0.8% |
| Wasco | 4131 | North Wasco County SD 21 | 3,031 | 2,980 | 53 | 1.8% |
| Washington | 2230 | Northwest Regional ESD | 219 | 216 | 5 | 2.3% |
| Malheur | 2110 | Nyssa SD 26 | 1,196 | 1,187 | - | 0.0% |

| | | | | | | |
|-----------|------|--------------------------------|--------|--------|-----|-------|
| Douglas | 1990 | Oakland SD 1 | 632 | 614 | 21 | 3.4% |
| Lane | 2093 | Oakridge SD 76 | 551 | 578 | 14 | 2.4% |
| Marion | 3476 | ODE JDEP District | 180 | 174 | 14 | 8.0% |
| Marion | 3477 | ODE YCEP District | 334 | 306 | 23 | 7.5% |
| Malheur | 2108 | Ontario SD 8C | 2,375 | 2,418 | 7 | 0.3% |
| Clackamas | 1928 | Oregon City SD 62 | 8,003 | 7,983 | 45 | 0.6% |
| Marion | 2336 | Oregon Department of Education | 1,032 | 1,027 | 6 | 0.6% |
| Clackamas | 1926 | Oregon Trail SD 46 | 4,414 | 4,456 | 39 | 0.9% |
| Lake | 2060 | Paisley SD 11 | 222 | 215 | - | 0.0% |
| Multnomah | 2181 | Parkrose SD 3 | 3,198 | 3,066 | 13 | 0.4% |
| Umatilla | 2207 | Pendleton SD 16 | 3,176 | 3,160 | 401 | 12.7% |
| Polk | 2192 | Perrydale SD 21 | 316 | 309 | 1 | 0.3% |
| Benton | 1900 | Philomath SD 17J | 1,624 | 1,632 | 11 | 0.7% |
| Jackson | 2039 | Phoenix-Talent SD 4 | 2,569 | 2,563 | 18 | 0.7% |
| Umatilla | 2202 | Pilot Rock SD 2 | 337 | 317 | 7 | 2.2% |
| Harney | 2016 | Pine Creek SD 5 | 9 | 8 | - | 0.0% |
| Baker | 1897 | Pine Eagle SD 61 | 195 | 206 | - | 0.0% |
| Jackson | 2047 | Pinehurst SD 94 | 16 | 17 | 2 | 11.8% |
| Lane | 2081 | Pleasant Hill SD 1 | 1,006 | 1,040 | 14 | 1.3% |
| Lake | 2062 | Plush SD 18 | 3 | 5 | - | 0.0% |
| Curry | 1973 | Port Orford-Langlois SD 2CJ | 227 | 212 | 4 | 1.9% |
| Multnomah | 2180 | Portland SD 1J | 48,650 | 48,677 | 295 | 0.6% |
| Coos | 1967 | Powers SD 31 | 123 | 112 | 9 | 8.0% |
| Grant | 2009 | Prairie City SD 4 | 133 | 154 | 2 | 1.3% |
| Jackson | 2045 | Prospect SD 59 | 228 | 226 | - | 0.0% |
| Columbia | 1946 | Rainier SD 13 | 939 | 899 | 19 | 2.1% |
| Deschutes | 1977 | Redmond SD 2J | 7,480 | 7,525 | 61 | 0.8% |
| Douglas | 2001 | Reedsport SD 105 | 688 | 686 | 17 | 2.5% |
| Multnomah | 2182 | Reynolds SD 7 | 11,276 | 11,019 | 82 | 0.7% |
| Douglas | 1999 | Riddle SD 70 | 393 | 400 | 6 | 1.5% |
| Multnomah | 2188 | Riverdale SD 51J | 639 | 637 | 2 | 0.3% |
| Jackson | 2044 | Rogue River SD 35 | 959 | 1,015 | 11 | 1.1% |
| Marion | 2142 | Salem-Keizer SD 24J | 41,918 | 41,824 | 351 | 0.8% |
| Linn | 2104 | Santiam Canyon SD 129J | 4,302 | 4,452 | 54 | 1.2% |
| Columbia | 1944 | Scappoose SD 1J | 2,397 | 2,420 | 29 | 1.2% |

| | | | | | | |
|------------|------|----------------------------------|--------|--------|-----|-------|
| Linn | 2103 | Scio SD 95 | 785 | 785 | 9 | 1.1% |
| Clatsop | 1935 | Seaside SD 10 | 1,583 | 1,650 | 12 | 0.7% |
| Yamhill | 2257 | Sheridan SD 48J | 982 | 938 | 35 | 3.7% |
| Sherman | 2195 | Sherman County SD | 251 | 270 | 5 | 1.9% |
| Washington | 2244 | Sherwood SD 88J | 5,326 | 5,331 | 25 | 0.5% |
| Marion | 2138 | Silver Falls SD 4J | 3,940 | 3,979 | 30 | 0.8% |
| Deschutes | 1978 | Sisters SD 6 | 1,057 | 1,095 | 22 | 2.0% |
| Lane | 2096 | Siuslaw SD 97J | 1,345 | 1,357 | 25 | 1.8% |
| Harney | 2022 | South Harney SD 33 | 14 | 17 | - | 0.0% |
| Lane | 2087 | South Lane SD 45J3 | 2,797 | 2,845 | 63 | 2.2% |
| Douglas | 1994 | South Umpqua SD 19 | 1,522 | 1,526 | 34 | 2.2% |
| Wasco | 2225 | South Wasco County SD 1 | 241 | 250 | 13 | 5.2% |
| Jackson | 2025 | Southern Oregon ESD | 68 | 101 | 3 | 3.0% |
| Wheeler | 2247 | Spray SD 1 | 51 | 62 | - | 0.0% |
| Lane | 2083 | Springfield SD 19 | 10,910 | 10,838 | 136 | 1.3% |
| Columbia | 1948 | St Helens SD 502 | 3,011 | 2,890 | 25 | 0.9% |
| Marion | 2144 | St Paul SD 45 | 214 | 243 | 2 | 0.8% |
| Umatilla | 2209 | Stanfield SD 61 | 469 | 461 | 1 | 0.2% |
| Harney | 2018 | Suntex SD 10 | 13 | 6 | - | 0.0% |
| Douglas | 2003 | Sutherlin SD 130 | 1,308 | 1,373 | 28 | 2.0% |
| Linn | 2102 | Sweet Home SD 55 | 2,308 | 2,319 | 26 | 1.1% |
| Josephine | 2055 | Three Rivers/Josephine County SD | 4,847 | 4,764 | 62 | 1.3% |
| Washington | 2242 | Tigard-Tualatin SD 23J | 12,890 | 12,701 | 49 | 0.4% |
| Tillamook | 2197 | Tillamook SD 9 | 2,168 | 2,231 | 19 | 0.9% |
| Wallowa | 2222 | Troy SD 54 | 3 | 2 | - | 0.0% |
| Umatilla | 2210 | Ukiah SD 80R | 31 | 30 | 1 | 3.3% |
| Umatilla | 2204 | Umatilla SD 6R | 1,348 | 1,367 | 8 | 0.6% |
| Union | 2213 | Union SD 5 | 332 | 350 | 8 | 2.3% |
| Malheur | 2116 | Vale SD 84 | 914 | 914 | 5 | 0.5% |
| Columbia | 1947 | Vernonia SD 47J | 533 | 538 | 11 | 2.0% |
| Wallowa | 2220 | Wallowa SD 12 | 173 | 181 | 1 | 0.6% |
| Clatsop | 1936 | Warrenton-Hammond SD 30 | 1,005 | 1,041 | 10 | 1.0% |
| Clackamas | 1922 | West Linn-Wilsonville SD 3J | 9,881 | 9,940 | 29 | 0.3% |
| Marion | 2117 | Willamette ESD | 42 | 40 | 4 | 10.0% |
| Yamhill | 2255 | Willamina SD 30J | 889 | 848 | 197 | 23.2% |

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|---------|------|------------------------|-------|-------|----|------|
| Douglas | 2002 | Winston-Dillard SD 116 | 1,393 | 1,399 | 21 | 1.5% |
| Marion | 2146 | Woodburn SD 103 | 5,642 | 5,601 | 11 | 0.2% |
| Yamhill | 2251 | Yamhill Carlton SD 1 | 1,042 | 1,026 | 1 | 0.1% |
| Douglas | 1997 | Yoncalla SD 32 | 236 | 246 | 6 | 2.4% |

| 2018-19 Asian | 2018-19 % Asian | 2018-19 Native Hawaiian/ Pacific Islander | 2018-19 % Native Hawaiian/ Pacific Islander | 2018-19 Black/African American | 2018-19 % Black/African American | 2018-19 Hispanic/ Latino | 2018-19 % Hispanic/ Latino | 2018-19 White |
|------------------|--------------------|---|--|--------------------------------------|--|--------------------------------|-------------------------------|------------------|
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 6 |
| 2 | 0.7% | - | 0.0% | - | 0.0% | 57 | 19.3% | 230 |
| 3 | 1.3% | - | 0.0% | 2 | 0.9% | 25 | 11.1% | 182 |
| 10 | 1.2% | - | 0.0% | 3 | 0.4% | 112 | 13.4% | 662 |
| - | 0.0% | - | 0.0% | - | 0.0% | 27 | 25.7% | 74 |
| - | 0.0% | 2 | 1.2% | - | 0.0% | 20 | 12.3% | 130 |
| - | 0.0% | - | 0.0% | - | 0.0% | 4 | 19.0% | 17 |
| 38 | 1.3% | 6 | 0.2% | 28 | 1.0% | 343 | 11.8% | 2,115 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 6 |
| 26 | 1.4% | 8 | 0.4% | 5 | 0.3% | 337 | 17.9% | 1,418 |
| 1 | 0.2% | 1 | 0.2% | 1 | 0.2% | 60 | 10.3% | 434 |
| 49 | 1.3% | 6 | 0.2% | 36 | 0.9% | 353 | 9.2% | 3,147 |
| 6 | 0.9% | - | 0.0% | 3 | 0.4% | 88 | 12.6% | 538 |
| 7 | 0.6% | 5 | 0.4% | 4 | 0.4% | 78 | 6.9% | 967 |
| 6,689 | 16.3% | 298 | 0.7% | 1,218 | 3.0% | 10,226 | 25.0% | 19,257 |
| 244 | 1.3% | 41 | 0.2% | 131 | 0.7% | 2,202 | 12.0% | 15,071 |
| 113 | 2.0% | 34 | 0.6% | 104 | 1.8% | 1,233 | 21.9% | 3,646 |
| 2 | 0.9% | - | 0.0% | 1 | 0.4% | 21 | 9.0% | 200 |
| - | 0.0% | - | 0.0% | - | 0.0% | 3 | 10.3% | 23 |
| 9 | 0.6% | - | 0.0% | 7 | 0.4% | 261 | 16.7% | 952 |
| 8 | 14.5% | - | 0.0% | - | 0.0% | 4 | 7.3% | 42 |
| - | 0.0% | - | 0.0% | - | 0.0% | 18 | 8.3% | 193 |
| - | 0.0% | - | 0.0% | - | 0.0% | 8 | 3.7% | 188 |
| 38 | 0.8% | 8 | 0.2% | 11 | 0.2% | 1,398 | 29.9% | 3,015 |
| 39 | 1.6% | 9 | 0.4% | 9 | 0.4% | 390 | 16.5% | 1,807 |
| 794 | 12.8% | 151 | 2.4% | 477 | 7.7% | 1,734 | 28.0% | 2,600 |
| 3 | 0.6% | 2 | 0.4% | - | 0.0% | 48 | 9.8% | 379 |
| 2 | 0.3% | 1 | 0.2% | 4 | 0.6% | 91 | 13.8% | 532 |
| 29 | 0.6% | 17 | 0.4% | 19 | 0.4% | 762 | 15.7% | 3,671 |
| 27 | 0.8% | 8 | 0.2% | 14 | 0.4% | 1,368 | 42.5% | 1,624 |
| 1 | 0.4% | - | 0.0% | 8 | 3.3% | 36 | 14.9% | 182 |

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|-------|---------|-----|------|-------|-------|-------|-------|--------|
| 4 | 0.00552 | 2 | 0.3% | 2 | 0.3% | 70 | 9.7% | 577 |
| 3 | 0.5% | 1 | 0.2% | 1 | 0.2% | 39 | 6.4% | 535 |
| - | 0.0% | - | 0.0% | - | 0.0% | 12 | 8.6% | 122 |
| 21 | 0.6% | 17 | 0.5% | 11 | 0.3% | 455 | 13.9% | 2,417 |
| 3 | 0.3% | 4 | 0.3% | 4 | 0.3% | 125 | 10.4% | 890 |
| 25 | 2.0% | 4 | 0.3% | 11 | 0.9% | 79 | 6.5% | 1,022 |
| 422 | 6.2% | 32 | 0.5% | 88 | 1.3% | 1,128 | 16.6% | 4,541 |
| - | 0.0% | - | 0.0% | 3 | 1.0% | 17 | 5.8% | 259 |
| 11 | 0.9% | 2 | 0.2% | 4 | 0.3% | 171 | 13.3% | 996 |
| 17 | 0.6% | 2 | 0.1% | 7 | 0.2% | 457 | 15.6% | 2,260 |
| 3 | 1.2% | - | 0.0% | - | 0.0% | 6 | 2.5% | 207 |
| - | 0.0% | - | 0.0% | 4 | 0.6% | 220 | 32.9% | 416 |
| 24 | 0.7% | 12 | 0.4% | 26 | 0.8% | 372 | 11.4% | 2,572 |
| 1,522 | 15.2% | 215 | 2.1% | 1,195 | 11.9% | 2,603 | 26.0% | 3,710 |
| 4 | 0.4% | 1 | 0.1% | 4 | 0.4% | 384 | 37.8% | 565 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 42 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 4 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 4 |
| - | 0.0% | 1 | 0.5% | - | 0.0% | 12 | 6.4% | 146 |
| 65 | 1.1% | 16 | 0.3% | 34 | 0.6% | 718 | 11.8% | 4,756 |
| - | 0.0% | - | 0.0% | - | 0.0% | 3 | 13.6% | 18 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 9 |
| 1 | 0.3% | 1 | 0.3% | - | 0.0% | 23 | 6.9% | 257 |
| 17 | 0.4% | 12 | 0.3% | 11 | 0.3% | 1,225 | 29.3% | 2,677 |
| 1 | 0.3% | - | 0.0% | 3 | 1.0% | 42 | 14.6% | 230 |
| 3 | 0.8% | - | 0.0% | - | 0.0% | 18 | 4.7% | 349 |
| 2 | 0.8% | - | 0.0% | 1 | 0.4% | 17 | 6.8% | 215 |
| - | 0.0% | - | 0.0% | - | 0.0% | 18 | 4.2% | 388 |
| 45 | 1.5% | 3 | 0.1% | 42 | 1.4% | 423 | 14.2% | 2,321 |
| 488 | 2.8% | 79 | 0.5% | 262 | 1.5% | 2,551 | 14.8% | 11,940 |
| 1 | 0.5% | - | 0.0% | - | 0.0% | 12 | 5.7% | 178 |
| 8 | 0.5% | 7 | 0.5% | 16 | 1.1% | 114 | 7.7% | 1,267 |
| 65 | 1.1% | 19 | 0.3% | 31 | 0.5% | 3,313 | 54.4% | 2,435 |
| 11 | 1.5% | - | 0.0% | 14 | 1.9% | 23 | 3.0% | 664 |
| - | 0.0% | 1 | 0.2% | 1 | 0.2% | 3 | 0.7% | 389 |

| | | | | | | | | |
|-------|------|-----|------|-----|------|-------|-------|-------|
| 5 | 0.9% | 3 | 0.5% | 9 | 1.6% | 63 | 11.0% | 480 |
| 9 | 0.7% | - | 0.0% | 5 | 0.4% | 702 | 55.1% | 512 |
| 29 | 1.5% | 15 | 0.8% | 19 | 1.0% | 307 | 15.4% | 1,456 |
| 5 | 1.7% | 1 | 0.3% | 2 | 0.7% | 30 | 10.0% | 245 |
| - | 0.0% | 2 | 0.3% | - | 0.0% | 49 | 6.6% | 641 |
| 45 | 0.7% | 9 | 0.1% | 24 | 0.4% | 880 | 14.3% | 4,710 |
| 85 | 0.9% | 27 | 0.3% | 60 | 0.6% | 1,980 | 21.1% | 6,532 |
| 336 | 2.8% | 127 | 1.1% | 380 | 3.2% | 3,411 | 28.5% | 6,833 |
| 2 | 0.2% | - | 0.0% | - | 0.0% | 77 | 9.0% | 686 |
| - | 0.0% | - | 0.0% | 6 | 1.6% | 24 | 6.5% | 313 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 62 |
| 1 | 1.0% | - | 0.0% | - | 0.0% | 16 | 15.5% | 82 |
| 5 | 0.6% | 3 | 0.4% | 1 | 0.1% | 102 | 12.5% | 663 |
| 4 | 2.1% | 1 | 0.5% | - | 0.0% | 10 | 5.3% | 161 |
| 49 | 0.9% | 20 | 0.3% | 31 | 0.5% | 3,077 | 53.4% | 2,443 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 3 |
| 1,393 | 6.8% | 149 | 0.7% | 468 | 2.3% | 7,657 | 37.3% | 9,394 |
| 40 | 1.0% | 2 | 0.0% | 30 | 0.7% | 1,772 | 43.6% | 2,063 |
| 6 | 6.4% | - | 0.0% | - | 0.0% | 9 | 9.6% | 75 |
| - | 0.0% | - | 0.0% | - | 0.0% | 11 | 3.7% | 272 |
| - | 0.0% | - | 0.0% | - | 0.0% | 1 | 8.3% | 11 |
| - | 0.0% | - | 0.0% | - | 0.0% | 56 | 30.8% | 120 |
| 16 | 0.5% | 8 | 0.3% | 21 | 0.7% | 1,003 | 34.0% | 835 |
| 3 | 0.4% | 3 | 0.4% | 3 | 0.4% | 222 | 26.2% | 580 |
| - | 0.0% | - | 0.0% | - | 0.0% | 13 | 8.4% | 127 |
| 4 | 0.7% | 2 | 0.3% | 6 | 1.0% | 29 | 4.9% | 532 |
| - | 0.0% | - | 0.0% | - | 0.0% | 3 | 5.0% | 57 |
| - | 0.0% | - | 0.0% | - | 0.0% | 14 | 5.6% | 218 |
| 13 | 0.8% | 6 | 0.4% | 18 | 1.1% | 201 | 11.7% | 1,368 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 3 |
| 56 | 0.8% | 14 | 0.2% | 42 | 0.6% | 1,336 | 19.8% | 4,434 |
| 37 | 1.2% | 8 | 0.3% | 24 | 0.8% | 683 | 22.9% | 1,842 |
| 4 | 0.8% | 2 | 0.4% | 1 | 0.2% | 51 | 10.2% | 421 |
| 25 | 1.1% | 48 | 2.1% | 18 | 0.8% | 192 | 8.2% | 1,892 |
| 1 | 0.1% | 2 | 0.3% | 1 | 0.1% | 153 | 20.2% | 541 |

| | | | | | | | | |
|-------|-------|-----|------|-----|-------|-------|-------|--------|
| 740 | 10.5% | 18 | 0.3% | 48 | 0.7% | 463 | 6.6% | 5,142 |
| - | 0.0% | 1 | 1.3% | 1 | 1.3% | 12 | 15.4% | 50 |
| 38 | 0.9% | 19 | 0.4% | 15 | 0.3% | 480 | 11.1% | 3,466 |
| 39 | 0.7% | 15 | 0.3% | 29 | 0.5% | 1,242 | 22.4% | 3,490 |
| 1 | 1.4% | 1 | 1.4% | 3 | 4.1% | 13 | 17.8% | 45 |
| 4 | 12.1% | - | 0.0% | - | 0.0% | 4 | 12.1% | 20 |
| 4 | 0.5% | - | 0.0% | 5 | 0.6% | 76 | 9.1% | 681 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 3 |
| - | 0.0% | 2 | 1.3% | 1 | 0.6% | 21 | 13.4% | 118 |
| 5 | 0.8% | - | 0.0% | 3 | 0.5% | 61 | 10.3% | 483 |
| - | 0.0% | - | 0.0% | 2 | 1.0% | 21 | 10.7% | 151 |
| 83 | 1.2% | 30 | 0.4% | 89 | 1.3% | 2,399 | 35.7% | 3,969 |
| 171 | 1.2% | 101 | 0.7% | 120 | 0.8% | 3,758 | 26.1% | 9,444 |
| 16 | 0.9% | 2 | 0.1% | 9 | 0.5% | 1,034 | 58.3% | 676 |
| 5 | 1.1% | - | 0.0% | 11 | 2.4% | 85 | 18.6% | 316 |
| 13 | 0.5% | 7 | 0.3% | 6 | 0.2% | 529 | 19.1% | 2,088 |
| 2 | 0.5% | - | 0.0% | 1 | 0.3% | 93 | 24.8% | 266 |
| 2 | 4.0% | - | 0.0% | 1 | 2.0% | 4 | 8.0% | 38 |
| 7 | 0.3% | 2 | 0.1% | 4 | 0.2% | 1,303 | 56.5% | 943 |
| 5 | 0.7% | - | 0.0% | 7 | 1.0% | 333 | 45.5% | 370 |
| 10 | 2.4% | 6 | 1.5% | 81 | 19.7% | 91 | 22.1% | 173 |
| 1 | 0.2% | 1 | 0.2% | 3 | 0.6% | 39 | 7.5% | 360 |
| 8 | 1.0% | 2 | 0.3% | 3 | 0.4% | 101 | 12.7% | 624 |
| 1 | 0.2% | - | 0.0% | 2 | 0.4% | 107 | 22.1% | 339 |
| 70 | 1.4% | 11 | 0.2% | 54 | 1.1% | 999 | 20.1% | 3,573 |
| 79 | 1.9% | 18 | 0.4% | 58 | 1.4% | 488 | 11.5% | 3,155 |
| 1,446 | 8.4% | 117 | 0.7% | 321 | 1.9% | 3,148 | 18.3% | 10,728 |
| 2 | 0.6% | - | 0.0% | 3 | 0.9% | 37 | 10.9% | 264 |
| 1 | 0.4% | - | 0.0% | 2 | 0.9% | 20 | 8.9% | 183 |
| 17 | 0.9% | 3 | 0.2% | 3 | 0.2% | 914 | 48.6% | 873 |
| - | 0.0% | - | 0.0% | 3 | 1.1% | 40 | 14.8% | 226 |
| 8 | 0.4% | 10 | 0.4% | 24 | 1.1% | 385 | 17.1% | 1,695 |
| 20 | 0.7% | 43 | 1.4% | 13 | 0.4% | 1,114 | 37.4% | 1,603 |
| 2 | 0.9% | - | 0.0% | 7 | 3.2% | 26 | 12.0% | 161 |
| 3 | 0.3% | - | 0.0% | 1 | 0.1% | 787 | 66.3% | 369 |

| | | | | | | | | |
|-------|-------|-------|------|-------|-------|--------|-------|--------|
| 3 | 0.5% | - | 0.0% | 1 | 0.2% | 40 | 6.5% | 534 |
| 6 | 1.0% | 3 | 0.5% | 14 | 2.4% | 35 | 6.1% | 496 |
| 1 | 0.6% | 3 | 1.7% | 18 | 10.3% | 34 | 19.5% | 90 |
| 3 | 1.0% | 7 | 2.3% | 32 | 10.5% | 80 | 26.1% | 142 |
| 7 | 0.3% | 4 | 0.2% | 37 | 1.5% | 1,471 | 60.8% | 824 |
| 110 | 1.4% | 34 | 0.4% | 67 | 0.8% | 1,094 | 13.7% | 6,135 |
| 19 | 1.9% | 6 | 0.6% | 14 | 1.4% | 364 | 35.4% | 564 |
| 46 | 1.0% | 22 | 0.5% | 30 | 0.7% | 627 | 14.1% | 3,471 |
| 9 | 4.2% | - | 0.0% | - | 0.0% | 23 | 10.7% | 172 |
| 378 | 12.3% | 76 | 2.5% | 435 | 14.2% | 882 | 28.8% | 1,016 |
| 20 | 0.6% | 9 | 0.3% | 11 | 0.3% | 428 | 13.5% | 2,026 |
| 1 | 0.3% | - | 0.0% | 1 | 0.3% | 10 | 3.2% | 287 |
| 16 | 1.0% | 2 | 0.1% | 4 | 0.2% | 144 | 8.8% | 1,368 |
| 13 | 0.5% | 8 | 0.3% | 15 | 0.6% | 968 | 37.8% | 1,370 |
| - | 0.0% | - | 0.0% | - | 0.0% | 22 | 6.9% | 268 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 8 |
| - | 0.0% | - | 0.0% | - | 0.0% | 25 | 12.1% | 174 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 14 |
| 2 | 0.2% | 1 | 0.1% | 3 | 0.3% | 72 | 6.9% | 886 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 5 |
| 1 | 0.5% | - | 0.0% | 1 | 0.5% | 17 | 8.0% | 178 |
| 3,266 | 6.7% | 360 | 0.7% | 4,289 | 8.8% | 7,798 | 16.0% | 27,659 |
| - | 0.0% | - | 0.0% | - | 0.0% | 8 | 7.1% | 69 |
| - | 0.0% | - | 0.0% | - | 0.0% | 2 | 1.3% | 143 |
| - | 0.0% | 1 | 0.4% | - | 0.0% | 5 | 2.2% | 203 |
| 3 | 0.3% | 3 | 0.3% | 9 | 1.0% | 67 | 7.5% | 752 |
| 45 | 0.6% | 22 | 0.3% | 39 | 0.5% | 1,358 | 18.0% | 5,723 |
| 5 | 0.7% | 2 | 0.3% | - | 0.0% | 61 | 8.9% | 552 |
| 792 | 7.2% | 304 | 2.8% | 1,000 | 9.1% | 4,571 | 41.5% | 3,527 |
| - | 0.0% | - | 0.0% | - | 0.0% | 38 | 9.5% | 325 |
| 27 | 4.2% | 1 | 0.2% | 3 | 0.5% | 36 | 5.7% | 523 |
| 7 | 0.7% | - | 0.0% | 3 | 0.3% | 82 | 8.1% | 840 |
| 873 | 2.1% | 1,044 | 2.5% | 574 | 1.4% | 16,936 | 40.5% | 19,851 |
| 60 | 1.3% | 14 | 0.3% | 86 | 1.9% | 568 | 12.8% | 3,308 |
| 35 | 1.4% | 13 | 0.5% | 14 | 0.6% | 222 | 9.2% | 1,975 |

| | | | | | | | | |
|-----|-------|-----|------|-----|------|-------|-------|-------|
| 2 | 0.3% | 4 | 0.5% | - | 0.0% | 65 | 8.3% | 667 |
| 20 | 1.2% | 8 | 0.5% | 9 | 0.5% | 449 | 27.2% | 1,105 |
| 6 | 0.6% | 3 | 0.3% | 6 | 0.6% | 151 | 16.1% | 650 |
| - | 0.0% | - | 0.0% | - | 0.0% | 30 | 11.1% | 222 |
| 152 | 2.9% | 27 | 0.5% | 43 | 0.8% | 552 | 10.4% | 4,204 |
| 29 | 0.7% | 6 | 0.2% | 32 | 0.8% | 595 | 15.0% | 3,182 |
| 11 | 1.0% | 11 | 1.0% | 6 | 0.5% | 73 | 6.7% | 947 |
| 15 | 1.1% | 5 | 0.4% | 6 | 0.4% | 124 | 9.1% | 1,023 |
| - | 0.0% | - | 0.0% | - | 0.0% | 2 | 11.8% | 14 |
| 27 | 0.9% | 4 | 0.1% | 14 | 0.5% | 328 | 11.5% | 2,340 |
| 7 | 0.5% | - | 0.0% | 1 | 0.1% | 146 | 9.6% | 1,209 |
| - | 0.0% | 2 | 0.8% | 1 | 0.4% | 26 | 10.4% | 192 |
| 2 | 2.0% | - | 0.0% | - | 0.0% | 15 | 14.9% | 76 |
| 7 | 11.3% | - | 0.0% | - | 0.0% | 4 | 6.5% | 50 |
| 76 | 0.7% | 60 | 0.6% | 117 | 1.1% | 2,369 | 21.9% | 7,306 |
| 21 | 0.7% | 7 | 0.2% | 28 | 1.0% | 293 | 10.1% | 2,323 |
| - | 0.0% | - | 0.0% | - | 0.0% | 91 | 37.4% | 148 |
| 2 | 0.4% | 1 | 0.2% | 3 | 0.7% | 227 | 49.2% | 217 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | 6 |
| 15 | 1.1% | 1 | 0.1% | 1 | 0.1% | 151 | 11.0% | 1,111 |
| 19 | 0.8% | 3 | 0.1% | 4 | 0.2% | 126 | 5.4% | 2,027 |
| 14 | 0.3% | 13 | 0.3% | 21 | 0.4% | 488 | 10.2% | 3,836 |
| 674 | 5.3% | 280 | 2.2% | 213 | 1.7% | 3,376 | 26.6% | 7,212 |
| 16 | 0.7% | 14 | 0.6% | 8 | 0.4% | 638 | 28.6% | 1,423 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 8 | 26.7% | - | 0.0% | - | 0.0% | 4 | 13.3% | 17 |
| 3 | 0.2% | - | 0.0% | 7 | 0.5% | 970 | 71.0% | 368 |
| - | 0.0% | - | 0.0% | 1 | 0.3% | 5 | 1.4% | 332 |
| 10 | 1.1% | 6 | 0.7% | 1 | 0.1% | 209 | 22.9% | 665 |
| 6 | 1.1% | 2 | 0.4% | 1 | 0.2% | 38 | 7.1% | 457 |
| - | 0.0% | 1 | 0.6% | - | 0.0% | 10 | 5.5% | 163 |
| 12 | 1.2% | 4 | 0.4% | 2 | 0.2% | 128 | 12.3% | 833 |
| 448 | 4.5% | 45 | 0.5% | 86 | 0.9% | 1,132 | 11.4% | 7,406 |
| 1 | 2.5% | - | 0.0% | 1 | 2.5% | - | 0.0% | 28 |
| 2 | 0.2% | 6 | 0.7% | 3 | 0.4% | 87 | 10.3% | 483 |

| | | | | | | | | |
|----|------|----|------|---|------|-------|-------|-------|
| 3 | 0.2% | 4 | 0.3% | 9 | 0.6% | 120 | 8.6% | 1,166 |
| 19 | 0.3% | 17 | 0.3% | 8 | 0.1% | 4,627 | 82.6% | 876 |
| 8 | 0.8% | 1 | 0.1% | 6 | 0.6% | 96 | 9.4% | 877 |
| 2 | 0.8% | - | 0.0% | 1 | 0.4% | 32 | 13.0% | 180 |

| 2018-19 % White | 2018-19 Multiracial | 2018-19 % Multiracial | 2018-19 Kindergarten | 2018-19 Grade One | 2018-19 Grade Two | 2018-19 Grade Three | 2018-19 Grade Four |
|--------------------|------------------------|--------------------------|-------------------------|----------------------|----------------------|------------------------|-----------------------|
| 75.0% | - | 0.0% | - | - | - | - | - |
| 78.0% | 3 | 1.0% | 16 | 18 | 20 | 21 | 17 |
| 80.5% | 14 | 6.2% | 8 | 12 | 14 | 11 | 17 |
| 79.1% | 40 | 4.8% | 45 | 55 | 54 | 55 | 53 |
| 70.5% | 4 | 3.8% | 4 | 11 | 8 | 12 | 13 |
| 79.8% | 2 | 1.2% | 13 | 8 | 9 | 16 | 9 |
| 81.0% | - | 0.0% | 1 | 2 | 4 | 4 | 3 |
| 72.8% | 363 | 12.5% | 189 | 191 | 203 | 202 | 205 |
| 100.0% | - | 0.0% | 1 | 2 | 1 | - | 1 |
| 75.4% | 72 | 3.8% | 129 | 160 | 136 | 141 | 137 |
| 74.3% | 37 | 6.3% | 41 | 32 | 37 | 43 | 48 |
| 82.1% | 193 | 5.0% | 212 | 248 | 238 | 244 | 262 |
| 77.1% | 60 | 8.6% | 49 | 44 | 50 | 51 | 53 |
| 86.0% | 60 | 5.3% | 65 | 74 | 85 | 81 | 85 |
| 47.0% | 3,127 | 7.6% | 2,922 | 3,099 | 3,003 | 3,152 | 3,170 |
| 82.0% | 587 | 3.2% | 1,230 | 1,300 | 1,366 | 1,399 | 1,398 |
| 64.8% | 418 | 7.4% | 442 | 435 | 444 | 423 | 472 |
| 85.5% | 6 | 2.6% | 15 | 17 | 17 | 21 | 21 |
| 79.3% | 3 | 10.3% | 3 | 2 | 2 | 3 | 4 |
| 60.9% | 275 | 17.6% | 107 | 133 | 112 | 147 | 110 |
| 76.4% | 1 | 1.8% | 6 | 2 | 5 | - | - |
| 88.5% | 6 | 2.8% | 21 | 11 | 14 | 22 | 19 |
| 85.8% | 22 | 10.0% | 14 | 17 | 15 | 10 | 21 |
| 64.5% | 185 | 4.0% | 343 | 373 | 361 | 370 | 342 |
| 76.3% | 75 | 3.2% | 153 | 155 | 170 | 176 | 193 |
| 42.0% | 384 | 6.2% | 411 | 439 | 497 | 427 | 461 |
| 77.7% | 43 | 8.8% | 37 | 47 | 36 | 39 | 36 |
| 80.7% | 24 | 3.6% | 40 | 56 | 47 | 38 | 43 |
| 75.6% | 306 | 6.3% | 392 | 416 | 401 | 413 | 394 |
| 50.4% | 150 | 4.7% | 216 | 237 | 247 | 227 | 256 |
| 75.5% | 10 | 4.1% | 14 | 8 | 12 | 18 | 18 |

| | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|
| 79.6% | 59 | 8.1% | 54 | 59 | 52 | 58 | 57 |
| 87.6% | 30 | 4.9% | 46 | 42 | 37 | 45 | 54 |
| 87.1% | 4 | 2.9% | 16 | 10 | 10 | 17 | 11 |
| 73.9% | 233 | 7.1% | 261 | 263 | 266 | 264 | 268 |
| 74.0% | 144 | 12.0% | 75 | 80 | 75 | 90 | 80 |
| 83.6% | 63 | 5.2% | 81 | 83 | 82 | 98 | 95 |
| 66.9% | 529 | 7.8% | 437 | 490 | 549 | 498 | 505 |
| 88.7% | 12 | 4.1% | 18 | 19 | 19 | 17 | 22 |
| 77.2% | 89 | 6.9% | 103 | 106 | 90 | 104 | 113 |
| 77.1% | 161 | 5.5% | 235 | 204 | 218 | 237 | 244 |
| 84.8% | 21 | 8.6% | 16 | 23 | 11 | 13 | 27 |
| 62.2% | 24 | 3.6% | 48 | 44 | 41 | 57 | 54 |
| 79.1% | 164 | 5.0% | 249 | 256 | 236 | 249 | 243 |
| 37.1% | 697 | 7.0% | 729 | 736 | 741 | 782 | 789 |
| 55.7% | 38 | 3.7% | 70 | 64 | 81 | 69 | 81 |
| 97.7% | 1 | 2.3% | 4 | 2 | 5 | 3 | 3 |
| 80.0% | 1 | 20.0% | 1 | 1 | - | - | 1 |
| 100.0% | - | 0.0% | 1 | 1 | - | 1 | - |
| 77.7% | 20 | 10.6% | 14 | 13 | 10 | 13 | 11 |
| 77.9% | 438 | 7.2% | 468 | 490 | 463 | 416 | 460 |
| 81.8% | - | 0.0% | - | 4 | 5 | 5 | - |
| 100.0% | - | 0.0% | 1 | 1 | 2 | 1 | - |
| 77.6% | 22 | 6.6% | 28 | 20 | 23 | 21 | 28 |
| 64.1% | 204 | 4.9% | 313 | 334 | 335 | 314 | 337 |
| 79.9% | 7 | 2.4% | 21 | 28 | 25 | 25 | 19 |
| 90.6% | 12 | 3.1% | 26 | 28 | 32 | 29 | 31 |
| 85.7% | 16 | 6.4% | 9 | 16 | 15 | 17 | 17 |
| 91.1% | 20 | 4.7% | 31 | 32 | 31 | 20 | 35 |
| 78.0% | 127 | 4.3% | 210 | 202 | 207 | 200 | 203 |
| 69.4% | 1,689 | 9.8% | 1,230 | 1,260 | 1,297 | 1,278 | 1,318 |
| 85.2% | 15 | 7.2% | 13 | 11 | 19 | 13 | 9 |
| 85.6% | 40 | 2.7% | 111 | 108 | 96 | 91 | 101 |
| 40.0% | 202 | 3.3% | 414 | 451 | 471 | 436 | 468 |
| 87.9% | 38 | 5.0% | 88 | 95 | 100 | 90 | 86 |
| 89.4% | 40 | 9.2% | 51 | 46 | 47 | 46 | 44 |

| | | | | | | | |
|--------|-------|------|-------|-------|-------|-------|-------|
| 83.6% | 11 | 1.9% | 32 | 38 | 44 | 25 | 44 |
| 40.2% | 34 | 2.7% | 84 | 81 | 82 | 81 | 84 |
| 73.0% | 153 | 7.7% | 125 | 138 | 139 | 143 | 151 |
| 81.7% | 7 | 2.3% | 21 | 20 | 19 | 19 | 16 |
| 86.2% | 41 | 5.5% | 58 | 58 | 53 | 59 | 67 |
| 76.3% | 452 | 7.3% | 432 | 439 | 451 | 448 | 479 |
| 69.5% | 628 | 6.7% | 640 | 697 | 740 | 685 | 739 |
| 57.0% | 767 | 6.4% | 813 | 855 | 906 | 900 | 882 |
| 80.0% | 57 | 6.6% | 68 | 82 | 68 | 64 | 71 |
| 85.3% | 23 | 6.3% | 41 | 45 | 40 | 31 | 39 |
| 93.9% | 3 | 4.5% | - | - | - | - | - |
| 79.6% | 4 | 3.9% | 11 | 8 | 8 | 5 | 8 |
| 81.6% | 35 | 4.3% | 66 | 56 | 76 | 72 | 40 |
| 84.7% | 14 | 7.4% | 13 | 17 | 10 | 12 | 22 |
| 42.4% | 126 | 2.2% | 463 | 440 | 447 | 463 | 452 |
| 75.0% | - | 0.0% | - | - | 1 | - | - |
| 45.7% | 1,349 | 6.6% | 1,571 | 1,562 | 1,543 | 1,552 | 1,670 |
| 50.8% | 117 | 2.9% | 267 | 291 | 288 | 290 | 276 |
| 79.8% | 4 | 4.3% | 6 | 5 | 6 | 6 | 6 |
| 91.6% | 7 | 2.4% | 19 | 23 | 18 | 25 | 27 |
| 91.7% | - | 0.0% | 2 | 3 | 2 | - | 1 |
| 65.9% | 4 | 2.2% | 9 | 11 | 13 | 6 | 20 |
| 28.3% | 72 | 2.4% | 261 | 246 | 245 | 244 | 244 |
| 68.6% | 32 | 3.8% | 69 | 57 | 60 | 59 | 64 |
| 81.9% | 15 | 9.7% | 11 | 8 | 15 | 5 | 14 |
| 90.5% | 9 | 1.5% | 53 | 42 | 45 | 45 | 47 |
| 95.0% | - | 0.0% | 2 | 3 | 5 | 2 | 5 |
| 87.2% | 18 | 7.2% | 26 | 13 | 21 | 20 | 18 |
| 80.0% | 70 | 4.1% | 120 | 121 | 138 | 122 | 133 |
| 100.0% | - | 0.0% | 1 | - | 1 | - | - |
| 65.9% | 470 | 7.0% | 523 | 499 | 576 | 558 | 543 |
| 61.6% | 210 | 7.0% | 239 | 242 | 239 | 226 | 232 |
| 84.4% | 13 | 2.6% | 36 | 42 | 41 | 35 | 39 |
| 81.0% | 128 | 5.5% | 172 | 205 | 178 | 178 | 196 |
| 71.4% | 41 | 5.4% | 50 | 60 | 65 | 47 | 61 |

| | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|
| 72.9% | 628 | 8.9% | 407 | 430 | 473 | 516 | 506 |
| 64.1% | 13 | 16.7% | 1 | 1 | - | 3 | 4 |
| 79.9% | 270 | 6.2% | 326 | 336 | 317 | 295 | 315 |
| 62.8% | 490 | 8.8% | 459 | 380 | 400 | 439 | 431 |
| 61.6% | 8 | 11.0% | 1 | 2 | 3 | 1 | 1 |
| 60.6% | 3 | 9.1% | 1 | 1 | 1 | - | 3 |
| 81.5% | 61 | 7.3% | 88 | 79 | 64 | 65 | 73 |
| 100.0% | - | 0.0% | - | - | 1 | - | - |
| 75.2% | 13 | 8.3% | 13 | 7 | 12 | 12 | 12 |
| 81.7% | 33 | 5.6% | 63 | 65 | 59 | 55 | 47 |
| 76.7% | 20 | 10.2% | 13 | 15 | 16 | 16 | 15 |
| 59.0% | 65 | 1.0% | 420 | 468 | 486 | 475 | 536 |
| 65.6% | 711 | 4.9% | 1,146 | 1,143 | 1,169 | 1,150 | 1,181 |
| 38.1% | 33 | 1.9% | 133 | 120 | 139 | 146 | 130 |
| 69.0% | 34 | 7.4% | 13 | 10 | 5 | 7 | 9 |
| 75.3% | 111 | 4.0% | 221 | 218 | 208 | 205 | 225 |
| 70.9% | 12 | 3.2% | 21 | 25 | 28 | 34 | 22 |
| 76.0% | - | 0.0% | 4 | 2 | 5 | 3 | 4 |
| 40.9% | 37 | 1.6% | 161 | 188 | 182 | 174 | 208 |
| 50.5% | 15 | 2.0% | 54 | 58 | 51 | 70 | 52 |
| 42.0% | 44 | 10.7% | - | 5 | 9 | 22 | 19 |
| 69.6% | 82 | 15.9% | 38 | 39 | 45 | 41 | 41 |
| 78.4% | 51 | 6.4% | 47 | 47 | 67 | 57 | 67 |
| 70.0% | 26 | 5.4% | 42 | 43 | 29 | 41 | 33 |
| 72.0% | 232 | 4.7% | 341 | 347 | 372 | 376 | 385 |
| 74.2% | 360 | 8.5% | 231 | 256 | 239 | 268 | 265 |
| 62.5% | 1,337 | 7.8% | 1,295 | 1,138 | 1,274 | 1,251 | 1,250 |
| 78.1% | 24 | 7.1% | 21 | 27 | 28 | 28 | 18 |
| 81.7% | 16 | 7.1% | 17 | 10 | 11 | 14 | 19 |
| 46.4% | 61 | 3.2% | 136 | 111 | 128 | 138 | 125 |
| 83.7% | - | 0.0% | 19 | 17 | 18 | 16 | 17 |
| 75.1% | 116 | 5.1% | 159 | 149 | 154 | 157 | 169 |
| 53.8% | 134 | 4.5% | 209 | 223 | 224 | 228 | 231 |
| 74.5% | 15 | 6.9% | 1 | 3 | 4 | 3 | 6 |
| 31.1% | 27 | 2.3% | 102 | 96 | 96 | 91 | 103 |

| | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|
| 87.0% | 15 | 2.4% | 35 | 35 | 44 | 41 | 48 |
| 85.8% | 10 | 1.7% | 40 | 52 | 36 | 52 | 51 |
| 51.7% | 14 | 8.0% | - | - | - | - | - |
| 46.4% | 19 | 6.2% | - | - | - | - | - |
| 34.1% | 68 | 2.8% | 186 | 180 | 175 | 204 | 212 |
| 76.9% | 498 | 6.2% | 602 | 597 | 547 | 561 | 623 |
| 54.9% | 54 | 5.3% | 77 | 123 | 108 | 119 | 107 |
| 77.9% | 221 | 5.0% | 331 | 326 | 320 | 299 | 323 |
| 80.0% | 11 | 5.1% | 16 | 17 | 28 | 13 | 18 |
| 33.1% | 266 | 8.7% | 194 | 219 | 204 | 232 | 263 |
| 64.1% | 265 | 8.4% | 249 | 233 | 213 | 237 | 228 |
| 92.9% | 9 | 2.9% | 24 | 23 | 25 | 24 | 23 |
| 83.8% | 87 | 5.3% | 107 | 111 | 110 | 108 | 125 |
| 53.5% | 171 | 6.7% | 203 | 207 | 197 | 224 | 208 |
| 84.5% | 20 | 6.3% | 19 | 19 | 17 | 23 | 23 |
| 100.0% | - | 0.0% | - | 1 | 1 | - | 2 |
| 84.5% | 7 | 3.4% | 10 | 22 | 17 | 19 | 11 |
| 82.4% | 1 | 5.9% | 4 | 1 | 3 | 4 | 4 |
| 85.2% | 62 | 6.0% | 80 | 63 | 66 | 68 | 75 |
| 100.0% | - | 0.0% | 2 | 2 | - | 1 | - |
| 84.0% | 11 | 5.2% | 27 | 17 | 20 | 19 | 17 |
| 56.8% | 5,010 | 10.3% | 3,901 | 3,914 | 4,039 | 4,011 | 4,050 |
| 61.6% | 26 | 23.2% | 11 | 11 | 6 | 7 | 16 |
| 92.9% | 7 | 4.5% | 9 | 12 | 9 | 9 | 8 |
| 89.8% | 17 | 7.5% | 19 | 17 | 14 | 20 | 18 |
| 83.6% | 46 | 5.1% | 48 | 52 | 55 | 56 | 84 |
| 76.1% | 277 | 3.7% | 487 | 509 | 514 | 507 | 583 |
| 80.5% | 49 | 7.1% | 53 | 55 | 50 | 47 | 66 |
| 32.0% | 743 | 6.7% | 887 | 912 | 894 | 916 | 968 |
| 81.3% | 31 | 7.8% | 38 | 37 | 27 | 33 | 39 |
| 82.1% | 45 | 7.1% | 34 | 30 | 37 | 46 | 48 |
| 82.8% | 72 | 7.1% | 68 | 89 | 58 | 80 | 72 |
| 47.5% | 2,195 | 5.2% | 2,999 | 3,101 | 3,159 | 3,282 | 3,306 |
| 74.3% | 362 | 8.1% | 137 | 163 | 171 | 191 | 207 |
| 81.6% | 132 | 5.5% | 158 | 182 | 175 | 179 | 205 |

| | | | | | | | |
|--------|-----|--------|-----|-----|-----|-----|-----|
| 85.0% | 38 | 4.8% | 56 | 50 | 60 | 62 | 64 |
| 67.0% | 47 | 2.8% | 124 | 119 | 141 | 138 | 138 |
| 69.3% | 87 | 9.3% | 52 | 49 | 52 | 49 | 57 |
| 82.2% | 13 | 4.8% | 23 | 20 | 23 | 22 | 19 |
| 78.9% | 328 | 6.2% | 365 | 366 | 352 | 406 | 420 |
| 80.0% | 105 | 2.6% | 253 | 280 | 279 | 284 | 313 |
| 86.5% | 25 | 2.3% | 52 | 65 | 58 | 79 | 52 |
| 75.4% | 159 | 11.7% | 104 | 79 | 104 | 95 | 94 |
| 82.4% | 1 | 5.9% | 2 | 1 | 3 | 1 | 3 |
| 82.3% | 69 | 2.4% | 193 | 225 | 200 | 194 | 178 |
| 79.2% | 129 | 8.5% | 124 | 139 | 124 | 125 | 126 |
| 76.8% | 16 | 6.4% | 18 | 20 | 19 | 16 | 19 |
| 75.2% | 5 | 5.0% | 2 | 8 | 10 | 4 | 7 |
| 80.6% | 1 | 1.6% | 3 | 4 | 2 | 4 | 4 |
| 67.4% | 774 | 7.1% | 812 | 786 | 838 | 802 | 847 |
| 80.4% | 193 | 6.7% | 196 | 195 | 204 | 218 | 230 |
| 60.9% | 2 | 0.8% | 15 | 15 | 15 | 14 | 17 |
| 47.1% | 10 | 2.2% | 45 | 34 | 34 | 25 | 37 |
| 100.0% | - | 0.0% | 2 | 1 | 1 | - | 1 |
| 80.9% | 66 | 4.8% | 122 | 109 | 115 | 89 | 107 |
| 87.4% | 114 | 4.9% | 160 | 178 | 175 | 185 | 183 |
| 80.5% | 330 | 6.9% | 355 | 342 | 352 | 364 | 377 |
| 56.8% | 897 | 7.1% | 912 | 967 | 954 | 951 | 961 |
| 63.8% | 113 | 5.1% | 164 | 159 | 159 | 158 | 203 |
| 0.0% | 2 | 100.0% | - | - | - | - | 1 |
| 56.7% | - | 0.0% | 1 | 1 | 2 | - | 1 |
| 26.9% | 11 | 0.8% | 103 | 112 | 99 | 111 | 110 |
| 94.9% | 4 | 1.1% | 36 | 20 | 29 | 16 | 24 |
| 72.8% | 18 | 2.0% | 90 | 62 | 72 | 58 | 68 |
| 84.9% | 23 | 4.3% | 42 | 43 | 39 | 28 | 41 |
| 90.1% | 6 | 3.3% | 15 | 11 | 9 | 11 | 13 |
| 80.0% | 52 | 5.0% | 78 | 96 | 90 | 86 | 78 |
| 74.5% | 794 | 8.0% | 631 | 674 | 711 | 741 | 760 |
| 70.0% | 6 | 15.0% | - | 1 | - | 5 | 2 |
| 57.0% | 70 | 8.3% | 60 | 64 | 60 | 62 | 69 |

| | | | | | | | |
|-------|----|-------|-----|-----|-----|-----|-----|
| 83.3% | 76 | 5.4% | 116 | 107 | 103 | 118 | 92 |
| 15.6% | 43 | 0.8% | 413 | 419 | 442 | 449 | 469 |
| 85.5% | 37 | 3.6% | 72 | 80 | 78 | 81 | 72 |
| 73.2% | 25 | 10.2% | 20 | 16 | 15 | 12 | 7 |

| 2018-19 Grade Five | 2018-19 Grade Six | 2018-19 Grade Seven | 2018-19 Grade Eight | 2018-19 Grade Nine | 2018-19 Grade Ten | 2018-19 Grade Eleven | 2018-19 Grade Twelve |
|-----------------------|----------------------|------------------------|------------------------|-----------------------|----------------------|-------------------------|-------------------------|
| 1 | 3 | 2 | 2 | - | - | - | - |
| 31 | 28 | 29 | 26 | 25 | 21 | 26 | 17 |
| 23 | 11 | 22 | 20 | 13 | 23 | 19 | 33 |
| 76 | 85 | 64 | 66 | 64 | 77 | 64 | 79 |
| 14 | 10 | 8 | 11 | 5 | 7 | 2 | - |
| 13 | 17 | 17 | 17 | 10 | 13 | 9 | 12 |
| 1 | 2 | 2 | 2 | - | - | - | - |
| 213 | 221 | 213 | 248 | 254 | 249 | 268 | 249 |
| 1 | - | - | - | - | - | - | - |
| 133 | 174 | 156 | 136 | 149 | 145 | 143 | 142 |
| 50 | 46 | 56 | 55 | 49 | 42 | 41 | 44 |
| 285 | 280 | 296 | 335 | 258 | 367 | 445 | 362 |
| 54 | 65 | 63 | 56 | 61 | 53 | 44 | 55 |
| 88 | 90 | 79 | 92 | 103 | 109 | 89 | 84 |
| 3,261 | 3,237 | 3,259 | 3,246 | 3,238 | 3,213 | 3,041 | 3,123 |
| 1,478 | 1,554 | 1,496 | 1,421 | 1,489 | 1,450 | 1,417 | 1,386 |
| 445 | 452 | 426 | 426 | 444 | 415 | 398 | 402 |
| 19 | 24 | 21 | 21 | 23 | 13 | 5 | 17 |
| 6 | 5 | 4 | - | - | - | - | - |
| 121 | 111 | 120 | 112 | 124 | 120 | 112 | 134 |
| 3 | 1 | 3 | - | 4 | 10 | 13 | 8 |
| 16 | 19 | 11 | 18 | 23 | 14 | 21 | 9 |
| 20 | 21 | 21 | 18 | 18 | 13 | 13 | 18 |
| 392 | 363 | 369 | 355 | 348 | 365 | 363 | 328 |
| 193 | 183 | 201 | 180 | 204 | 190 | 173 | 196 |
| 512 | 457 | 463 | 492 | 526 | 492 | 473 | 534 |
| 29 | 35 | 31 | 39 | 36 | 44 | 38 | 41 |
| 55 | 48 | 53 | 56 | 65 | 48 | 59 | 51 |
| 403 | 398 | 386 | 338 | 341 | 336 | 307 | 329 |
| 274 | 240 | 276 | 266 | 267 | 241 | 234 | 240 |
| 22 | 22 | 14 | 17 | 14 | 14 | 19 | 49 |

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 53 | 48 | 54 | 60 | 51 | 73 | 49 | 57 |
| 50 | 50 | 45 | 48 | 53 | 56 | 31 | 54 |
| 12 | 12 | 10 | 6 | 11 | 12 | 7 | 6 |
| 275 | 250 | 246 | 257 | 234 | 227 | 222 | 238 |
| 88 | 93 | 90 | 79 | 87 | 105 | 114 | 146 |
| 95 | 121 | 106 | 90 | 97 | 86 | 101 | 87 |
| 535 | 550 | 481 | 495 | 526 | 552 | 534 | 640 |
| 24 | 22 | 27 | 23 | 27 | 27 | 18 | 29 |
| 113 | 99 | 104 | 93 | 106 | 88 | 76 | 95 |
| 256 | 236 | 238 | 208 | 229 | 218 | 213 | 194 |
| 18 | 12 | 19 | 12 | 25 | 14 | 20 | 34 |
| 53 | 56 | 57 | 57 | 48 | 55 | 49 | 50 |
| 257 | 285 | 266 | 248 | 247 | 224 | 245 | 248 |
| 793 | 846 | 785 | 736 | 777 | 763 | 707 | 825 |
| 76 | 76 | 79 | 91 | 71 | 89 | 72 | 96 |
| 5 | 1 | 4 | 4 | 5 | 2 | 2 | 3 |
| 1 | 1 | - | - | - | - | - | - |
| 1 | - | - | - | - | - | - | - |
| 11 | 10 | 14 | 18 | 15 | 25 | 14 | 20 |
| 505 | 502 | 478 | 474 | 452 | 453 | 461 | 480 |
| 4 | 3 | 1 | - | - | - | - | - |
| 1 | - | - | 3 | - | - | - | - |
| 19 | 32 | 21 | 30 | 33 | 30 | 19 | 27 |
| 344 | 299 | 300 | 326 | 320 | 332 | 301 | 324 |
| 25 | 22 | 24 | 19 | 19 | 22 | 15 | 24 |
| 33 | 34 | 32 | 31 | 25 | 39 | 25 | 20 |
| 18 | 28 | 23 | 22 | 19 | 26 | 22 | 19 |
| 31 | 32 | 35 | 28 | 43 | 28 | 38 | 42 |
| 191 | 181 | 184 | 167 | 195 | 274 | 340 | 423 |
| 1,355 | 1,371 | 1,318 | 1,284 | 1,336 | 1,389 | 1,300 | 1,461 |
| 11 | 27 | 16 | 10 | 18 | 20 | 19 | 23 |
| 135 | 124 | 132 | 111 | 111 | 111 | 125 | 124 |
| 489 | 457 | 503 | 458 | 470 | 476 | 473 | 522 |
| 89 | 78 | 61 | 53 | 5 | 1 | 6 | 3 |
| 35 | 47 | 38 | 29 | 17 | 12 | 11 | 12 |

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 55 | 39 | 48 | 51 | 47 | 53 | 47 | 51 |
| 101 | 120 | 128 | 123 | 113 | 124 | 64 | 88 |
| 167 | 182 | 136 | 149 | 185 | 153 | 168 | 158 |
| 21 | 29 | 25 | 30 | 23 | 20 | 28 | 29 |
| 57 | 62 | 63 | 50 | 56 | 62 | 52 | 47 |
| 501 | 521 | 460 | 510 | 527 | 494 | 433 | 479 |
| 771 | 787 | 728 | 731 | 739 | 717 | 717 | 706 |
| 886 | 929 | 941 | 901 | 929 | 995 | 934 | 1,110 |
| 71 | 71 | 71 | 58 | 65 | 50 | 68 | 51 |
| 37 | 32 | 33 | 29 | 18 | 14 | 5 | 3 |
| - | - | - | - | 21 | 17 | 17 | 11 |
| 7 | 4 | 3 | 8 | 8 | 13 | 8 | 12 |
| 66 | 63 | 56 | 64 | 61 | 62 | 68 | 63 |
| 19 | 13 | 15 | 18 | 15 | 11 | 9 | 16 |
| 482 | 473 | 452 | 439 | 445 | 418 | 373 | 419 |
| 1 | 2 | - | - | - | - | - | - |
| 1,635 | 1,611 | 1,493 | 1,595 | 1,574 | 1,537 | 1,507 | 1,700 |
| 311 | 325 | 330 | 314 | 327 | 326 | 333 | 383 |
| 8 | 7 | 7 | 5 | 9 | 9 | 11 | 9 |
| 21 | 25 | 28 | 20 | 28 | 25 | 16 | 22 |
| 1 | 1 | 1 | 1 | - | - | - | - |
| 15 | 16 | 15 | 16 | 18 | 17 | 14 | 12 |
| 242 | 231 | 244 | 223 | 188 | 193 | 181 | 206 |
| 71 | 67 | 67 | 73 | 60 | 67 | 66 | 66 |
| 14 | 15 | 14 | 9 | 16 | 8 | 14 | 12 |
| 50 | 39 | 56 | 42 | 44 | 38 | 44 | 43 |
| 1 | 4 | 3 | 5 | 6 | 6 | 8 | 10 |
| 29 | 18 | 18 | 17 | 22 | 18 | 15 | 15 |
| 134 | 127 | 127 | 133 | 149 | 136 | 153 | 118 |
| - | - | - | 1 | - | - | - | - |
| 581 | 525 | 510 | 514 | 497 | 461 | 450 | 494 |
| 234 | 222 | 219 | 225 | 213 | 245 | 212 | 240 |
| 49 | 37 | 44 | 37 | 39 | 33 | 32 | 35 |
| 198 | 198 | 162 | 190 | 162 | 160 | 186 | 150 |
| 61 | 57 | 65 | 52 | 59 | 53 | 54 | 74 |

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 526 | 548 | 556 | 605 | 649 | 577 | 608 | 651 |
| 8 | 9 | 10 | 8 | - | - | 2 | 32 |
| 344 | 353 | 374 | 293 | 342 | 322 | 373 | 348 |
| 444 | 491 | 400 | 408 | 446 | 415 | 414 | 429 |
| - | 1 | 3 | 7 | 15 | 17 | 16 | 6 |
| 2 | 1 | 3 | 3 | 2 | 6 | 7 | 3 |
| 62 | 71 | 76 | 56 | 50 | 59 | 40 | 53 |
| - | 1 | - | 1 | - | - | - | - |
| 6 | 15 | 14 | 9 | 14 | 16 | 11 | 16 |
| 56 | 48 | 46 | 29 | 29 | 41 | 31 | 22 |
| 9 | 17 | 15 | 20 | 16 | 12 | 18 | 15 |
| 567 | 584 | 552 | 471 | 531 | 514 | 536 | 583 |
| 1,194 | 1,195 | 1,090 | 1,065 | 1,096 | 984 | 975 | 1,004 |
| 147 | 136 | 143 | 142 | 139 | 129 | 144 | 125 |
| 7 | 12 | 20 | 50 | 43 | 76 | 81 | 125 |
| 230 | 233 | 220 | 197 | 212 | 189 | 182 | 233 |
| 43 | 25 | 31 | 30 | 33 | 31 | 21 | 31 |
| 6 | 5 | - | 2 | 5 | 5 | 5 | 4 |
| 192 | 190 | 169 | 176 | 171 | 165 | 171 | 159 |
| 72 | 65 | 53 | 77 | 37 | 46 | 46 | 51 |
| 19 | 21 | 23 | 36 | 33 | 41 | 48 | 136 |
| 52 | 44 | 46 | 36 | 27 | 37 | 37 | 34 |
| 73 | 67 | 81 | 68 | 50 | 57 | 62 | 53 |
| 39 | 33 | 28 | 42 | 40 | 42 | 38 | 34 |
| 413 | 413 | 355 | 376 | 393 | 391 | 409 | 393 |
| 304 | 312 | 375 | 386 | 357 | 394 | 410 | 455 |
| 1,367 | 1,330 | 1,329 | 1,291 | 1,414 | 1,432 | 1,416 | 1,390 |
| 33 | 37 | 29 | 35 | 19 | 21 | 24 | 18 |
| 15 | 19 | 20 | 20 | 19 | 20 | 25 | 15 |
| 140 | 158 | 165 | 159 | 163 | 160 | 141 | 157 |
| 23 | 21 | 26 | 23 | 26 | 23 | 20 | 21 |
| 193 | 174 | 187 | 197 | 209 | 174 | 176 | 159 |
| 273 | 206 | 255 | 213 | 225 | 237 | 224 | 232 |
| 1 | 5 | 10 | 24 | 44 | 42 | 46 | 27 |
| 90 | 94 | 89 | 80 | 98 | 75 | 83 | 90 |

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 46 | 52 | 52 | 59 | 51 | 58 | 56 | 37 |
| 56 | 44 | 53 | 57 | 35 | 45 | 26 | 31 |
| - | - | 3 | 15 | 28 | 24 | 54 | 50 |
| - | - | - | 3 | 14 | 38 | 64 | 187 |
| 213 | 183 | 189 | 169 | 172 | 172 | 168 | 195 |
| 615 | 660 | 650 | 625 | 654 | 641 | 567 | 641 |
| 120 | 89 | 85 | 73 | 29 | 30 | 43 | 24 |
| 344 | 362 | 362 | 346 | 347 | 347 | 361 | 388 |
| 24 | 20 | 24 | 21 | 5 | 9 | 10 | 10 |
| 233 | 250 | 262 | 242 | 243 | 254 | 222 | 248 |
| 227 | 271 | 270 | 236 | 269 | 232 | 227 | 268 |
| 25 | 22 | 24 | 23 | 25 | 24 | 23 | 24 |
| 126 | 130 | 143 | 137 | 136 | 149 | 124 | 126 |
| 197 | 208 | 198 | 190 | 179 | 182 | 180 | 190 |
| 22 | 28 | 28 | 31 | 24 | 27 | 30 | 26 |
| - | 3 | - | 1 | - | - | - | - |
| 16 | 11 | 20 | 14 | 21 | 18 | 11 | 16 |
| 1 | - | - | - | - | - | - | - |
| 77 | 85 | 99 | 80 | 90 | 87 | 91 | 79 |
| - | - | - | - | - | - | - | - |
| 18 | 18 | 16 | 5 | 18 | 11 | 13 | 13 |
| 4,033 | 3,843 | 3,620 | 3,499 | 3,497 | 3,351 | 3,225 | 3,694 |
| 8 | 13 | 10 | 7 | 2 | 4 | 6 | 11 |
| 9 | 13 | 14 | 12 | 8 | 17 | 23 | 11 |
| 22 | 13 | 17 | 25 | 17 | 19 | 13 | 12 |
| 78 | 63 | 76 | 67 | 72 | 65 | 83 | 100 |
| 533 | 607 | 605 | 565 | 668 | 657 | 629 | 661 |
| 51 | 47 | 50 | 38 | 59 | 53 | 58 | 59 |
| 1,013 | 905 | 910 | 807 | 649 | 747 | 672 | 739 |
| 27 | 35 | 30 | 23 | 32 | 22 | 23 | 34 |
| 51 | 49 | 51 | 55 | 56 | 66 | 61 | 53 |
| 82 | 83 | 72 | 70 | 65 | 93 | 91 | 92 |
| 3,490 | 3,436 | 3,394 | 3,145 | 3,276 | 3,159 | 2,956 | 3,121 |
| 233 | 283 | 380 | 465 | 571 | 544 | 514 | 593 |
| 187 | 208 | 175 | 201 | 189 | 179 | 200 | 182 |

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-------|-------|
| 63 | 55 | 64 | 48 | 65 | 57 | 67 | 74 |
| 119 | 156 | 130 | 116 | 127 | 112 | 105 | 125 |
| 76 | 70 | 76 | 90 | 85 | 90 | 85 | 107 |
| 26 | 26 | 15 | 14 | 24 | 13 | 23 | 22 |
| 446 | 442 | 440 | 404 | 408 | 420 | 439 | 423 |
| 295 | 326 | 321 | 294 | 345 | 350 | 313 | 326 |
| 84 | 85 | 73 | 83 | 115 | 109 | 103 | 137 |
| 121 | 118 | 124 | 104 | 109 | 101 | 92 | 112 |
| 1 | 3 | 2 | 1 | - | - | - | - |
| 225 | 241 | 231 | 220 | 249 | 229 | 235 | 225 |
| 124 | 122 | 120 | 132 | 119 | 94 | 95 | 82 |
| 27 | 21 | 15 | 19 | 25 | 21 | 15 | 15 |
| 8 | 5 | 15 | 10 | 8 | 6 | 9 | 9 |
| 5 | 1 | 7 | 6 | 6 | 8 | 6 | 6 |
| 880 | 862 | 838 | 832 | 819 | 817 | 792 | 913 |
| 242 | 221 | 217 | 228 | 243 | 220 | 209 | 267 |
| 16 | 22 | 20 | 18 | 20 | 22 | 26 | 23 |
| 36 | 35 | 44 | 38 | 36 | 32 | 33 | 32 |
| - | - | - | 1 | - | - | - | - |
| 114 | 103 | 101 | 101 | 112 | 98 | 106 | 96 |
| 181 | 181 | 199 | 162 | 199 | 159 | 188 | 169 |
| 397 | 426 | 377 | 344 | 383 | 348 | 359 | 340 |
| 993 | 967 | 977 | 943 | 963 | 990 | 1,009 | 1,114 |
| 181 | 168 | 179 | 173 | 180 | 177 | 158 | 172 |
| 1 | - | - | - | - | - | - | - |
| 1 | 3 | 2 | - | 4 | 4 | 7 | 4 |
| 105 | 129 | 114 | 95 | 90 | 103 | 99 | 97 |
| 22 | 29 | 30 | 31 | 24 | 26 | 35 | 28 |
| 90 | 70 | 75 | 58 | 62 | 82 | 69 | 58 |
| 45 | 50 | 32 | 42 | 43 | 33 | 52 | 48 |
| 10 | 18 | 17 | 14 | 15 | 19 | 10 | 19 |
| 84 | 97 | 78 | 71 | 77 | 64 | 68 | 74 |
| 772 | 841 | 802 | 811 | 814 | 808 | 777 | 798 |
| 1 | 7 | 6 | 4 | 2 | 1 | 1 | 10 |
| 71 | 67 | 65 | 61 | 75 | 68 | 54 | 72 |

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 115 | 107 | 117 | 106 | 103 | 118 | 97 | 100 |
| 498 | 451 | 449 | 458 | 407 | 395 | 379 | 372 |
| 91 | 89 | 101 | 85 | 68 | 72 | 68 | 69 |
| 18 | 14 | 22 | 18 | 21 | 26 | 28 | 29 |

**Attending District
Institutional ID**

District

**Attending School
Institutional ID**

School

2063 Adel SD 21
 2113 Adrian SD 61
 2113 Adrian SD 61
 1899 Alsea SD 7J
 2252 Amity SD 4J
 2252 Amity SD 4J
 2252 Amity SD 4J
 2252 Amity SD 4J
 2111 Annex SD 29
 2111 Annex SD 29
 2005 Arlington SD 3
 2115 Arock SD 81
 2041 Ashland SD 5
 2041 Ashland SD 5
 2041 Ashland SD 5
 2041 Ashland SD 5
 2041 Ashland SD 5
 2041 Ashland SD 5
 2041 Ashland SD 5
 2051 Ashwood SD 8
 1933 Astoria SD 1
 1933 Astoria SD 1
 1933 Astoria SD 1
 1933 Astoria SD 1
 1933 Astoria SD 1
 2208 Athena-Weston SD 29RJ
 2208 Athena-Weston SD 29RJ
 2208 Athena-Weston SD 29RJ
 1894 Baker SD 5J
 1894 Baker SD 5J

498 Adel Elementary School
 707 Adrian Elementary School
 708 Adrian High School
 17 Alsea Charter School
 1208 Amity Elementary School
 1210 Amity High School
 1209 Amity Middle School
 4505 Eola Hills Charter School
 705 Annex Charter School
 2111 Annex SD 29
 323 Arlington Community Charter School
 711 W W Jones Elementary School
 381 Ashland High School
 380 Ashland Middle School
 2041 Ashland SD 5
 375 Bellview Elementary School
 377 Helman Elementary School
 4476 John Muir Elementary School
 379 Walker Elementary School
 427 Ashwood Elementary School
 143 Astor Elementary School
 144 Astoria Middle School
 1933 Astoria SD 1
 146 Astoria Senior High School
 147 Lewis & Clark Elementary School
 1053 Athena Elementary School
 1055 Weston Middle School
 1056 Weston-McEwen High School
 4759 Baker Early College
 8 Baker High School

[illegible]

| | |
|--------------------------------------|---|
| 1976 Bend-LaPine Administrative SD 1 | 5293 Silver Rail Elementary School |
| 1976 Bend-LaPine Administrative SD 1 | 3217 Sky View Middle School |
| 1976 Bend-LaPine Administrative SD 1 | 5429 Skyline High School |
| 1976 Bend-LaPine Administrative SD 1 | 3216 Summit High School |
| 1976 Bend-LaPine Administrative SD 1 | 1266 Three Rivers Elementary School |
| 1976 Bend-LaPine Administrative SD 1 | 3221 Westside Village Magnet School at Kingston Elementary School |
| 1976 Bend-LaPine Administrative SD 1 | 4680 William E Miller Elementary |
| 2088 Bethel SD 52 | 2088 Bethel SD 52 |
| 2088 Bethel SD 52 | 4717 Bridgeway House |
| 2088 Bethel SD 52 | 581 Cascade Middle School |
| 2088 Bethel SD 52 | 582 Clear Lake Elementary School |
| 2088 Bethel SD 52 | 583 Danebo Elementary School |
| 2088 Bethel SD 52 | 584 Fairfield Elementary School |
| 2088 Bethel SD 52 | 585 Irving Elementary School |
| 2088 Bethel SD 52 | 1792 Jasper Mountain Center |
| 2088 Bethel SD 52 | 3566 Kalapuya High School |
| 2088 Bethel SD 52 | 3545 Looking Glass Center Point School |
| 2088 Bethel SD 52 | 1532 Looking Glass Riverfront School & Career Center |
| 2088 Bethel SD 52 | 586 Malabon Elementary School |
| 2088 Bethel SD 52 | 2264 Meadow View School |
| 2088 Bethel SD 52 | 3760 Pathways Girls Program |
| 2088 Bethel SD 52 | 3567 Prairie Mountain School |
| 2088 Bethel SD 52 | 1789 SAFE Center School |
| 2088 Bethel SD 52 | 587 Shasta Middle School |
| 2088 Bethel SD 52 | 1545 Wellsprings Friends School |
| 2088 Bethel SD 52 | 588 Willamette High School |
| 2095 Blachly SD 90 | 3401 Triangle Lake Charter School |
| 2052 Black Butte SD 41 | 428 Black Butte Elementary School |
| 1974 Brookings-Harbor SD 17C | 235 Azalea Middle School |
| 1974 Brookings-Harbor SD 17C | 237 Brookings-Harbor High School |
| 1974 Brookings-Harbor SD 17C | 236 Kalmiopsis Elementary School |
| 1896 Burnt River SD 30J | 3347 Burnt River School |
| 2046 Butte Falls SD 91 | 406 Butte Falls Charter School |
| 1995 Camas Valley SD 21J | 3400 Camas Valley School |
| 1929 Canby SD 86 | 4434 Baker Prairie Middle School |

[illegible]

140 Canby High School
1929 Canby SD 86
92 Carus School
1307 Cecile Trost Elementary School
124 Howard Eccles Elementary School
127 Ninety-One School
4435 Philander Lee Elementary School
122 William Knight Elementary School
719 Aumsville Elementary School
810 Cascade Junior High School
5380 Cascade Opportunity Center
811 Cascade Senior High School
806 Cloverdale Elementary School
790 Turner Elementary School
3649 Butler Creek Elementary School
967 Centennial High School
960 Centennial Middle School
1367 Centennial Park School
2185 Centennial SD 28J
959 Meadows Elementary
962 Oliver Elementary School
5268 Open School East
963 Parklane Elementary School
964 Patrick Lynch Elementary
966 Pleasant Valley Elementary School
1885 Portland Youth Builders
965 Powell Butte Elementary School
1671 Serendipity
239 Gold Beach High School
231 Riley Creek Elementary School
1311 Central Linn Elementary School
687 Central Linn High School
382 Central Point Elementary School
2042 Central Point SD 6
4557 Crater Academy of Health and Public Services

2042 Central Point SD 6
2042 Central Point SD 6
2042 Central Point SD 6
2042 Central Point SD 6
2042 Central Point SD 6
2042 Central Point SD 6
2042 Central Point SD 6
2191 Central SD 13J
2191 Central SD 13J
2191 Central SD 13J
2191 Central SD 13J
2191 Central SD 13J
1902 Clackamas ESD
1945 Clatskanie SD 6J
1945 Clatskanie SD 6J
1927 Colton SD 53
1927 Colton SD 53
1927 Colton SD 53
2006 Condon SD 25J
2006 Condon SD 25J
1965 Coos Bay SD 9
1965 Coos Bay SD 9
1965 Coos Bay SD 9
1965 Coos Bay SD 9
1965 Coos Bay SD 9
1965 Coos Bay SD 9
1965 Coos Bay SD 9
1965 Coos Bay SD 9
1964 Coquille SD 8
1964 Coquille SD 8
1964 Coquille SD 8
1964 Coquille SD 8
1964 Coquille SD 8

4561 Crater Renaissance Academy
4559 Crater School of Business Innovation and Science
387 Hanby Middle School
383 Jewett Elementary School
384 Patrick Elementary School
385 Richardson Elementary School
386 Sams Valley Elementary School
388 Scenic Middle School
3464 Ash Creek Elementary School
1002 Central High School
998 Independence Elementary School
999 Monmouth Elementary School
1001 Talmadge Middle School
1902 Clackamas ESD
163 Clatskanie Elementary School
168 Clatskanie Middle/High School
103 Colton Elementary School
104 Colton High School
1248 Colton Middle School
325 Condon Elementary School
326 Condon High School
192 Blossom Gulch Elementary School
1965 Coos Bay SD 9
3227 Destinations Academy
3615 Lighthouse Charter School
196 Madison Elementary School
201 Marshfield Senior High School
197 Millicoma School
4079 Resource Link Charter School
199 Sunset School
191 Coquille Junior Senior High
1964 Coquille SD 8
4025 Coquille Valley Elementary
189 Lincoln School of Early Learning
4857 Winter Lakes School

2186 Corbett SD 39
2186 Corbett SD 39
1901 Corvallis SD 509J
1901 Corvallis SD 509J
1901 Corvallis SD 509J
1901 Corvallis SD 509J
1901 Corvallis SD 509J
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1901 Corvallis SD 509J
1901 Corvallis SD 509J
2216 Cove SD 15
2086 Creswell SD 40
2086 Creswell SD 40
2086 Creswell SD 40
2086 Creswell SD 40
1970 Crook County SD
1970 Crook County SD
1970 Crook County SD
1970 Crook County SD
1970 Crook County SD
1970 Crook County SD
1970 Crook County SD
1970 Crook County SD
1970 Crook County SD
1970 Crook County SD
2089 Crow-Applegate-Lorane SD 66
2089 Crow-Applegate-Lorane SD 66
2050 Culver SD 4

4592 Corbett School
2186 Corbett SD 39
27 Adams Elementary School
28 Cheldelin Middle School
40 Corvallis High School
1901 Corvallis SD 509J
41 Crescent Valley High School
1322 Franklin School
30 Garfield Elementary School
33 Hoover Elementary School
4637 Inavale Community Partners dba Muddy Creek Charter Scho
35 Jefferson Elementary School
36 Lincoln Elementary School
38 Linus Pauling Middle School
37 Mt View Elementary School
39 Wilson Elementary School
1874 YES House Alternative School
3434 Cove Charter School
570 Creslane Elementary School
572 Creswell High School
571 Creswell Middle School
2086 Creswell SD 40
5302 Barnes Butte Elementary
265 Brothers Elementary School
225 Crook County High School
224 Crook County Middle School
1970 Crook County SD
219 Crooked River Elementary School
222 Paulina School
4392 Pioneer Secondary Alternative High School
223 Powell Butte Community Charter School
2915 Prineville COIC Dropout Re-engagement Program
589 Applegate Elementary School
592 Crow Middle/High School
425 Culver Elementary School

2050 Culver SD 4
2050 Culver SD 4
2190 Dallas SD 2
2190 Dallas SD 2
2190 Dallas SD 2
2190 Dallas SD 2
2190 Dallas SD 2
2190 Dallas SD 2
2190 Dallas SD 2
2190 Dallas SD 2
2187 David Douglas SD 40
2187 David Douglas SD 40
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2187 David Douglas SD 40
2187 David Douglas SD 40
2253 Dayton SD 8
2253 Dayton SD 8
2253 Dayton SD 8
2011 Dayville SD 16J
2017 Diamond SD 7
2021 Double O SD 28
1993 Douglas County SD 15

426 Culver High School
1295 Culver Middle School
5298 Dallas Community Charter
995 Dallas High School
2190 Dallas SD 2
994 LaCreole Middle School
3461 Luckiamute Valley Charter School
989 Lyle Elementary School
990 Oakdale Heights Elementary School
1260 Polk ADTC
993 Whitworth Elementary School
980 Alice Ott Middle School
3580 Arthur Academy
972 Cherry Park Elementary School
983 David Douglas High School
2187 David Douglas SD 40
3525 Earl Boyles Elementary
981 Floyd Light Middle School
973 Gilbert Heights Elementary School
974 Gilbert Park Elementary School
975 Lincoln Park Elementary School
976 Menlo Park Elementary School
977 Mill Park Elementary School
1885 Portland Youth Builders
4232 Ron Russell Middle School
1671 Serendipity
978 Ventura Park Elementary School
979 West Powellhurst Elementary School
1211 Dayton Grade School
1212 Dayton High School
1291 Dayton Jr High School
3353 Dayville School
348 Diamond Elementary School
352 Double O Elementary School
3348 Days Creek Charter School

1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1991 Douglas County SD 4
1980 Douglas ESD
2019 Drewsey SD 13
2229 Dufur SD 29
2043 Eagle Point SD 9
2043 Eagle Point SD 9
2043 Eagle Point SD 9
2043 Eagle Point SD 9
2043 Eagle Point SD 9
2043 Eagle Point SD 9
2043 Eagle Point SD 9
2043 Eagle Point SD 9
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2043 Eagle Point SD 9
2043 Eagle Point SD 9
2043 Eagle Point SD 9
2043 Eagle Point SD 9
2203 Echo SD 5
2217 Elgin SD 23
2217 Elgin SD 23
1998 Elkton SD 34
2221 Enterprise SD 21
2221 Enterprise SD 21

1991 Douglas County SD 4
269 Eastwood Elementary School
270 Fir Grove Elementary School
271 Fullerton IV Elementary School
272 Green Elementary School
273 Hucrest Elementary School
278 John C Fremont Middle School
279 Joseph Lane Middle School
274 Melrose Elementary School
4391 Phoenix School
4511 Phoenix School of Roseburg - Deer Creek
5398 Rose School
280 Roseburg High School
276 Sunnyslope Elementary School
277 Winchester Elementary
1250 Therapeutic Learning Center
350 Drewsey Elementary School
3402 Dufur School
5251 Crater Lake Charter Academy
397 Eagle Point High School
396 Eagle Point Middle School
2043 Eagle Point SD 9
4020 Eagle Rock Elementary School
390 Hillside Elementary
3147 Lake Creek Learning Center
393 Shady Cove School
394 Table Rock Elementary
4378 URCEO-Upper Rogue Center for Educational Opportunities
4021 White Mountain Middle School
3433 Echo School
1083 Elgin High School
1082 Stella Mayfield Elementary School
302 Elkton Charter School
1090 Enterprise Elementary School
1091 Enterprise High School

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2082 Eugene SD 4J
2082 Eugene SD 4J
2082 Eugene SD 4J
2082 Eugene SD 4J
2082 Eugene SD 4J
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2082 Eugene SD 4J
2082 Eugene SD 4J
2082 Eugene SD 4J
2082 Eugene SD 4J
2193 Falls City SD 57
2193 Falls City SD 57
2084 Fern Ridge SD 28J
2084 Fern Ridge SD 28J
2084 Fern Ridge SD 28J
2084 Fern Ridge SD 28J
2084 Fern Ridge SD 28J
2084 Fern Ridge SD 28J
2084 Fern Ridge SD 28J
2084 Fern Ridge SD 28J
2084 Fern Ridge SD 28J
2241 Forest Grove SD 15
2241 Forest Grove SD 15
2241 Forest Grove SD 15

524 Monroe Middle School
4041 Network Charter School
1786 New Roads
536 North Eugene High School
3233 Ridgeline Montessori
4811 River Road Campus
525 River Road/El Camino del Rio Elementary School
526 Roosevelt Middle School
1789 SAFE Center School
538 Sheldon High School
539 South Eugene High School
528 Spencer Butte Middle School
529 Spring Creek Elementary School
2316 Stepping Stone Lodge
530 Twin Oaks Elementary School
1861 Twin Rivers Charter School
3229 Village School
1545 Wellsprings Friends School
534 Willagillespie Elementary School
1259 Yujin Gakuen Elementary School
1005 Falls City Elementary School
1006 Falls City High School
4717 Bridgeway House
563 Elmira Elementary School
567 Elmira High School
564 Fern Ridge Middle School
1792 Jasper Mountain Center
3545 Looking Glass Center Point School
1532 Looking Glass Riverfront School & Career Center
566 Veneta Elementary School
1545 Wellsprings Friends School
4045 West Lane Technology Learning Center
1128 Cornelius Elementary School
1129 Dilley Elementary School
1130 Echo Shaw Elementary School

2241 Forest Grove SD 15
2241 Forest Grove SD 15
2241 Forest Grove SD 15
2241 Forest Grove SD 15
2241 Forest Grove SD 15
2241 Forest Grove SD 15
2241 Forest Grove SD 15
2241 Forest Grove SD 15
2241 Forest Grove SD 15
2248 Fossil SD 21J
2020 Frenchglen SD 16
2020 Frenchglen SD 16
2245 Gaston SD 511J
2245 Gaston SD 511J
2137 Gervais SD 1
2137 Gervais SD 1
2137 Gervais SD 1
2137 Gervais SD 1
2137 Gervais SD 1
1931 Gladstone SD 115
1931 Gladstone SD 115
1931 Gladstone SD 115
1931 Gladstone SD 115
1931 Gladstone SD 115
1931 Gladstone SD 115
1931 Gladstone SD 115
2000 Glendale SD 77
2000 Glendale SD 77
1992 Glide SD 12
1992 Glide SD 12
1992 Glide SD 12
2054 Grants Pass SD 7
2054 Grants Pass SD 7
2054 Grants Pass SD 7
2054 Grants Pass SD 7

3986 Fern Hill Elementary School
4595 Forest Grove Community School
1134 Forest Grove High School
2241 Forest Grove SD 15
1132 Harvey Clarke Elementary School
1133 Joseph Gale Elementary School
1126 Neil Armstrong Middle School
2376 Oak Grove Academy
1127 Tom McCall Upper Elementary
1205 Fossil Charter School
351 Frenchglen Elementary School
4702 Silvies River Charter School
1194 Gaston Elementary School
1195 Gaston Jr/Sr High School
5392 Frontier Charter Academy
776 Gervais Elementary School
808 Gervais High School
786 Gervais Middle School
4024 Samuel Brown Academy
2407 Clackamas Community College
4719 Gladstone Center for Children and Families
138 Gladstone High School
1931 Gladstone SD 115
136 John Wetten Elementary School
1671 Serendipity
137 Walter L Kraxberger Middle School
307 Glendale Community Charter School
306 Glendale Elementary School
282 Glide Elementary School
285 Glide High School
284 Glide Middle School
435 Allen Dale Elementary School
442 Grants Pass High School
2054 Grants Pass SD 7
436 Highland Elementary School

[illegible]

437 Lincoln Elementary School
438 North Middle School
1351 Parkside Elementary
439 Redwood Elementary School
440 Riverside Elementary School
441 South Middle School
3950 Albany Options School
632 Calapooia Middle School
631 Central Elementary School
633 Clover Ridge Elementary School
635 Fir Grove Primary School
2100 Greater Albany Public SD 8J
640 Lafayette Elementary School
641 Liberty Elementary School
642 Memorial Middle School
637 North Albany Elementary School
638 North Albany Middle School
643 Oak Elementary School
639 Oak Grove Elementary School
636 Periwinkle Elementary School
650 South Albany High School
645 South Shore Elementary School
644 Sunrise Elementary School
647 Takena Elementary School
646 Tangent Elementary School
4744 Timber Ridge School
648 Waverly Elementary School
649 West Albany High School
3553 Center for Advanced Learning
1312 Clear Creek Middle School
90 Deep Creek – Damascus K-8 School
932 Dexter McCarty Middle School
933 East Gresham Elementary School
941 East Orient Elementary School
934 Gordon Russell Middle School

2183 Gresham-Barlow SD 10J
2183 Gresham-Barlow SD 10J
2183 Gresham-Barlow SD 10J
2183 Gresham-Barlow SD 10J
2183 Gresham-Barlow SD 10J
2183 Gresham-Barlow SD 10J
2183 Gresham-Barlow SD 10J
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2183 Gresham-Barlow SD 10J
2183 Gresham-Barlow SD 10J
2183 Gresham-Barlow SD 10J
2183 Gresham-Barlow SD 10J
2014 Harney County SD 3
2014 Harney County SD 3
2014 Harney County SD 3
2015 Harney County SD 4
2015 Harney County SD 4
2023 Harney County Union High SD 1J
2114 Harper SD 66
2099 Harrisburg SD 7J
2099 Harrisburg SD 7J
2099 Harrisburg SD 7J
2201 Helix SD 1
2206 Hermiston SD 8
2206 Hermiston SD 8
2206 Hermiston SD 8
2206 Hermiston SD 8
2206 Hermiston SD 8
2206 Hermiston SD 8
2206 Hermiston SD 8
2206 Hermiston SD 8

4601 Gresham Arthur Academy
986 Gresham High School
2183 Gresham-Barlow SD 10J
936 Hall Elementary School
935 Highland Elementary School
3543 Hogan Cedars Elementary School
937 Hollydale Elementary School
1313 Kelly Creek Elementary School
4667 Lewis and Clark Montessori Charter School
4740 Metro East Web Academy
938 North Gresham Elementary School
939 Powell Valley Elementary School
5152 Rosemary Anderson High School - East (Gresham)
987 Sam Barlow High School
3577 Springwater Trail High School
940 West Gresham Elementary School
942 West Orient Middle School
359 Burns High School
342 Henry L Slater Elementary School
355 Hines Middle School
346 Crane Elementary School
5446 Oregon Family School
358 Crane Union High School
3362 Harper Charter School
659 Harrisburg Elementary School
689 Harrisburg High School
2723 Harrisburg Middle School
3364 Helix School
1039 Armand Larive Middle School
3426 Desert View Elementary School
1040 Hermiston High School
2206 Hermiston SD 8
1034 Highland Hills Elementary School
1036 Rocky Heights Elementary School
1333 Sandstone Middle School

[illegible]

2239 Hillsboro SD 1J
2239 Hillsboro SD 1J
2239 Hillsboro SD 1J
2239 Hillsboro SD 1J
2024 Hood River County SD
2024 Hood River County SD
2024 Hood River County SD
2024 Hood River County SD
2024 Hood River County SD
2024 Hood River County SD
2024 Hood River County SD
2024 Hood River County SD
2024 Hood River County SD
1895 Huntington SD 16J
2215 Imbler SD 11
2200 InterMountain ESD
3997 Ione SD R2
2053 Jefferson County SD 509J
2053 Jefferson County SD 509J
2053 Jefferson County SD 509J
2053 Jefferson County SD 509J
2053 Jefferson County SD 509J
2053 Jefferson County SD 509J
2053 Jefferson County SD 509J
2053 Jefferson County SD 509J
2140 Jefferson SD 14J
2140 Jefferson SD 14J
2140 Jefferson SD 14J
1934 Jewell SD 8
2008 John Day SD 3
2008 John Day SD 3
2008 John Day SD 3
2107 Jordan Valley SD 3
2107 Jordan Valley SD 3

1119 W L Henry Elementary School
1114 W Verne McKinney Elementary School
1111 West Union Elementary School
1151 Witch Hazel Elementary School
3372 Cascade Locks School
2024 Hood River County SD
361 Hood River Middle School
369 Hood River Valley High School
362 May Street Elementary School
363 Mid Valley Elementary School
364 Parkdale Elementary School
2300 The Next Door
366 Westside Elementary School
367 WyEast Middle School
3351 Huntington School
1079 Imbler Charter School
4846 Lifeways Inc
3363 Ione Community Charter School
3458 Big Muddy Elementary
5359 Bridges High School
429 Buff Elementary School
1773 Jefferson County Middle School
430 Madras Elementary School
434 Madras High School
431 Metolius Elementary School
432 Warm Springs K-8 Academy
721 Jefferson Elementary School
723 Jefferson High School
722 Jefferson Middle School
3352 Jewell School
331 Grant Union Junior/Senior High School
327 Humbolt Elementary School
330 Seneca Elementary School
691 Jordan Valley Elementary School
712 Jordan Valley High School

[illegible]

2057 Klamath County SD
2056 Klamath Falls City Schools
2056 Klamath Falls City Schools
2056 Klamath Falls City Schools
2056 Klamath Falls City Schools
2056 Klamath Falls City Schools
2056 Klamath Falls City Schools
2056 Klamath Falls City Schools
2056 Klamath Falls City Schools
2056 Klamath Falls City Schools
2262 Knappa SD 4
2262 Knappa SD 4
2212 La Grande SD 1
2212 La Grande SD 1
2212 La Grande SD 1
2212 La Grande SD 1
2212 La Grande SD 1
2212 La Grande SD 1
2212 La Grande SD 1
2059 Lake County SD 7
2059 Lake County SD 7
2059 Lake County SD 7
2059 Lake County SD 7
1923 Lake Oswego SD 7J
1923 Lake Oswego SD 7J
1923 Lake Oswego SD 7J
1923 Lake Oswego SD 7J
1923 Lake Oswego SD 7J
1923 Lake Oswego SD 7J
1923 Lake Oswego SD 7J
1923 Lake Oswego SD 7J
1923 Lake Oswego SD 7J
1923 Lake Oswego SD 7J
1923 Lake Oswego SD 7J

479 Stearns Elementary School
4545 EagleRidge High School
459 Joseph Conger Elementary School
2056 Klamath Falls City Schools
5355 Klamath Learning Center
487 Klamath Union High School
1257 Klamath Youth Development Center
461 Mills Elementary School
462 Pelican Elementary School
463 Ponderosa Middle School
465 Roosevelt Elementary School
166 Hilda Lahti Elementary School
169 Knappa High School
1066 Central Elementary School
1068 Greenwood Elementary School
1069 Island City Elementary School
1073 La Grande High School
1072 La Grande Middle School
2212 La Grande SD 1
1067 Rising Stars Day Treatment
491 Daly Middle School
490 Fremont/Hay Elementary School
492 Lakeview Senior High School
489 Union Elementary School
53 Forest Hills Elementary School
54 Hallinan Elementary School
55 Lake Grove Elementary School
59 Lake Oswego Middle School
1923 Lake Oswego SD 7J
61 Lake Oswego Senior High School
62 Lakeridge High School
60 Lakeridge Middle School
1288 Oak Creek Elementary School
56 River Grove Elementary School
58 Westridge Elementary School

2064 Lane ESD
5299 Oregon State Hospital - Junction City Campus
652 Cascades School
653 Green Acres School
658 Hamilton Creek School
671 Lacombe School
2101 Lebanon Community SD 9
688 Lebanon High School
3504 Pioneer School
3503 Riverview School
3505 Sand Ridge Charter School
674 Seven Oak Middle School
623 Crestview Heights School
3361 Eddyville Charter School
3240 Lincoln City Career Technical High School
627 Newport High School
615 Newport Middle School
617 Oceanlake Elementary School
614 Olalla Center for Children & Families
625 Sam Case Elementary
4468 Siletz Valley Early College Academy
4038 Siletz Valley Schools
620 Taft Elementary School
628 Taft High School
621 Taft Middle School
611 Toledo Elementary School
622 Toledo Jr. High
629 Toledo Senior High School
630 Waldport High School
624 Waldport Middle School
618 Yaquina View Elementary
42 Childrens Farm Home
1271 Old Mill Center for Children & Families
5160 Wake Robin School
3366 Long Creek School

2092 Lowell SD 71
2092 Lowell SD 71
2092 Lowell SD 71
2092 Lowell SD 71
2092 Lowell SD 71
2092 Lowell SD 71
2112 Malheur County SD 51
2085 Mapleton SD 32
2085 Mapleton SD 32
2094 Marcola SD 79J
2094 Marcola SD 79J
2094 Marcola SD 79J
2090 McKenzie SD 68
2090 McKenzie SD 68
2256 McMinnville SD 40
2256 McMinnville SD 40
2256 McMinnville SD 40
2256 McMinnville SD 40
2256 McMinnville SD 40
2256 McMinnville SD 40
2256 McMinnville SD 40
2256 McMinnville SD 40
2256 McMinnville SD 40
2048 Medford SD 549C
2048 Medford SD 549C
2048 Medford SD 549C
2048 Medford SD 549C
2048 Medford SD 549C
2048 Medford SD 549C
2048 Medford SD 549C
2048 Medford SD 549C
2048 Medford SD 549C
2048 Medford SD 549C
2048 Medford SD 549C
2048 Medford SD 549C

5349 Bridge Charter Academy
599 Lowell Junior/Senior High School
2092 Lowell SD 71
598 Lundy Elementary School
5252 Mountain View Academy
1789 SAFE Center School
2112 Malheur County SD 51
568 Mapleton Elementary School
569 Mapleton Jr/Sr High School
603 Marcola Elementary School
604 Mohawk High School
5444 TEACH-NW
593 McKenzie Elementary School
594 McKenzie River Community School
1228 Columbus Elementary School
1315 Duniway Middle School
2784 Grandhaven Elementary School
1234 McMinnville High School
1230 Memorial Elementary School
1231 Newby Elementary School
1233 Patton Middle School
4639 Sue Buel Elementary
1232 Wascher Elementary School
1350 Abraham Lincoln Elementary
3554 Central Medford High School
408 Griffin Creek Elementary School
421 Hedrick Middle School
409 Hoover Elementary School
410 Howard Elementary School
411 Jackson Elementary School
412 Jacksonville Elementary School
413 Jefferson Elementary School
416 Kennedy Elementary School
5205 Kids Unlimited Academy
4821 Logos Public Charter School

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|------------------------------------|---|
| 2048 Medford SD 549C | 414 Lone Pine Elementary School |
| 2048 Medford SD 549C | 4593 Madrone Trail Public Charter School |
| 2048 Medford SD 549C | 422 McLoughlin Middle School |
| 2048 Medford SD 549C | 2048 Medford SD 549C |
| 2048 Medford SD 549C | 424 North Medford High School |
| 2048 Medford SD 549C | 415 Oak Grove Elementary School |
| 2048 Medford SD 549C | 417 Roosevelt Elementary School |
| 2048 Medford SD 549C | 418 Ruch Elementary School |
| 2048 Medford SD 549C | 423 South Medford High School |
| 2048 Medford SD 549C | 5304 The Valley School of Southern Oregon |
| 2048 Medford SD 549C | 419 Washington Elementary School |
| 2048 Medford SD 549C | 420 Wilson Elementary School |
| 2205 Milton-Freewater Unified SD 7 | 1057 Central Middle School |
| 2205 Milton-Freewater Unified SD 7 | 5297 Ferndale Elementary School |
| 2205 Milton-Freewater Unified SD 7 | 5296 Freewater Elementary School |
| 2205 Milton-Freewater Unified SD 7 | 5434 Gib Olinger Elementary School |
| 2205 Milton-Freewater Unified SD 7 | 5295 Grove Elementary School |
| 2205 Milton-Freewater Unified SD 7 | 1064 McLoughlin High School |
| 2249 Mitchell SD 55 | 5440 Cascade Virtual Academy |
| 2249 Mitchell SD 55 | 5441 Destinations Career Academy of Oregon |
| 2249 Mitchell SD 55 | 5150 Insight School of Oregon Painted Hills |
| 2249 Mitchell SD 55 | 3404 Mitchell School |
| 1925 Molalla River SD 35 | 93 Clarkes Elementary School |
| 1925 Molalla River SD 35 | 94 Molalla Elementary School |
| 1925 Molalla River SD 35 | 142 Molalla High School |
| 1925 Molalla River SD 35 | 4745 Molalla River Academy |
| 1925 Molalla River SD 35 | 95 Molalla River Middle School |
| 1925 Molalla River SD 35 | 1925 Molalla River SD 35 |
| 1925 Molalla River SD 35 | 121 Mulino Elementary School |
| 1925 Molalla River SD 35 | 4818 Renaissance Public Academy |
| 1925 Molalla River SD 35 | 128 Rural Dell Elementary School |
| 1898 Monroe SD 1J | 1321 Monroe Grade School |
| 1898 Monroe SD 1J | 43 Monroe High School |
| 2010 Monument SD 8 | 3350 Monument School |
| 2147 Morrow SD 1 | 813 A C Houghton Elementary School |

2147 Morrow SD 1
2147 Morrow SD 1
2147 Morrow SD 1
2147 Morrow SD 1
2147 Morrow SD 1
2147 Morrow SD 1
2147 Morrow SD 1
2147 Morrow SD 1
2145 Mt Angel SD 91
2145 Mt Angel SD 91
2145 Mt Angel SD 91
2148 Multnomah ESD
2148 Multnomah ESD
2148 Multnomah ESD
2148 Multnomah ESD
2148 Multnomah ESD
2148 Multnomah ESD
2148 Multnomah ESD
2148 Multnomah ESD
2148 Multnomah ESD
1968 Myrtle Point SD 41
1968 Myrtle Point SD 41
2198 Neah-Kah-Nie SD 56
2198 Neah-Kah-Nie SD 56
2198 Neah-Kah-Nie SD 56
2198 Neah-Kah-Nie SD 56
2199 Nestucca Valley SD 101J
2199 Nestucca Valley SD 101J
2254 Newberg SD 29J
2254 Newberg SD 29J
2254 Newberg SD 29J
2254 Newberg SD 29J
2254 Newberg SD 29J
2254 Newberg SD 29J

815 Heppner Elementary School
818 Heppner Junior/Senior High School
4048 Irrigon Elementary School
817 Irrigon Junior/Senior High School
5433 Morrow Education Center
2147 Morrow SD 1
820 Riverside Junior/Senior High School
814 Sam Boardman Elementary School
4047 Windy River Elementary School
794 John F Kennedy High School
792 Mt Angel Middle School
793 St Marys Public School
4203 Doernbecher Childrens Hospital (educational program)
1298 Helensview High School
953 Kerr Youth Center/Wynne Watts School
1800 Legacy 1
5450 Legacy 3
2148 Multnomah ESD
5399 Providence Medical Center
1806 Shriners Hospital (educational program)
3168 The Creeks
214 Myrtle Crest School
215 Myrtle Point High School
1020 Garibaldi Elementary School
1022 Neah-Kah-Nie High School
4481 Neah-Kah-Nie Middle School
1021 Nehalem Elementary School
1023 Nestucca High School
1019 Nestucca Valley Elementary
1335 Antonia Crater Elementary School
1336 Chehalem Valley Middle School
1216 Dundee Elementary School
1217 Edwards Elementary School
1218 Ewing Young Elementary School
4342 Joan Austin Elementary School

1924 North Clackamas SD 12
1924 North Clackamas SD 12
1924 North Clackamas SD 12
1924 North Clackamas SD 12
1924 North Clackamas SD 12
1996 North Douglas SD 22
1996 North Douglas SD 22
2061 North Lake SD 14
2141 North Marion SD 15
2141 North Marion SD 15
2141 North Marion SD 15
2141 North Marion SD 15
2214 North Powder SD 8J
2143 North Santiam SD 29J
2143 North Santiam SD 29J
2143 North Santiam SD 29J
2143 North Santiam SD 29J
4131 North Wasco County SD 21
4131 North Wasco County SD 21
4131 North Wasco County SD 21
4131 North Wasco County SD 21
4131 North Wasco County SD 21
4131 North Wasco County SD 21
4131 North Wasco County SD 21
4131 North Wasco County SD 21
4131 North Wasco County SD 21
2230 Northwest Regional ESD
2230 Northwest Regional ESD
2230 Northwest Regional ESD
2110 Nyssa SD 26
2110 Nyssa SD 26
2110 Nyssa SD 26
1990 Oakland SD 1
1990 Oakland SD 1

3198 Spring Mountain Elementary School
78 Sunnyside Elementary School
4714 Verne A Duncan Elementary School
79 View Acres Elementary School
72 Whitcomb Elementary School
296 North Douglas Elementary School
297 North Douglas High School
1289 North Lake School
726 North Marion High School
724 North Marion Intermediate School
725 North Marion Middle School
3146 North Marion Primary School
3365 North Powder Charter School
656 Mari-Linn Elementary School
788 Stayton Elementary School
809 Stayton High School
789 Stayton Middle School
717 Sublimity Elementary School
1093 Chenowith Elementary School
1097 Colonel Wright Elementary School
1262 Crossroads
1098 Dry Hollow Elementary School
1095 Mosier Community School
4131 North Wasco County SD 21
1101 The Dalles High School
1100 The Dalles Middle School
5250 Wahtonka Community School
1167 Levi Anderson Learning Center
1284 Lifeworks Northwest
2230 Northwest Regional ESD
702 Nyssa Elementary School
704 Nyssa High School
703 Nyssa Middle School
266 Lincoln Middle School
267 Oakland Elementary School

[illegible]

268 Oakland High School
4717 Bridgeway House
600 Oakridge Elementary School
602 Oakridge High School
601 Oakridge Junior High School
1545 Wellsprings Friends School
2831 COIC Skills Lab
2848 Donald E Long School
2836 Jackson County Juvenile
2838 Josephine County JDC
2839 Klamath County Juvenile
2841 Lane County Dept of Youth
2842 Lincoln County Juvenile
2843 Linn County Juvenile Detention
2846 Mill Creek Academy
2832 Mt Nebo Alt Ed
3129 NORCOR Education Detention Center
2858 Yamhill County Juvenile
2258 Monroe School
2260 New Bridge High School
2387 Ocean Dunes High School
2386 RiverBend High School
2388 Riverside High School
4609 Three Lakes High School
4588 Trask River High School
1828 William P Lord High School
694 Aiken Elementary School
692 Alameda Elementary School
693 Cairo Elementary School
696 May Roberts Elementary School
699 Ontario High School
698 Ontario Middle School
2108 Ontario SD 8C
697 Pioneer Elementary School
4585 Alliance Charter Academy

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| 1928 Oregon City SD 62 | 105 Beaver Creek Elementary School |
| 1928 Oregon City SD 62 | 106 Candy Lane Elementary School |
| 1928 Oregon City SD 62 | 4802 Clackamas Academy of Industrial Sciences |
| 1928 Oregon City SD 62 | 109 Gaffney Lane Elementary School |
| 1928 Oregon City SD 62 | 115 Gardiner Middle School |
| 1928 Oregon City SD 62 | 107 Holcomb Elementary School |
| 1928 Oregon City SD 62 | 110 Jennings Lodge Elementary School |
| 1928 Oregon City SD 62 | 114 John McLoughlin Elementary School |
| 1928 Oregon City SD 62 | 116 Ogden Middle School |
| 1928 Oregon City SD 62 | 1928 Oregon City SD 62 |
| 1928 Oregon City SD 62 | 118 Oregon City Senior High School |
| 1928 Oregon City SD 62 | 2735 Oregon City Service Learning Academy |
| 1928 Oregon City SD 62 | 139 Redland Elementary School |
| 1928 Oregon City SD 62 | 4480 Springwater Environmental Sciences School |
| 2336 Oregon Department of Education | 4850 Eagle Charter School |
| 2336 Oregon Department of Education | 4040 Four Rivers Community School |
| 2336 Oregon Department of Education | 1832 Oregon School for the Deaf |
| 2336 Oregon Department of Education | 4604 The Cottonwood School of Civics and Science |
| 2336 Oregon Department of Education | 4720 The Ivy School |
| 1926 Oregon Trail SD 46 | 97 Boring Middle School |
| 1926 Oregon Trail SD 46 | 102 Cedar Ridge Middle School |
| 1926 Oregon Trail SD 46 | 101 Firwood Elementary School |
| 1926 Oregon Trail SD 46 | 99 Kelso Elementary School |
| 1926 Oregon Trail SD 46 | 96 Naas Elementary School |
| 1926 Oregon Trail SD 46 | 4820 Oregon Trail Academy |
| 1926 Oregon Trail SD 46 | 1926 Oregon Trail SD 46 |
| 1926 Oregon Trail SD 46 | 100 Sandy Grade School |
| 1926 Oregon Trail SD 46 | 141 Sandy High School |
| 1926 Oregon Trail SD 46 | 88 Welches Elementary School |
| 1926 Oregon Trail SD 46 | 2392 Welches Middle School |
| 2060 Paisley SD 11 | 3360 Paisley School |
| 2181 Parkrose SD 3 | 931 Parkrose High School |
| 2181 Parkrose SD 3 | 930 Parkrose Middle School |
| 2181 Parkrose SD 3 | 2181 Parkrose SD 3 |
| 2181 Parkrose SD 3 | 925 Prescott Elementary School |

2181 Parkrose SD 3
2181 Parkrose SD 3
2181 Parkrose SD 3
2207 Pendleton SD 16
2207 Pendleton SD 16
2207 Pendleton SD 16
2207 Pendleton SD 16
2207 Pendleton SD 16
2207 Pendleton SD 16
2207 Pendleton SD 16
2207 Pendleton SD 16
2207 Pendleton SD 16
2192 Perrydale SD 21
1900 Philomath SD 17J
1900 Philomath SD 17J
1900 Philomath SD 17J
1900 Philomath SD 17J
1900 Philomath SD 17J
1900 Philomath SD 17J
2039 Phoenix-Talent SD 4
2039 Phoenix-Talent SD 4
2039 Phoenix-Talent SD 4
2039 Phoenix-Talent SD 4
2039 Phoenix-Talent SD 4
2039 Phoenix-Talent SD 4
2039 Phoenix-Talent SD 4
2039 Phoenix-Talent SD 4
2202 Pilot Rock SD 2
2202 Pilot Rock SD 2
2016 Pine Creek SD 5
1897 Pine Eagle SD 61
2047 Pinehurst SD 94
2081 Pleasant Hill SD 1
2081 Pleasant Hill SD 1
2062 Plush SD 18

926 Russell Elementary
927 Sacramento Elementary School
928 Shaver Elementary School
4116 Hawthorne Middle/High School
2270 Homestead Youth & Family Services
1047 McKay Creek Elementary School
4202 Nixyaawii Community School
5287 Pendleton Early Learning Center
1052 Pendleton High School
2207 Pendleton SD 16
1048 Sherwood Heights Elementary School
1051 Sunridge Middle School
1049 Washington Elementary School
3378 Perrydale School
18 Blodgett Elementary School
3162 Clemens Primary School
3440 Kings Valley Charter School
20 Philomath Elementary School
22 Philomath High School
21 Philomath Middle School
3247 Armadillo Technical Institute
370 Orchard Hill Elementary School
371 Phoenix Elementary School
374 Phoenix High School
2039 Phoenix-Talent SD 4
372 Talent Elementary School
373 Talent Middle School
1027 Pilot Rock Elementary School
1028 Pilot Rock High School
347 Pine Creek Elementary School
15 Pine Eagle Charter School
407 Pinehurst Elementary School
500 Pleasant Hill Elementary School
502 Pleasant Hill High School
497 Plush Elementary School

[illegible]

[illegible]

852 Gray Middle School
854 Grout Elementary School
894 Harriet Tubman Middle School
842 Harrison Park School
855 Hayhurst Elementary School
858 Hosford Middle School
861 Irvington Elementary School
1277 Jackson Middle School
862 James John Elementary School
908 Janus Youth Programs
913 Jefferson High School
5218 Kairos PDX
864 Kelly Elementary School
1243 Lane Middle School
868 Laurelhurst Elementary School
5060 Le Monde French Immersion Public Charter School
869 Lee Elementary School
870 Lent Elementary School
871 Lewis Elementary School
914 Lincoln High School
872 Llewellyn Elementary School
915 Madison High School
873 Maplewood Elementary School
1278 Markham Elementary School
866 Martin Luther King Jr. School
875 Marysville Elementary School
916 Metropolitan Learning Center
1648 Morrison Center Counterpoint Program
2275 Morrison Child & Family Services, Breakthrough
1803 Mt Scott Park Center for Learning
877 Mt Tabor Middle School
4587 NAYA Early College Academy
1281 Nickerson Center ADTP
878 Ockley Green Middle School
3451 Opal School of the Portland Children's Museum

[illegible]

3021 Open School North
4522 Park Academy
880 Parry Center for Children
3584 Parry Center SCIP
879 Peninsula Elementary School
4400 Portland Arthur Academy Charter School
2506 Portland Community College
2180 Portland SD 1J
4534 Portland Village School
1885 Portland Youth Builders
883 Richmond Elementary School
1299 Rieke Elementary School
884 Rigler Elementary School
918 Roosevelt High School
829 Rosa Parks Elementary School
5427 Rose City Park
1669 Rosemary Anderson High School
885 Roseway Heights School
886 Sabin Elementary School
5305 SAGE Youth Residential Program
887 Scott Elementary School
4477 SE Works Youth Center
888 Sellwood Middle School
1671 Serendipity
889 Sitton Elementary School
890 Skyline Elementary School
892 Stephenson Elementary School
893 Sunnyside Environmental School
3616 Trillium
895 Vernon Elementary School
896 Vestal Elementary School
4826 Victory Academy
898 West Sylvan Middle School
921 White Shield Home
900 Whitman Elementary School

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|------|-------------------|
| 2180 | Portland SD 1J |
| 2180 | Portland SD 1J |
| 2180 | Portland SD 1J |
| 2180 | Portland SD 1J |
| 2180 | Portland SD 1J |
| 2180 | Portland SD 1J |
| 2180 | Portland SD 1J |
| 1967 | Powers SD 31 |
| 1967 | Powers SD 31 |
| 2009 | Prairie City SD 4 |
| 2045 | Prospect SD 59 |
| 1946 | Rainier SD 13 |
| 1946 | Rainier SD 13 |
| 1946 | Rainier SD 13 |
| 1977 | Redmond SD 2J |
| 1977 | Redmond SD 2J |
| 1977 | Redmond SD 2J |
| 1977 | Redmond SD 2J |
| 1977 | Redmond SD 2J |
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| 1977 | Redmond SD 2J |
| 1977 | Redmond SD 2J |
| 1977 | Redmond SD 2J |
| 1977 | Redmond SD 2J |
| 1977 | Redmond SD 2J |
| 2001 | Reedsport SD 105 |
| 2001 | Reedsport SD 105 |
| 2182 | Reynolds SD 7 |
| 2182 | Reynolds SD 7 |
| 2182 | Reynolds SD 7 |
| 2182 | Reynolds SD 7 |

4405 Wildflowers
922 Wilson High School
1364 Winterhaven School
902 Woodlawn Elementary School
903 Woodmere Elementary School
904 Woodstock Elementary School
1835 Youth Progress Learning Center
210 Powers Elementary School
211 Powers High School
3349 Prairie City School
3356 Prospect Charter School
171 Hudson Park Elementary School
4234 North Columbia Academy
174 Rainier Jr/Sr High School
1326 Elton Gregory Middle School
258 John Tuck Elementary School
259 M A Lynch Elementary School
262 Obsidian Middle School
1841 Redmond COIC Dropout Re-engagement Program
5340 Redmond Early Learning Center at Hugh Hartman
263 Redmond High School
4729 Redmond Proficiency Academy
1977 Redmond SD 2J
5058 Ridgeview High School
256 Sage Elementary School
260 Terrebonne Community School
4429 Tom McCall Elementary School
261 Tumalo Community School
1325 Vern Patrick Elementary School
309 Highland Elementary School
310 Reedsport Community Charter School
943 Alder Elementary School
949 Davis Elementary School
945 Fairview Elementary School
946 Glenfair Elementary School

2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
2182 Reynolds SD 7
1999 Riddle SD 70
1999 Riddle SD 70
2188 Riverdale SD 51J
2188 Riverdale SD 51J
2188 Riverdale SD 51J
2044 Rogue River SD 35
2044 Rogue River SD 35
2044 Rogue River SD 35
2044 Rogue River SD 35
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J

947 Hartley Elementary School
954 Hauton B Lee Middle School
948 Margaret Scott Elementary School
3490 Multnomah Learning Academy
4216 Reynolds Arthur Academy
957 Reynolds High School
1343 Reynolds Learning Academy
1254 Reynolds Middle School
2182 Reynolds SD 7
4822 Rockwood Preparatory Academy
3989 Salish Ponds Elementary School
950 Sweetbriar Elementary School
951 Troutdale Elementary School
2263 Walt Morey Middle School
952 Wilkes Elementary School
1365 Woodland Elementary
304 Riddle Elementary School
305 Riddle High School
985 Riverdale Grade School
1345 Riverdale High School
2188 Riverdale SD 51J
4856 Rivers Edge Academy Charter School
399 Rogue River Elementary School
401 Rogue River Junior/Senior High
5443 South Valley Academy
728 Auburn Elementary School
5066 Battle Creek Elementary School
731 Brush College Elementary School
732 Bush Elementary School
733 Candalaria Elementary School
5064 Cesar E Chavez Elem
1244 Chapman Hill Elementary School
3373 Claggett Creek Middle School
734 Clear Lake Elementary School
1329 Crossler Middle School

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2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
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2142 Salem-Keizer SD 24J
2142 Salem-Keizer SD 24J
2104 Santiam Canyon SD 129J
2104 Santiam Canyon SD 129J
2104 Santiam Canyon SD 129J
1944 Scappoose SD 1J
1944 Scappoose SD 1J
1944 Scappoose SD 1J
1944 Scappoose SD 1J
1944 Scappoose SD 1J
1944 Scappoose SD 1J
1944 Scappoose SD 1J
1944 Scappoose SD 1J
1944 Scappoose SD 1J
2103 Scio SD 95

756 Pringle Elementary School
757 Richmond Elementary School
4596 Roberts High School
759 Salem Heights Elementary School
2142 Salem-Keizer SD 24J
760 Schirle Elementary School
741 Scott Elementary School
775 South Salem High School
774 Sprague High School
1331 Stephens Middle School
4859 Straub Middle School
761 Sumpter Elementary School
762 Swegle Elementary School
4390 Valley Inquiry Charter School
768 Waldo Middle School
769 Walker Middle School
763 Washington Elementary School
3374 Weddle Elementary School
3463 West Salem High School
770 Whiteaker Middle School
737 Wright Elementary School
764 Yoshikai Elementary School
4399 Oregon Connections Academy
681 Santiam Elementary School
683 Santiam Junior/Senior High School
158 Grant Watts Elementary School
5300 Oregon Outreach Inc - Scappoose SD
159 Otto Petersen Elementary School
958 Sauvie Island School
162 Scappoose High School
161 Scappoose Middle School
1944 Scappoose SD 1J
4221 South Columbia Family School
160 Warren Elementary School
676 Centennial Elementary School

2103 Scio SD 95
2103 Scio SD 95
2103 Scio SD 95
2103 Scio SD 95
1935 Seaside SD 10
1935 Seaside SD 10
1935 Seaside SD 10
1935 Seaside SD 10
1935 Seaside SD 10
1935 Seaside SD 10
2257 Sheridan SD 48J
2257 Sheridan SD 48J
2257 Sheridan SD 48J
2257 Sheridan SD 48J
2195 Sherman County SD
2244 Sherwood SD 88J
2244 Sherwood SD 88J
2244 Sherwood SD 88J
2244 Sherwood SD 88J
2244 Sherwood SD 88J
2244 Sherwood SD 88J
2244 Sherwood SD 88J
2244 Sherwood SD 88J
2244 Sherwood SD 88J
2138 Silver Falls SD 4J
2138 Silver Falls SD 4J
2138 Silver Falls SD 4J
2138 Silver Falls SD 4J
2138 Silver Falls SD 4J
2138 Silver Falls SD 4J
2138 Silver Falls SD 4J
2138 Silver Falls SD 4J
2138 Silver Falls SD 4J
2138 Silver Falls SD 4J
2138 Silver Falls SD 4J

2994 Lourdes School
5061 Oregon Virtual Education
678 Scio High School
677 Scio Middle School
150 Broadway Middle School
153 Gearhart Elementary School
152 Seaside Heights Elementary School
154 Seaside High School
1935 Seaside SD 10
5385 The Cannon Beach Academy
1235 Faulconer-Chapman School
4833 Sheridan AllPrep Academy
1237 Sheridan High School
2728 Sheridan Japanese School
1010 Sherman County School
1334 Archer Glen Elementary School
4730 Edy Ridge Elementary School
1191 J Clyde Hopkins Elementary School
4731 Laurel Ridge Middle School
3222 Middleton Elementary School
4220 Sherwood Charter School
1193 Sherwood High School
1192 Sherwood Middle School
2244 Sherwood SD 88J
784 Bethany Charter School
119 Butte Creek Elementary School
807 Central Howell Elementary School
718 Evergreen Elementary School
714 Mark Twain Elementary
780 Pratum Elementary School
716 Robert Frost Elementary School
785 Scotts Mills Elementary School
795 Silver Crest Elementary School
2138 Silver Falls SD 4J
812 Silverton High School

[illegible]

3653 Family Solutions - Medford
1782 Kairos - New Beginnings
3150 Kairos-Three Bridges
2025 Southern Oregon ESD
3403 Spray School
4440 Academy of Arts and Academics
1353 Agnes Stewart Middle School
4717 Bridgeway House
542 Briggs Middle School
544 Centennial Elementary School
545 Douglas Gardens Elementary School
546 Elizabeth Page Elementary School
1354 Gateways High School
548 Guy Lee Elementary School
549 Hamlin Middle School
1792 Jasper Mountain Center
3545 Looking Glass Center Point School
1532 Looking Glass Riverfront School & Career Center
550 Maple Elementary School
554 Mt Vernon Elementary School
553 Ridgeview Elementary School
1352 Riverbend Elementary School
1789 SAFE Center School
560 Springfield High School
2083 Springfield SD 19
1252 The Child Center
556 Thurston Elementary School
561 Thurston High School
557 Thurston Middle School
5059 Two Rivers Dos Rios Elementary
558 Waltherville Elementary School
1545 Wellsprings Friends School
4058 Willamette Leadership Academy
559 Yolanda Elementary School
179 Columbia City School

1948 St Helens SD 502
1948 St Helens SD 502
1948 St Helens SD 502
1948 St Helens SD 502
1948 St Helens SD 502
1948 St Helens SD 502
1948 St Helens SD 502
2144 St Paul SD 45
2144 St Paul SD 45
2209 Stanfield SD 61
2209 Stanfield SD 61
2018 Suntex SD 10
2003 Sutherlin SD 130
2003 Sutherlin SD 130
2003 Sutherlin SD 130
2003 Sutherlin SD 130
2003 Sutherlin SD 130
2102 Sweet Home SD 55
2102 Sweet Home SD 55
2102 Sweet Home SD 55
2102 Sweet Home SD 55
2102 Sweet Home SD 55
2102 Sweet Home SD 55
2102 Sweet Home SD 55
2055 Three Rivers/Josephine County SD
2055 Three Rivers/Josephine County SD
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2055 Three Rivers/Josephine County SD

2716 Columbia County Education Campus
3569 Lewis & Clark Elementary School
182 McBride Elementary School
4602 St Helens Arthur Academy
185 St Helens High School
184 St Helens Middle School
1948 St Helens SD 502
778 St Paul Elementary School
779 St Paul High School
1060 Stanfield Elementary School
1061 Stanfield Secondary School
349 Suntex Elementary School
318 East Sutherlin Primary School
321 Sutherlin High School
319 Sutherlin Middle School
5357 Sutherlin Valley Online Academy
320 West Sutherlin Intermediate
662 Foster Elementary School
663 Hawthorne Elementary School
664 Holley Elementary School
666 Oak Heights Elementary School
4484 Sweet Home Charter School
669 Sweet Home High School
668 Sweet Home Junior High School
402 Applegate Elementary School
443 Evergreen Elementary School
444 Fleming Middle School
445 Fruitdale Elementary School
446 Ft Vannoy Elementary School
455 Hidden Valley High School
456 Illinois Valley High School
1782 Kairos - New Beginnings
3150 Kairos - Three Bridges
448 Lincoln Savage Middle School
449 Lorna Byrne Middle School

2055 Three Rivers/Josephine County SD
2055 Three Rivers/Josephine County SD
2055 Three Rivers/Josephine County SD
2055 Three Rivers/Josephine County SD
2055 Three Rivers/Josephine County SD
2055 Three Rivers/Josephine County SD
2055 Three Rivers/Josephine County SD
2242 Tigard-Tualatin SD 23J
2242 Tigard-Tualatin SD 23J
2242 Tigard-Tualatin SD 23J
2242 Tigard-Tualatin SD 23J
2242 Tigard-Tualatin SD 23J
2242 Tigard-Tualatin SD 23J
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2242 Tigard-Tualatin SD 23J
2242 Tigard-Tualatin SD 23J
2242 Tigard-Tualatin SD 23J
2242 Tigard-Tualatin SD 23J
2197 Tillamook SD 9
2197 Tillamook SD 9
2197 Tillamook SD 9
2197 Tillamook SD 9
2197 Tillamook SD 9
2222 Troy SD 54
2210 Ukiah SD 80R
2204 Umatilla SD 6R

450 Madrona Elementary School
451 Manzanita Elementary School
457 North Valley High School
4823 Sunny Wolf Charter School
1877 The Inn Between Educational Program, DBA Inn Sight
2055 Three Rivers/Josephine County SD
453 Williams Elementary School
5063 Woodland Charter School
4364 Alberta Rider Elementary School
1135 Bridgeport Elementary School
1136 Charles F Tigard Elementary School
1369 Deer Creek Elementary School
2714 Durham Center
1138 Durham Elementary School
1142 Edward Byrom Elementary School
1300 Hazelbrook Middle School
1139 James Templeton Elementary School
2273 Janus Youth Programs--Cordero House
1137 Mary Woodward Elementary School
1140 Metzger Elementary School
3579 Multi-sensory Instruction Teaching Children Hands-On (MITC)
1144 Thomas R Fowler Middle School
1146 Tigard High School
2242 Tigard-Tualatin SD 23J
1143 Tualatin Elementary School
1301 Tualatin High School
1145 Twality Middle School
1012 East Elementary School
1013 Liberty Elementary School
1014 South Prairie Elementary School
1017 Tillamook High School
1016 Tillamook Junior High School
1092 Troy Elementary School
3432 Ukiah School
1031 Clara Brownell Middle School

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1032 McNary Heights Elementary School
1033 Umatilla High School
1074 Union Elementary School
1075 Union High School
701 Vale Elementary School
713 Vale High School
1357 Vale Middle School
2116 Vale SD 84
706 Willowcreek Elementary School
176 Mist Elementary School
177 Vernonia Elementary School
178 Vernonia High School
4396 Vernonia Middle School
1088 Wallowa Elementary School
1089 Wallowa High School
156 Warrenton Grade School
157 Warrenton High School
4773 Arts and Technology High School
1287 Athey Creek Middle School
1272 Boeckman Creek Primary School
3455 Bolton Primary School
3913 Boones Ferry Primary School
45 Cedaroak Park Primary School
46 Inza R Wood Middle School
5056 Lowrie Primary School
5377 Meridian Creek Middle School
2787 Rosemont Ridge Middle School
47 Stafford Primary School
48 Sunset Primary School
3452 Three Rivers Charter School
5057 Trillium Creek Primary School
51 West Linn High School
1922 West Linn-Wilsonville SD 3J
1286 Willamette Primary School
1323 Wilsonville High School

2117 Willamette ESD
2117 Willamette ESD
2255 Willamina SD 30J
2255 Willamina SD 30J
2255 Willamina SD 30J
2002 Winston-Dillard SD 116
2002 Winston-Dillard SD 116
2002 Winston-Dillard SD 116
2002 Winston-Dillard SD 116
2002 Winston-Dillard SD 116
2002 Winston-Dillard SD 116
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2146 Woodburn SD 103
2251 Yamhill Carlton SD 1
2251 Yamhill Carlton SD 1
2251 Yamhill Carlton SD 1
2251 Yamhill Carlton SD 1
1997 Yoncalla SD 32
1997 Yoncalla SD 32

2334 Oregon State Hospital Salem (educational program)
2117 Willamette ESD
1224 Willamina Elementary School
1226 Willamina High School
1225 Willamina Middle School
3624 Brockway Elementary School
5201 Dillard Alternative High School
316 Douglas High School
313 Lookingglass Elementary School
311 McGovern Elementary School
315 Winston Middle School
4540 Academy of International Studies (at Woodburn)
1268 French Prairie Middle School
1359 Heritage Elementary
1267 Lincoln Elementary School
796 Nellie Muir Elementary School
1360 Valor Middle School
797 Washington Elementary School
4541 Wellness, Business and Sports School
4542 Woodburn Academy of Art, Science and Technology
4230 Woodburn Arthur Academy
4543 Woodburn Arts and Communications Academy
2146 Woodburn SD 103
4544 Woodburn Success
1213 Yamhill Carlton Elementary School
1238 Yamhill Carlton High School
4564 Yamhill Carlton Intermediate School
2251 Yamhill Carlton SD 1
299 Yoncalla Elementary School
300 Yoncalla High School

| 2017-18 Total Enrollment | 2018-19 Total Enrollment | 2018-19 American Indian/Alaska Native | 2018-19 % American Indian/Alaska Native | 2018-19 Asian | 2018-19 % Asian | 2018-19 Native Hawaiian/ Pacific Islander | 2018-19 % Native Hawaiian/ Pacific Islander |
|--------------------------|--------------------------|---------------------------------------|---|---------------|-----------------|---|---|
| 8 | 8 | 2 | 25.0% | - | 0.0% | - | 0.0% |
| 207 | 206 | 1 | 0.5% | - | 0.0% | - | 0.0% |
| 94 | 89 | 2 | 2.2% | 2 | 2.2% | - | 0.0% |
| 158 | 226 | - | 0.0% | 3 | 1.3% | - | 0.0% |
| 360 | 335 | 6 | 1.8% | 1 | 0.3% | - | 0.0% |
| 281 | 257 | 1 | 0.4% | 5 | 1.9% | - | 0.0% |
| 200 | 207 | 1 | 0.5% | 3 | 1.4% | - | 0.0% |
| 37 | 38 | 2 | 5.3% | 1 | 2.6% | - | 0.0% |
| 87 | 91 | - | 0.0% | - | 0.0% | - | 0.0% |
| 16 | 14 | - | 0.0% | - | 0.0% | - | 0.0% |
| 155 | 163 | 9 | 5.5% | - | 0.0% | 2 | 1.2% |
| 15 | 21 | - | 0.0% | - | 0.0% | - | 0.0% |
| 1,027 | 1,007 | 2 | 0.2% | 12 | 1.2% | 2 | 0.2% |
| 569 | 565 | 4 | 0.7% | 6 | 1.1% | 2 | 0.4% |
| 223 | 211 | - | 0.0% | 3 | 1.4% | 1 | 0.5% |
| 322 | 308 | 3 | 1.0% | 4 | 1.3% | - | 0.0% |
| 344 | 342 | 1 | 0.3% | 1 | 0.3% | 1 | 0.3% |
| 121 | 129 | - | 0.0% | 3 | 2.3% | - | 0.0% |
| 344 | 343 | 2 | 0.6% | 9 | 2.6% | - | 0.0% |
| 6 | 6 | - | 0.0% | - | 0.0% | - | 0.0% |
| 426 | 425 | 3 | 0.7% | 5 | 1.2% | - | 0.0% |
| 424 | 462 | 4 | 0.9% | 6 | 1.3% | 3 | 0.6% |
| 12 | 8 | - | 0.0% | 1 | 12.5% | - | 0.0% |
| 620 | 576 | 4 | 0.7% | 9 | 1.6% | 3 | 0.5% |
| 432 | 410 | 4 | 1.0% | 5 | 1.2% | 2 | 0.5% |
| 158 | 153 | 9 | 5.9% | - | 0.0% | - | 0.0% |
| 249 | 255 | 24 | 9.4% | 1 | 0.4% | - | 0.0% |
| 168 | 176 | 17 | 9.7% | - | 0.0% | 1 | 0.6% |
| 279 | 310 | - | 0.0% | 10 | 3.2% | - | 0.0% |
| 452 | 438 | 3 | 0.7% | 8 | 1.8% | - | 0.0% |

| | | | | | | | |
|-------|-------|----|------|-----|-------|----|------|
| 229 | 265 | 5 | 1.9% | 3 | 1.1% | - | 0.0% |
| 12 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| 1,360 | 1,808 | 26 | 1.4% | 23 | 1.3% | 6 | 0.3% |
| 450 | 439 | 5 | 1.1% | 3 | 0.7% | - | 0.0% |
| 27 | 19 | - | 0.0% | 1 | 5.3% | - | 0.0% |
| 149 | 155 | 1 | 0.6% | 1 | 0.6% | - | 0.0% |
| 25 | 28 | - | 0.0% | - | 0.0% | - | 0.0% |
| 346 | 370 | 8 | 2.2% | - | 0.0% | - | 0.0% |
| 215 | 213 | 1 | 0.5% | 3 | 1.4% | - | 0.0% |
| 239 | 238 | 2 | 0.8% | 1 | 0.4% | - | 0.0% |
| 243 | 247 | - | 0.0% | 2 | 0.8% | - | 0.0% |
| 478 | 478 | 1 | 0.2% | 3 | 0.6% | 2 | 0.4% |
| 382 | 384 | 2 | 0.5% | 3 | 0.8% | 1 | 0.3% |
| 278 | 260 | - | 0.0% | 1 | 0.4% | 2 | 0.8% |
| 12 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 1,864 | 1,858 | 6 | 0.3% | 129 | 6.9% | 28 | 1.5% |
| 920 | 930 | 5 | 0.5% | 63 | 6.8% | 5 | 0.5% |
| 316 | 367 | 4 | 1.1% | 8 | 2.2% | 2 | 0.5% |
| 684 | 699 | 3 | 0.4% | 35 | 5.0% | 4 | 0.6% |
| 619 | 633 | 3 | 0.5% | 17 | 2.7% | 3 | 0.5% |
| 728 | 651 | 5 | 0.8% | 71 | 10.9% | 9 | 1.4% |
| 1,690 | 1,549 | 4 | 0.3% | 91 | 5.9% | 19 | 1.2% |
| 430 | 425 | 1 | 0.2% | 45 | 10.6% | 1 | 0.2% |
| 530 | 533 | - | 0.0% | 132 | 24.8% | 1 | 0.2% |
| 638 | 653 | 2 | 0.3% | 142 | 21.7% | 3 | 0.5% |
| 418 | 426 | - | 0.0% | 70 | 16.4% | 1 | 0.2% |
| 1,013 | 1,030 | 1 | 0.1% | 83 | 8.1% | 5 | 0.5% |
| 496 | 491 | 1 | 0.2% | 40 | 8.1% | 5 | 1.0% |
| 162 | 149 | - | 0.0% | 4 | 2.7% | 1 | 0.7% |
| 974 | 984 | 2 | 0.2% | 103 | 10.5% | 8 | 0.8% |
| 527 | 489 | 1 | 0.2% | 64 | 13.1% | 4 | 0.8% |
| 712 | 754 | 6 | 0.8% | 265 | 35.1% | 4 | 0.5% |
| 484 | 467 | - | 0.0% | 27 | 5.8% | 4 | 0.9% |
| 726 | 685 | 5 | 0.7% | 400 | 58.4% | 1 | 0.1% |
| 447 | 386 | 2 | 0.5% | 12 | 3.1% | 5 | 1.3% |

| | | | | | | | |
|-------|-------|---|------|-----|-------|----|------|
| 1,051 | 1,007 | 8 | 0.8% | 79 | 7.8% | 8 | 0.8% |
| 362 | 340 | 1 | 0.3% | 8 | 2.4% | 5 | 1.5% |
| 452 | 462 | 3 | 0.6% | 48 | 10.4% | 4 | 0.9% |
| 718 | 740 | 9 | 1.2% | 85 | 11.5% | 1 | 0.1% |
| 925 | 881 | 8 | 0.9% | 73 | 8.3% | 10 | 1.1% |
| 666 | 654 | 2 | 0.3% | 46 | 7.0% | 5 | 0.8% |
| 235 | 278 | - | 0.0% | 103 | 37.1% | - | 0.0% |
| 883 | 862 | - | 0.0% | 257 | 29.8% | 1 | 0.1% |
| 753 | 727 | 1 | 0.1% | 446 | 61.3% | 2 | 0.3% |
| 683 | 651 | 3 | 0.5% | 33 | 5.1% | 2 | 0.3% |
| 302 | 297 | 1 | 0.3% | 11 | 3.7% | 8 | 2.7% |
| 620 | 596 | 4 | 0.7% | 65 | 10.9% | 7 | 1.2% |
| 835 | 819 | 2 | 0.2% | 111 | 13.6% | 4 | 0.5% |
| 331 | 307 | - | 0.0% | 14 | 4.6% | 1 | 0.3% |
| 838 | 922 | 2 | 0.2% | 72 | 7.8% | 6 | 0.7% |
| 905 | 1,388 | 3 | 0.2% | 170 | 12.2% | 13 | 0.9% |
| 574 | 645 | 5 | 0.8% | 88 | 13.6% | 4 | 0.6% |
| 567 | 570 | 2 | 0.4% | 112 | 19.6% | 1 | 0.2% |
| 573 | 549 | 1 | 0.2% | 17 | 3.1% | 2 | 0.4% |
| 376 | 362 | 2 | 0.6% | 11 | 3.0% | 7 | 1.9% |
| 434 | 421 | - | 0.0% | 23 | 5.5% | 1 | 0.2% |
| 571 | 576 | 2 | 0.3% | 118 | 20.5% | 3 | 0.5% |
| 518 | 608 | 2 | 0.3% | 268 | 44.1% | - | 0.0% |
| 535 | 547 | 1 | 0.2% | 99 | 18.1% | 5 | 0.9% |
| 173 | 162 | - | 0.0% | 33 | 20.4% | 1 | 0.6% |
| 7 | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| 516 | 550 | - | 0.0% | 70 | 12.7% | 3 | 0.5% |
| 1,490 | 1,440 | 8 | 0.6% | 111 | 7.7% | 20 | 1.4% |
| 791 | 842 | 6 | 0.7% | 381 | 45.2% | 6 | 0.7% |
| 1,513 | 1,543 | 1 | 0.1% | 709 | 45.9% | 10 | 0.6% |
| 2,141 | 2,082 | 6 | 0.3% | 471 | 22.6% | 9 | 0.4% |
| 385 | 353 | 1 | 0.3% | 13 | 3.7% | 1 | 0.3% |
| 616 | 643 | - | 0.0% | 9 | 1.4% | 3 | 0.5% |
| 374 | 347 | 3 | 0.9% | 29 | 8.4% | 2 | 0.6% |
| 2,587 | 2,466 | 6 | 0.2% | 651 | 26.4% | 21 | 0.9% |

| | | | | | | | |
|-----------------|-------|----|-------|----|------|---|------|
| 708 | 713 | 5 | 0.7% | 37 | 5.2% | 6 | 0.8% |
| 474 | 448 | - | 0.0% | 17 | 3.8% | 3 | 0.7% |
| 165 | 167 | - | 0.0% | 2 | 1.2% | - | 0.0% |
| 569 | 579 | 3 | 0.5% | 4 | 0.7% | - | 0.0% |
| 116 | 116 | 3 | 2.6% | 2 | 1.7% | - | 0.0% |
| 190 | 209 | 1 | 0.5% | 4 | 1.9% | 1 | 0.5% |
| 1,774 | 1,743 | 8 | 0.5% | 27 | 1.5% | 4 | 0.2% |
| 20 | 13 | - | 0.0% | - | 0.0% | - | 0.0% |
| 579 | 570 | - | 0.0% | 9 | 1.6% | 2 | 0.4% |
| 668 | 753 | 2 | 0.3% | 15 | 2.0% | 1 | 0.1% |
| 101 | 134 | - | 0.0% | 1 | 0.7% | - | 0.0% |
| 585 | 565 | 1 | 0.2% | 3 | 0.5% | 2 | 0.4% |
| 211 | 208 | 3 | 1.4% | - | 0.0% | - | 0.0% |
| 793 | 838 | 5 | 0.6% | 12 | 1.4% | 4 | 0.5% |
| 621 | 593 | - | 0.0% | 5 | 0.8% | - | 0.0% |
| 392 | 393 | - | 0.0% | 5 | 1.3% | 1 | 0.3% |
| 37 | 35 | 2 | 5.7% | - | 0.0% | 1 | 2.9% |
| 16 | 12 | - | 0.0% | - | 0.0% | - | 0.0% |
| 527 | 489 | 1 | 0.2% | 6 | 1.2% | 1 | 0.2% |
| 20 | 16 | 2 | 12.5% | - | 0.0% | - | 0.0% |
| 400 | 381 | 4 | 1.1% | 3 | 0.8% | 1 | 0.3% |
| 313 | 326 | 6 | 1.8% | 5 | 1.5% | 1 | 0.3% |
| 390 | 432 | 4 | 0.9% | 3 | 0.7% | - | 0.0% |
| 599 | 578 | 1 | 0.2% | 7 | 1.2% | - | 0.0% |
| 160 | 141 | 4 | 2.8% | 1 | 0.7% | - | 0.0% |
| 1,452 | 1,393 | 14 | 1.0% | 23 | 1.7% | 5 | 0.4% |
| 125 | 141 | 7 | 5.0% | - | 0.0% | 1 | 0.7% |
| 764 | 711 | 1 | 0.1% | 10 | 1.4% | 2 | 0.3% |
| 652 | 683 | 6 | 0.9% | 9 | 1.3% | 2 | 0.3% |
| 518 | 495 | 1 | 0.2% | 10 | 2.0% | - | 0.0% |
| 584 | 575 | 4 | 0.7% | 9 | 1.6% | 2 | 0.3% |
| 524 | 542 | 4 | 0.7% | 5 | 0.9% | 1 | 0.2% |
| Opened in 18-19 | 84 | 1 | 1.2% | - | 0.0% | - | 0.0% |
| 153 | 151 | - | 0.0% | 2 | 1.3% | - | 0.0% |
| 195 | 203 | 3 | 1.5% | 5 | 2.5% | - | 0.0% |

| | | | | | | | | |
|-----------------|-------|-------|----|-------|----|-------|----|------|
| Opened in 18-19 | 472 | 492 | 3 | 0.6% | 4 | 0.8% | 1 | 0.2% |
| | 689 | 681 | 2 | 0.3% | 14 | 2.1% | 2 | 0.3% |
| | | 78 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 1,601 | 1,549 | 2 | 0.1% | 24 | 1.5% | 2 | 0.1% |
| | 437 | 441 | 6 | 1.4% | 1 | 0.2% | 2 | 0.5% |
| | 268 | 263 | 2 | 0.8% | 8 | 3.0% | 2 | 0.8% |
| | 645 | 611 | 2 | 0.3% | 6 | 1.0% | - | 0.0% |
| | 20 | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 3 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 328 | 349 | 6 | 1.7% | 4 | 1.1% | 3 | 0.9% |
| | 265 | 241 | 5 | 2.1% | 3 | 1.2% | - | 0.0% |
| | 299 | 295 | 2 | 0.7% | 8 | 2.7% | 3 | 1.0% |
| | 356 | 402 | 8 | 2.0% | 4 | 1.0% | - | 0.0% |
| | 368 | 358 | 4 | 1.1% | - | 0.0% | - | 0.0% |
| | 3 | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 87 | 99 | 1 | 1.0% | 1 | 1.0% | 1 | 1.0% |
| | 3 | 2 | 1 | 50.0% | - | 0.0% | - | 0.0% |
| | 30 | 28 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 436 | 429 | 6 | 1.4% | 7 | 1.6% | 4 | 0.9% |
| | 778 | 795 | 7 | 0.9% | 22 | 2.8% | 10 | 1.3% |
| | 10 | 6 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 706 | 667 | 5 | 0.8% | 20 | 3.0% | 1 | 0.2% |
| | 2 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 419 | 425 | 6 | 1.4% | 7 | 1.6% | 2 | 0.5% |
| | 6 | 8 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 1,492 | 1,508 | 25 | 1.7% | 37 | 2.5% | 10 | 0.7% |
| | 227 | 234 | 4 | 1.7% | 2 | 0.9% | - | 0.0% |
| | 34 | 29 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 356 | 343 | 12 | 3.5% | 1 | 0.3% | - | 0.0% |
| | 504 | 490 | 21 | 4.3% | 2 | 0.4% | - | 0.0% |
| | 736 | 730 | 26 | 3.6% | 6 | 0.8% | - | 0.0% |
| | 38 | 55 | - | 0.0% | 8 | 14.5% | - | 0.0% |
| | 235 | 218 | 1 | 0.5% | - | 0.0% | - | 0.0% |
| | 217 | 219 | 1 | 0.5% | - | 0.0% | - | 0.0% |
| | 604 | 617 | 1 | 0.2% | 8 | 1.3% | 1 | 0.2% |

| | | | | | | | |
|-------|-------|----|------|-----|-------|----|------|
| 1,425 | 1,402 | 6 | 0.4% | 11 | 0.8% | 3 | 0.2% |
| 20 | 25 | 1 | 4.0% | - | 0.0% | - | 0.0% |
| 473 | 474 | 5 | 1.1% | 1 | 0.2% | 1 | 0.2% |
| 427 | 426 | - | 0.0% | 3 | 0.7% | - | 0.0% |
| 441 | 456 | 1 | 0.2% | 4 | 0.9% | 2 | 0.4% |
| 495 | 483 | 2 | 0.4% | 2 | 0.4% | - | 0.0% |
| 434 | 429 | - | 0.0% | 5 | 1.2% | - | 0.0% |
| 353 | 360 | 1 | 0.3% | 4 | 1.1% | 1 | 0.3% |
| 563 | 575 | 7 | 1.2% | 10 | 1.7% | 1 | 0.2% |
| 566 | 564 | 8 | 1.4% | 10 | 1.8% | 3 | 0.5% |
| 47 | 51 | 2 | 3.9% | - | 0.0% | - | 0.0% |
| 691 | 712 | 14 | 2.0% | 13 | 1.8% | 3 | 0.4% |
| 149 | 159 | 3 | 1.9% | - | 0.0% | 1 | 0.6% |
| 311 | 306 | 4 | 1.3% | 6 | 2.0% | 1 | 0.3% |
| 556 | 558 | 2 | 0.4% | 75 | 13.4% | 8 | 1.4% |
| 1,691 | 1,729 | 19 | 1.1% | 260 | 15.0% | 33 | 1.9% |
| 936 | 901 | 5 | 0.6% | 108 | 12.0% | 27 | 3.0% |
| 141 | 135 | 1 | 0.7% | 8 | 5.9% | 4 | 3.0% |
| 74 | 92 | 1 | 1.1% | 2 | 2.2% | - | 0.0% |
| 415 | 417 | 2 | 0.5% | 40 | 9.6% | 14 | 3.4% |
| 408 | 382 | 2 | 0.5% | 42 | 11.0% | 12 | 3.1% |
| 125 | 143 | 1 | 0.7% | - | 0.0% | - | 0.0% |
| 380 | 380 | 5 | 1.3% | 45 | 11.8% | 13 | 3.4% |
| 521 | 484 | 1 | 0.2% | 56 | 11.6% | 19 | 3.9% |
| 416 | 407 | 1 | 0.2% | 58 | 14.3% | 6 | 1.5% |
| 3 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| 540 | 556 | 4 | 0.7% | 100 | 18.0% | 15 | 2.7% |
| 9 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| 166 | 159 | 4 | 2.5% | - | 0.0% | - | 0.0% |
| 308 | 329 | 9 | 2.7% | 3 | 0.9% | 2 | 0.6% |
| 332 | 327 | 1 | 0.3% | - | 0.0% | 1 | 0.3% |
| 316 | 332 | 4 | 1.2% | 2 | 0.6% | - | 0.0% |
| 558 | 549 | 8 | 1.5% | 1 | 0.2% | - | 0.0% |
| 39 | 75 | 3 | 4.0% | - | 0.0% | - | 0.0% |
| 460 | 432 | 1 | 0.2% | 2 | 0.5% | 3 | 0.7% |

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|-----|-------|----|-------|----|------|---|------|
| 442 | 425 | 6 | 1.4% | 5 | 1.2% | 1 | 0.2% |
| 450 | 446 | 2 | 0.4% | 1 | 0.2% | - | 0.0% |
| 234 | 274 | 6 | 2.2% | 3 | 1.1% | 1 | 0.4% |
| 601 | 631 | 6 | 1.0% | 5 | 0.8% | 1 | 0.2% |
| 277 | 262 | 5 | 1.9% | - | 0.0% | 1 | 0.4% |
| 586 | 621 | 5 | 0.8% | 7 | 1.1% | 1 | 0.2% |
| 324 | 293 | 3 | 1.0% | - | 0.0% | 6 | 2.0% |
| 807 | 846 | 5 | 0.6% | 5 | 0.6% | 3 | 0.4% |
| 559 | 545 | 2 | 0.4% | 1 | 0.2% | - | 0.0% |
| 995 | 982 | 4 | 0.4% | 8 | 0.8% | 1 | 0.1% |
| 408 | 384 | 6 | 1.6% | 4 | 1.0% | 1 | 0.3% |
| 532 | 528 | 6 | 1.1% | 10 | 1.9% | 1 | 0.2% |
| 789 | 782 | 12 | 1.5% | 4 | 0.5% | 5 | 0.6% |
| 247 | 241 | 4 | 1.7% | 1 | 0.4% | - | 0.0% |
| 364 | 381 | 4 | 1.1% | 1 | 0.3% | 1 | 0.3% |
| 354 | 344 | 7 | 2.0% | 3 | 0.9% | 1 | 0.3% |
| 274 | 274 | 1 | 0.4% | - | 0.0% | 1 | 0.4% |
| 193 | 194 | - | 0.0% | 2 | 1.0% | - | 0.0% |
| 137 | 143 | 1 | 0.7% | 1 | 0.7% | - | 0.0% |
| 90 | 104 | 2 | 1.9% | - | 0.0% | - | 0.0% |
| 35 | 36 | - | 0.0% | - | 0.0% | - | 0.0% |
| 565 | 582 | 6 | 1.0% | 4 | 0.7% | 8 | 1.4% |
| 35 | 17 | - | 0.0% | - | 0.0% | - | 0.0% |
| 92 | 71 | 3 | 4.2% | - | 0.0% | - | 0.0% |
| 215 | 212 | 7 | 3.3% | 6 | 2.8% | 1 | 0.5% |
| 383 | 369 | 18 | 4.9% | 2 | 0.5% | 1 | 0.3% |
| 981 | 1,013 | 45 | 4.4% | 4 | 0.4% | 5 | 0.5% |
| 506 | 483 | 16 | 3.3% | 2 | 0.4% | 2 | 0.4% |
| 74 | 78 | 4 | 5.1% | - | 0.0% | - | 0.0% |
| 429 | 446 | 18 | 4.0% | 3 | 0.7% | - | 0.0% |
| 351 | 354 | 8 | 2.3% | 2 | 0.6% | 2 | 0.6% |
| 4 | 7 | 1 | 14.3% | - | 0.0% | - | 0.0% |
| 412 | 384 | 7 | 1.8% | 1 | 0.3% | - | 0.0% |
| 77 | 150 | 1 | 0.7% | - | 0.0% | - | 0.0% |
| 246 | 307 | 15 | 4.9% | - | 0.0% | 2 | 0.7% |

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|-------|-------|----|-------|----|-------|---|------|
| 1,235 | 1,221 | 18 | 1.5% | 25 | 2.0% | 4 | 0.3% |
| - | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| 442 | 441 | 5 | 1.1% | 31 | 7.0% | - | 0.0% |
| 574 | 604 | 3 | 0.5% | 38 | 6.3% | - | 0.0% |
| 1,241 | 1,219 | 12 | 1.0% | 57 | 4.7% | 4 | 0.3% |
| 69 | 64 | - | 0.0% | 4 | 6.3% | - | 0.0% |
| 1,001 | 995 | 5 | 0.5% | 83 | 8.3% | 7 | 0.7% |
| 336 | 331 | - | 0.0% | 40 | 12.1% | 3 | 0.9% |
| 444 | 436 | 11 | 2.5% | 10 | 2.3% | 1 | 0.2% |
| 434 | 391 | - | 0.0% | 78 | 19.9% | 3 | 0.8% |
| 110 | 110 | - | 0.0% | - | 0.0% | 1 | 0.9% |
| 342 | 335 | 1 | 0.3% | 15 | 4.5% | - | 0.0% |
| 386 | 364 | 1 | 0.3% | 1 | 0.3% | 1 | 0.3% |
| 723 | 749 | 9 | 1.2% | 26 | 3.5% | 2 | 0.3% |
| 324 | 315 | 1 | 0.3% | 5 | 1.6% | 2 | 0.6% |
| 422 | 424 | 4 | 0.9% | 34 | 8.0% | 8 | 1.9% |
| 27 | 14 | - | 0.0% | - | 0.0% | - | 0.0% |
| 277 | 292 | 1 | 0.3% | - | 0.0% | - | 0.0% |
| 576 | 625 | 9 | 1.4% | 4 | 0.6% | - | 0.0% |
| 350 | 361 | 6 | 1.7% | 4 | 1.1% | 1 | 0.3% |
| 305 | 293 | 2 | 0.7% | 3 | 1.0% | 1 | 0.3% |
| 9 | 11 | - | 0.0% | - | 0.0% | - | 0.0% |
| 652 | 634 | 13 | 2.1% | 3 | 0.5% | - | 0.0% |
| 13 | 11 | - | 0.0% | - | 0.0% | - | 0.0% |
| 750 | 759 | 2 | 0.3% | 10 | 1.3% | 1 | 0.1% |
| 610 | 608 | 1 | 0.2% | 3 | 0.5% | - | 0.0% |
| 19 | 23 | - | 0.0% | - | 0.0% | - | 0.0% |
| 583 | 598 | 3 | 0.5% | 1 | 0.2% | 1 | 0.2% |
| 21 | 19 | - | 0.0% | - | 0.0% | - | 0.0% |
| 70 | 47 | 2 | 4.3% | - | 0.0% | - | 0.0% |
| 200 | 201 | 2 | 1.0% | - | 0.0% | - | 0.0% |
| 24 | 30 | 3 | 10.0% | - | 0.0% | - | 0.0% |
| 111 | 120 | - | 0.0% | 1 | 0.8% | - | 0.0% |
| 114 | 124 | 7 | 5.6% | 2 | 1.6% | - | 0.0% |
| 293 | 297 | - | 0.0% | - | 0.0% | - | 0.0% |

| | | | | | | | |
|-------|-------|----|------|-----|-------|----|------|
| 200 | 202 | 5 | 2.5% | - | 0.0% | - | 0.0% |
| 177 | 170 | - | 0.0% | - | 0.0% | - | 0.0% |
| 191 | 193 | 1 | 0.5% | - | 0.0% | - | 0.0% |
| 897 | 897 | 23 | 2.6% | 19 | 2.1% | 6 | 0.7% |
| 56 | 58 | 1 | 1.7% | - | 0.0% | 1 | 1.7% |
| 648 | 688 | 28 | 4.1% | 3 | 0.4% | 2 | 0.3% |
| 184 | 185 | 5 | 2.7% | - | 0.0% | 2 | 1.1% |
| 413 | 407 | 8 | 2.0% | - | 0.0% | - | 0.0% |
| 345 | 391 | 5 | 1.3% | 1 | 0.3% | - | 0.0% |
| 19 | 15 | - | 0.0% | - | 0.0% | - | 0.0% |
| 438 | 419 | 12 | 2.9% | 1 | 0.2% | 1 | 0.2% |
| 711 | 746 | 4 | 0.5% | 112 | 15.0% | 24 | 3.2% |
| 164 | 164 | 1 | 0.6% | 23 | 14.0% | 4 | 2.4% |
| 478 | 439 | 1 | 0.2% | 49 | 11.2% | 8 | 1.8% |
| 3,141 | 2,959 | 11 | 0.4% | 539 | 18.2% | 53 | 1.8% |
| 59 | 190 | 3 | 1.6% | 37 | 19.5% | 2 | 1.1% |
| 452 | 430 | 5 | 1.2% | 55 | 12.8% | 9 | 2.1% |
| 849 | 747 | 7 | 0.9% | 91 | 12.2% | 12 | 1.6% |
| 609 | 597 | 2 | 0.3% | 101 | 16.9% | 27 | 4.5% |
| 599 | 582 | 2 | 0.3% | 59 | 10.1% | 14 | 2.4% |
| 614 | 584 | 5 | 0.9% | 91 | 15.6% | 7 | 1.2% |
| 469 | 432 | 2 | 0.5% | 40 | 9.3% | 11 | 2.5% |
| 522 | 502 | 6 | 1.2% | 87 | 17.3% | 12 | 2.4% |
| 5 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 862 | 834 | 13 | 1.6% | 138 | 16.5% | 17 | 2.0% |
| 19 | 11 | - | 0.0% | - | 0.0% | - | 0.0% |
| 431 | 386 | 2 | 0.5% | 42 | 10.9% | 13 | 3.4% |
| 436 | 404 | 3 | 0.7% | 58 | 14.4% | 2 | 0.5% |
| 432 | 441 | 5 | 1.1% | 1 | 0.2% | 1 | 0.2% |
| 330 | 328 | 12 | 3.7% | 2 | 0.6% | - | 0.0% |
| 234 | 246 | 2 | 0.8% | 1 | 0.4% | - | 0.0% |
| 47 | 43 | - | 0.0% | - | 0.0% | - | 0.0% |
| 6 | 5 | - | 0.0% | - | 0.0% | - | 0.0% |
| 3 | 4 | - | 0.0% | - | 0.0% | - | 0.0% |
| 193 | 188 | 9 | 4.8% | - | 0.0% | 1 | 0.5% |

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|-------|-------|----|------|----|------|---|------|
| 121 | 76 | 1 | 1.3% | 1 | 1.3% | 1 | 1.3% |
| 411 | 402 | 3 | 0.7% | 1 | 0.2% | - | 0.0% |
| 320 | 324 | 4 | 1.2% | 6 | 1.9% | 2 | 0.6% |
| 367 | 357 | 3 | 0.8% | 4 | 1.1% | 1 | 0.3% |
| 250 | 285 | 2 | 0.7% | 1 | 0.4% | - | 0.0% |
| 426 | 473 | 6 | 1.3% | 4 | 0.8% | 3 | 0.6% |
| 730 | 749 | 11 | 1.5% | 7 | 0.9% | 1 | 0.1% |
| 646 | 678 | 9 | 1.3% | 10 | 1.5% | - | 0.0% |
| 348 | 347 | 5 | 1.4% | 1 | 0.3% | 1 | 0.3% |
| 185 | 199 | - | 0.0% | - | 0.0% | - | 0.0% |
| 10 | 35 | 2 | 5.7% | - | 0.0% | - | 0.0% |
| 36 | 43 | - | 0.0% | - | 0.0% | 1 | 2.3% |
| 1,576 | 1,523 | 19 | 1.2% | 27 | 1.8% | 6 | 0.4% |
| 274 | 280 | 5 | 1.8% | - | 0.0% | - | 0.0% |
| 360 | 331 | 5 | 1.5% | 3 | 0.9% | - | 0.0% |
| 8 | 22 | 1 | 4.5% | - | 0.0% | - | 0.0% |
| 8 | 9 | - | 0.0% | - | 0.0% | - | 0.0% |
| 308 | 331 | 27 | 8.2% | 1 | 0.3% | 1 | 0.3% |
| 266 | 292 | 4 | 1.4% | 2 | 0.7% | 3 | 1.0% |
| 1,084 | 1,076 | 11 | 1.0% | 6 | 0.6% | 3 | 0.3% |
| 452 | 434 | 4 | 0.9% | 3 | 0.7% | 3 | 0.7% |
| 61 | 55 | - | 0.0% | - | 0.0% | - | 0.0% |
| 331 | 326 | 3 | 0.9% | 2 | 0.6% | - | 0.0% |
| 498 | 493 | 5 | 1.0% | - | 0.0% | - | 0.0% |
| 54 | 47 | - | 0.0% | 1 | 2.1% | - | 0.0% |
| 287 | 271 | 4 | 1.5% | 1 | 0.4% | - | 0.0% |
| 759 | 808 | 2 | 0.2% | 2 | 0.2% | 3 | 0.4% |
| 71 | 44 | - | 0.0% | - | 0.0% | - | 0.0% |
| 356 | 333 | - | 0.0% | - | 0.0% | - | 0.0% |
| 295 | 288 | 5 | 1.7% | 1 | 0.3% | - | 0.0% |
| 172 | 172 | 1 | 0.6% | 3 | 1.7% | - | 0.0% |
| 225 | 213 | 2 | 0.9% | - | 0.0% | - | 0.0% |
| 251 | 251 | - | 0.0% | 2 | 0.8% | - | 0.0% |
| 205 | 212 | - | 0.0% | - | 0.0% | - | 0.0% |
| 199 | 214 | - | 0.0% | - | 0.0% | - | 0.0% |

| | | | | | | | |
|-------|-------|----|-------|----|-------|----|------|
| 402 | 409 | - | 0.0% | - | 0.0% | - | 0.0% |
| 508 | 482 | 4 | 0.8% | 4 | 0.8% | - | 0.0% |
| 365 | 392 | 1 | 0.3% | 5 | 1.3% | - | 0.0% |
| 35 | 38 | - | 0.0% | 1 | 2.6% | - | 0.0% |
| 361 | 401 | 4 | 1.0% | 5 | 1.2% | - | 0.0% |
| 206 | 174 | 3 | 1.7% | - | 0.0% | - | 0.0% |
| 948 | 1,081 | 4 | 0.4% | 30 | 2.8% | 3 | 0.3% |
| 483 | 460 | 3 | 0.7% | 11 | 2.4% | 3 | 0.7% |
| 412 | 432 | 10 | 2.3% | 6 | 1.4% | 8 | 1.9% |
| 423 | 446 | 4 | 0.9% | 3 | 0.7% | - | 0.0% |
| 11 | 14 | 2 | 14.3% | - | 0.0% | - | 0.0% |
| 459 | 452 | 2 | 0.4% | 7 | 1.5% | - | 0.0% |
| 531 | 509 | 4 | 0.8% | 21 | 4.1% | 5 | 1.0% |
| 380 | 357 | 3 | 0.8% | 10 | 2.8% | - | 0.0% |
| 431 | 415 | 4 | 1.0% | 3 | 0.7% | 8 | 1.9% |
| 348 | 342 | 1 | 0.3% | 24 | 7.0% | 1 | 0.3% |
| 42 | 61 | - | 0.0% | 7 | 11.5% | - | 0.0% |
| 1,107 | 1,120 | 12 | 1.1% | 24 | 2.1% | 10 | 0.9% |
| 212 | 225 | - | 0.0% | 6 | 2.7% | 1 | 0.4% |
| 216 | 179 | 1 | 0.6% | - | 0.0% | - | 0.0% |
| 399 | 393 | 2 | 0.5% | 15 | 3.8% | 2 | 0.5% |
| 379 | 323 | 6 | 1.9% | 23 | 7.1% | - | 0.0% |
| 207 | 168 | 6 | 3.6% | - | 0.0% | - | 0.0% |
| 128 | 135 | 1 | 0.7% | 2 | 1.5% | - | 0.0% |
| 137 | 166 | 3 | 1.8% | - | 0.0% | - | 0.0% |
| 560 | 539 | 2 | 0.4% | 13 | 2.4% | - | 0.0% |
| 585 | 558 | 7 | 1.3% | 13 | 2.3% | 5 | 0.9% |
| 481 | 467 | 12 | 2.6% | 4 | 0.9% | 2 | 0.4% |
| 2 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 396 | 402 | 5 | 1.2% | 4 | 1.0% | 4 | 1.0% |
| 342 | 376 | 6 | 1.6% | 10 | 2.7% | 2 | 0.5% |
| 4 | 4 | - | 0.0% | - | 0.0% | - | 0.0% |
| 11 | 9 | - | 0.0% | - | 0.0% | - | 0.0% |
| 428 | 417 | 5 | 1.2% | 2 | 0.5% | 2 | 0.5% |
| 350 | 341 | 5 | 1.5% | 3 | 0.9% | 4 | 1.2% |

| | | | | | | | |
|-------|-------|----|-------|----|------|---|------|
| 545 | 575 | 6 | 1.0% | 14 | 2.4% | 2 | 0.3% |
| 122 | 117 | 2 | 1.7% | 1 | 0.9% | - | 0.0% |
| 22 | 18 | - | 0.0% | - | 0.0% | - | 0.0% |
| 923 | 964 | 14 | 1.5% | 20 | 2.1% | 2 | 0.2% |
| 247 | 246 | 1 | 0.4% | 2 | 0.8% | - | 0.0% |
| 9 | 15 | - | 0.0% | - | 0.0% | 1 | 6.7% |
| 353 | 388 | 3 | 0.8% | 2 | 0.5% | - | 0.0% |
| 575 | 578 | 3 | 0.5% | 32 | 5.5% | 3 | 0.5% |
| 5 | 3 | 1 | 33.3% | - | 0.0% | - | 0.0% |
| 1,503 | 1,429 | 10 | 0.7% | 53 | 3.7% | 9 | 0.6% |
| 1,466 | 1,495 | 19 | 1.3% | 67 | 4.5% | 1 | 0.1% |
| 440 | 429 | 9 | 2.1% | 28 | 6.5% | - | 0.0% |
| 301 | 289 | 3 | 1.0% | 2 | 0.7% | 1 | 0.3% |
| 12 | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| 233 | 229 | - | 0.0% | 9 | 3.9% | 1 | 0.4% |
| 34 | 33 | - | 0.0% | - | 0.0% | - | 0.0% |
| 225 | 220 | 2 | 0.9% | 2 | 0.9% | - | 0.0% |
| 32 | 23 | - | 0.0% | - | 0.0% | - | 0.0% |
| 521 | 508 | 8 | 1.6% | 26 | 5.1% | 1 | 0.2% |
| 314 | 319 | 1 | 0.3% | 19 | 6.0% | 1 | 0.3% |
| 130 | 129 | 1 | 0.8% | - | 0.0% | - | 0.0% |
| 77 | 80 | 2 | 2.5% | 1 | 1.3% | - | 0.0% |
| 5 | 4 | - | 0.0% | - | 0.0% | - | 0.0% |
| 268 | 270 | 7 | 2.6% | 3 | 1.1% | 4 | 1.5% |
| 396 | 393 | 7 | 1.8% | 4 | 1.0% | - | 0.0% |
| 344 | 367 | 9 | 2.5% | - | 0.0% | 1 | 0.3% |
| - | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| - | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| 4 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 368 | 369 | 2 | 0.5% | 1 | 0.3% | 2 | 0.5% |
| 2 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| 83 | 73 | 3 | 4.1% | - | 0.0% | - | 0.0% |
| 287 | 361 | - | 0.0% | 2 | 0.6% | - | 0.0% |
| 256 | 250 | 2 | 0.8% | 3 | 1.2% | - | 0.0% |
| 426 | 414 | 2 | 0.5% | - | 0.0% | 1 | 0.2% |

| | | | | | | | |
|-------|-------|----|------|----|------|---|-------|
| 377 | 256 | - | 0.0% | 4 | 1.6% | 2 | 0.8% |
| 201 | 202 | 1 | 0.5% | 2 | 1.0% | - | 0.0% |
| 1,908 | 1,886 | 2 | 0.1% | 29 | 1.5% | 5 | 0.3% |
| 47 | 33 | 1 | 3.0% | - | 0.0% | - | 0.0% |
| 493 | 476 | 1 | 0.2% | 11 | 2.3% | 3 | 0.6% |
| 496 | 496 | 3 | 0.6% | 1 | 0.2% | 3 | 0.6% |
| 844 | 894 | 3 | 0.3% | 10 | 1.1% | 3 | 0.3% |
| 41 | 40 | 1 | 2.5% | - | 0.0% | - | 0.0% |
| 775 | 780 | 7 | 0.9% | 3 | 0.4% | 2 | 0.3% |
| 612 | 755 | 5 | 0.7% | 11 | 1.5% | - | 0.0% |
| 3 | 3 | - | 0.0% | - | 0.0% | 1 | 33.3% |
| 250 | 432 | 1 | 0.2% | - | 0.0% | - | 0.0% |
| 264 | 277 | - | 0.0% | 1 | 0.4% | 2 | 0.7% |
| 294 | 297 | 3 | 1.0% | 4 | 1.3% | 1 | 0.3% |
| 136 | 303 | 4 | 1.3% | 4 | 1.3% | - | 0.0% |
| 425 | 407 | 1 | 0.2% | 1 | 0.2% | - | 0.0% |
| 308 | 295 | 4 | 1.4% | 2 | 0.7% | - | 0.0% |
| 237 | 240 | 2 | 0.8% | 2 | 0.8% | - | 0.0% |
| 36 | 28 | - | 0.0% | - | 0.0% | - | 0.0% |
| 1 | 3 | - | 0.0% | - | 0.0% | - | 0.0% |
| 131 | 125 | 2 | 1.6% | 3 | 2.4% | 1 | 0.8% |
| 659 | 658 | 6 | 0.9% | 13 | 2.0% | 3 | 0.5% |
| 3 | 3 | - | 0.0% | - | 0.0% | - | 0.0% |
| 778 | 735 | 3 | 0.4% | 5 | 0.7% | 6 | 0.8% |
| 4 | 3 | - | 0.0% | - | 0.0% | - | 0.0% |
| 477 | 467 | 4 | 0.9% | 8 | 1.7% | 5 | 1.1% |
| 100 | 100 | 2 | 2.0% | 1 | 1.0% | - | 0.0% |
| 191 | 200 | 8 | 4.0% | 4 | 2.0% | 1 | 0.5% |
| 417 | 414 | 4 | 1.0% | - | 0.0% | 1 | 0.2% |
| 221 | 217 | 3 | 1.4% | - | 0.0% | 1 | 0.5% |
| 109 | 113 | 4 | 3.5% | - | 0.0% | - | 0.0% |
| 468 | 462 | 4 | 0.9% | 2 | 0.4% | 1 | 0.2% |
| 1,836 | 1,899 | 17 | 0.9% | 19 | 1.0% | 2 | 0.1% |
| 97 | 104 | 1 | 1.0% | 1 | 1.0% | - | 0.0% |
| 458 | 471 | 3 | 0.6% | 1 | 0.2% | - | 0.0% |

| | | | | | | | |
|-------|-------|----|------|----|------|----|------|
| 449 | 434 | 2 | 0.5% | 8 | 1.8% | 2 | 0.5% |
| 770 | 800 | 13 | 1.6% | 5 | 0.6% | - | 0.0% |
| 438 | 448 | 2 | 0.4% | - | 0.0% | - | 0.0% |
| 495 | 485 | 2 | 0.4% | 1 | 0.2% | 3 | 0.6% |
| 443 | 399 | 7 | 1.8% | 3 | 0.8% | - | 0.0% |
| 665 | 672 | 3 | 0.4% | 5 | 0.7% | 1 | 0.1% |
| 168 | 151 | 1 | 0.7% | 2 | 1.3% | 1 | 0.7% |
| 554 | 652 | 8 | 1.2% | 2 | 0.3% | 4 | 0.6% |
| 166 | 142 | 1 | 0.7% | - | 0.0% | - | 0.0% |
| 350 | 365 | 6 | 1.6% | 2 | 0.5% | 3 | 0.8% |
| 148 | 125 | 1 | 0.8% | 3 | 2.4% | - | 0.0% |
| 77 | 67 | 1 | 1.5% | 1 | 1.5% | - | 0.0% |
| 328 | 343 | 10 | 2.9% | - | 0.0% | 2 | 0.6% |
| 335 | 351 | 1 | 0.3% | 8 | 2.3% | - | 0.0% |
| 604 | 592 | 6 | 1.0% | 5 | 0.8% | 1 | 0.2% |
| 268 | 243 | - | 0.0% | 5 | 2.1% | - | 0.0% |
| 608 | 602 | 6 | 1.0% | 5 | 0.8% | 4 | 0.7% |
| 334 | 309 | 2 | 0.6% | - | 0.0% | - | 0.0% |
| 280 | 267 | - | 0.0% | 2 | 0.7% | - | 0.0% |
| 440 | 445 | 1 | 0.2% | 6 | 1.3% | - | 0.0% |
| 1,391 | 1,410 | 16 | 1.1% | 10 | 0.7% | 7 | 0.5% |
| 417 | 429 | 7 | 1.6% | - | 0.0% | - | 0.0% |
| 382 | 329 | 2 | 0.6% | - | 0.0% | 1 | 0.3% |
| 152 | 143 | - | 0.0% | 1 | 0.7% | - | 0.0% |
| 170 | 134 | 1 | 0.7% | 2 | 1.5% | - | 0.0% |
| 745 | 738 | 7 | 0.9% | 5 | 0.7% | 1 | 0.1% |
| 260 | 268 | - | 0.0% | 5 | 1.9% | 1 | 0.4% |
| 1,346 | 1,292 | 8 | 0.6% | 21 | 1.6% | 2 | 0.2% |
| - | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| 620 | 655 | 6 | 0.9% | 19 | 2.9% | 14 | 2.1% |
| 426 | 429 | 1 | 0.2% | 14 | 3.3% | - | 0.0% |
| 532 | 513 | 2 | 0.4% | 13 | 2.5% | 5 | 1.0% |
| 387 | 369 | 9 | 2.4% | 8 | 2.2% | 5 | 1.4% |
| 474 | 488 | 2 | 0.4% | 8 | 1.6% | 2 | 0.4% |
| 783 | 839 | 10 | 1.2% | 21 | 2.5% | 10 | 1.2% |

| | | | | | | | | |
|-----------------|-------|-------|----|------|----|------|----|------|
| | 172 | 171 | - | 0.0% | 3 | 1.8% | - | 0.0% |
| | 1,531 | 1,492 | 15 | 1.0% | 61 | 4.1% | 12 | 0.8% |
| | 29 | 40 | 1 | 2.5% | 1 | 2.5% | - | 0.0% |
| | 428 | 410 | 8 | 2.0% | 13 | 3.2% | 15 | 3.7% |
| | 522 | 479 | 10 | 2.1% | 5 | 1.0% | 11 | 2.3% |
| | 567 | 556 | 6 | 1.1% | 16 | 2.9% | - | 0.0% |
| | 440 | 442 | 6 | 1.4% | 9 | 2.0% | 8 | 1.8% |
| | 552 | 517 | 4 | 0.8% | 14 | 2.7% | 7 | 1.4% |
| | 359 | 371 | - | 0.0% | 6 | 1.6% | - | 0.0% |
| | 459 | 522 | 14 | 2.7% | 13 | 2.5% | 2 | 0.4% |
| | 554 | 517 | 6 | 1.2% | 27 | 5.2% | 23 | 4.4% |
| | 437 | 464 | 3 | 0.6% | 9 | 1.9% | - | 0.0% |
| | 149 | 135 | 1 | 0.7% | 4 | 3.0% | 1 | 0.7% |
| | 1,658 | 1,621 | 16 | 1.0% | 45 | 2.8% | 7 | 0.4% |
| | 192 | 193 | 1 | 0.5% | 6 | 3.1% | - | 0.0% |
| | 288 | 284 | 1 | 0.4% | 6 | 2.1% | - | 0.0% |
| | 485 | 473 | 5 | 1.1% | 15 | 3.2% | 5 | 1.1% |
| | 252 | 234 | 9 | 3.8% | 1 | 0.4% | - | 0.0% |
| | 417 | 424 | 19 | 4.5% | - | 0.0% | - | 0.0% |
| | 199 | 200 | 8 | 4.0% | 1 | 0.5% | - | 0.0% |
| | 88 | 101 | 1 | 1.0% | - | 0.0% | - | 0.0% |
| Opened in 18-19 | | 266 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 54 | 66 | 1 | 1.5% | - | 0.0% | - | 0.0% |
| | 109 | 103 | - | 0.0% | 1 | 1.0% | - | 0.0% |
| | 384 | 376 | 3 | 0.8% | 2 | 0.5% | 2 | 0.5% |
| | 293 | 254 | 1 | 0.4% | 2 | 0.8% | 1 | 0.4% |
| | 181 | 183 | - | 0.0% | 1 | 0.5% | - | 0.0% |
| | 184 | 190 | - | 0.0% | 4 | 2.1% | 1 | 0.5% |
| | 810 | 792 | 2 | 0.3% | 3 | 0.4% | - | 0.0% |
| | 616 | 589 | 6 | 1.0% | 2 | 0.3% | 1 | 0.2% |
| | 1,637 | 1,655 | 3 | 0.2% | 18 | 1.1% | 7 | 0.4% |
| | - | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 462 | 470 | 1 | 0.2% | 6 | 1.3% | 3 | 0.6% |
| | 479 | 502 | 2 | 0.4% | 5 | 1.0% | - | 0.0% |
| | 544 | 571 | 1 | 0.2% | 9 | 1.6% | 2 | 0.4% |

| | | | | | | | |
|-------|-------|----|-------|-----|-------|----|------|
| 586 | 603 | 4 | 0.7% | 6 | 1.0% | 2 | 0.3% |
| 576 | 583 | 1 | 0.2% | - | 0.0% | 5 | 0.9% |
| 6 | 4 | 1 | 25.0% | - | 0.0% | - | 0.0% |
| 346 | 330 | 1 | 0.3% | 15 | 4.5% | 2 | 0.6% |
| 405 | 396 | - | 0.0% | 25 | 6.3% | 8 | 2.0% |
| 1,554 | 1,564 | 11 | 0.7% | 217 | 13.9% | 17 | 1.1% |
| 190 | 190 | 3 | 1.6% | 9 | 4.7% | - | 0.0% |
| 463 | 444 | 1 | 0.2% | 4 | 0.9% | 2 | 0.5% |
| 810 | 809 | 7 | 0.9% | 19 | 2.3% | 2 | 0.2% |
| 325 | 311 | 2 | 0.6% | 11 | 3.5% | - | 0.0% |
| 384 | 365 | - | 0.0% | 15 | 4.1% | 2 | 0.5% |
| 1,541 | 1,508 | 9 | 0.6% | 66 | 4.4% | 6 | 0.4% |
| 245 | 214 | 4 | 1.9% | 1 | 0.5% | 1 | 0.5% |
| 1,288 | 1,274 | 10 | 0.8% | 62 | 4.9% | 8 | 0.6% |
| 159 | 172 | 4 | 2.3% | 3 | 1.7% | - | 0.0% |
| 311 | 354 | 3 | 0.8% | 13 | 3.7% | 5 | 1.4% |
| 530 | 519 | 1 | 0.2% | 53 | 10.2% | 7 | 1.3% |
| 470 | 492 | 6 | 1.2% | 78 | 15.9% | 7 | 1.4% |
| 764 | 756 | 9 | 1.2% | 44 | 5.8% | 7 | 0.9% |
| 567 | 560 | 4 | 0.7% | 39 | 7.0% | 4 | 0.7% |
| 523 | 548 | 4 | 0.7% | 71 | 13.0% | 9 | 1.6% |
| 477 | 507 | 6 | 1.2% | 72 | 14.2% | 2 | 0.4% |
| 1,534 | 1,539 | 15 | 1.0% | 101 | 6.6% | 15 | 1.0% |
| 496 | 470 | - | 0.0% | 2 | 0.4% | 1 | 0.2% |
| 481 | 477 | 3 | 0.6% | 17 | 3.6% | 1 | 0.2% |
| 439 | 442 | 3 | 0.7% | 2 | 0.5% | 1 | 0.2% |
| 370 | 391 | 4 | 1.0% | 12 | 3.1% | - | 0.0% |
| 643 | 648 | 7 | 1.1% | 96 | 14.8% | 5 | 0.8% |
| 463 | 458 | 3 | 0.7% | 12 | 2.6% | 1 | 0.2% |
| 478 | 505 | 2 | 0.4% | 63 | 12.5% | 4 | 0.8% |
| 751 | 731 | 3 | 0.4% | 86 | 11.8% | 13 | 1.8% |
| 257 | 255 | 1 | 0.4% | 8 | 3.1% | 1 | 0.4% |
| 433 | 428 | 3 | 0.7% | 31 | 7.2% | 5 | 1.2% |
| 699 | 700 | 4 | 0.6% | 35 | 5.0% | 5 | 0.7% |
| 442 | 454 | 2 | 0.4% | 60 | 13.2% | 2 | 0.4% |

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|-------|-------|-----|-------|----|------|---|------|
| 353 | 378 | - | 0.0% | 3 | 0.8% | - | 0.0% |
| 461 | 467 | - | 0.0% | 6 | 1.3% | 3 | 0.6% |
| 404 | 375 | 3 | 0.8% | 18 | 4.8% | 2 | 0.5% |
| 515 | 519 | 2 | 0.4% | 24 | 4.6% | 1 | 0.2% |
| 69 | 67 | 1 | 1.5% | 1 | 1.5% | - | 0.0% |
| 67 | 48 | 2 | 4.2% | 1 | 2.1% | - | 0.0% |
| 563 | 572 | 8 | 1.4% | 8 | 1.4% | - | 0.0% |
| 1,316 | 1,339 | 3 | 0.2% | 19 | 1.4% | 2 | 0.1% |
| 439 | 411 | 6 | 1.5% | 3 | 0.7% | - | 0.0% |
| 511 | 491 | 1 | 0.2% | 1 | 0.2% | - | 0.0% |
| 202 | 204 | 5 | 2.5% | 1 | 0.5% | - | 0.0% |
| 11 | 12 | - | 0.0% | - | 0.0% | - | 0.0% |
| 511 | 528 | 6 | 1.1% | 3 | 0.6% | - | 0.0% |
| 404 | 389 | 5 | 1.3% | 3 | 0.8% | - | 0.0% |
| 92 | 94 | - | 0.0% | 6 | 6.4% | - | 0.0% |
| 310 | 297 | 7 | 2.4% | - | 0.0% | - | 0.0% |
| 14 | 12 | - | 0.0% | - | 0.0% | - | 0.0% |
| 180 | 182 | 2 | 1.1% | - | 0.0% | - | 0.0% |
| 21 | 15 | 1 | 6.7% | - | 0.0% | - | 0.0% |
| 117 | 121 | 77 | 63.6% | - | 0.0% | - | 0.0% |
| 319 | 320 | 24 | 7.5% | 4 | 1.3% | 2 | 0.6% |
| 453 | 487 | 45 | 9.2% | 4 | 0.8% | 3 | 0.6% |
| 427 | 417 | 46 | 11.0% | 2 | 0.5% | - | 0.0% |
| 678 | 647 | 214 | 33.1% | 4 | 0.6% | 2 | 0.3% |
| 307 | 299 | 16 | 5.4% | 2 | 0.7% | - | 0.0% |
| 664 | 642 | 570 | 88.8% | - | 0.0% | 1 | 0.2% |
| 387 | 380 | 1 | 0.3% | - | 0.0% | 1 | 0.3% |
| 264 | 259 | 1 | 0.4% | 3 | 1.2% | 2 | 0.8% |
| 209 | 207 | 1 | 0.5% | - | 0.0% | - | 0.0% |
| 164 | 155 | - | 0.0% | - | 0.0% | - | 0.0% |
| 273 | 267 | 5 | 1.9% | 3 | 1.1% | 2 | 0.7% |
| 312 | 296 | - | 0.0% | 1 | 0.3% | - | 0.0% |
| 30 | 25 | 1 | 4.0% | - | 0.0% | - | 0.0% |
| 13 | 17 | - | 0.0% | - | 0.0% | - | 0.0% |
| 42 | 38 | - | 0.0% | - | 0.0% | - | 0.0% |

| | | | | | | | |
|-----|-----|-----|-------|----|------|---|------|
| 4 | 5 | - | 0.0% | - | 0.0% | - | 0.0% |
| 7 | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| 230 | 243 | - | 0.0% | - | 0.0% | - | 0.0% |
| - | 3 | - | 0.0% | - | 0.0% | - | 0.0% |
| - | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| 544 | 549 | 9 | 1.6% | 3 | 0.5% | 2 | 0.4% |
| 489 | 509 | 12 | 2.4% | 4 | 0.8% | 2 | 0.4% |
| - | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| - | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 497 | 498 | 13 | 2.6% | 6 | 1.2% | 2 | 0.4% |
| 146 | 145 | 1 | 0.7% | - | 0.0% | - | 0.0% |
| - | 3 | - | 0.0% | - | 0.0% | - | 0.0% |
| 1 | 3 | - | 0.0% | - | 0.0% | - | 0.0% |
| 248 | 222 | 7 | 3.2% | 3 | 1.4% | - | 0.0% |
| 220 | 187 | 5 | 2.7% | - | 0.0% | - | 0.0% |
| 407 | 382 | 20 | 5.2% | 2 | 0.5% | 1 | 0.3% |
| 169 | 204 | 109 | 53.4% | - | 0.0% | - | 0.0% |
| 146 | 125 | 56 | 44.8% | 1 | 0.8% | - | 0.0% |
| 95 | 84 | 9 | 10.7% | - | 0.0% | - | 0.0% |
| 487 | 524 | 23 | 4.4% | 2 | 0.4% | 1 | 0.2% |
| 13 | 12 | - | 0.0% | - | 0.0% | - | 0.0% |
| 121 | 126 | - | 0.0% | - | 0.0% | - | 0.0% |
| 80 | 84 | - | 0.0% | - | 0.0% | - | 0.0% |
| 558 | 555 | 18 | 3.2% | 2 | 0.4% | 1 | 0.2% |
| 653 | 680 | 13 | 1.9% | 7 | 1.0% | 3 | 0.4% |
| 356 | 368 | 11 | 3.0% | 5 | 1.4% | - | 0.0% |
| 187 | 205 | 2 | 1.0% | 1 | 0.5% | - | 0.0% |
| 179 | 185 | 5 | 2.7% | 5 | 2.7% | - | 0.0% |
| 216 | 220 | - | 0.0% | - | 0.0% | - | 0.0% |
| 137 | 138 | 1 | 0.7% | - | 0.0% | - | 0.0% |
| 691 | 704 | 39 | 5.5% | 9 | 1.3% | 2 | 0.3% |
| 151 | 142 | 1 | 0.7% | - | 0.0% | 2 | 1.4% |
| 586 | 646 | 16 | 2.5% | 5 | 0.8% | 1 | 0.2% |
| 63 | 55 | 3 | 5.5% | - | 0.0% | - | 0.0% |
| 539 | 536 | 17 | 3.2% | 12 | 2.2% | 2 | 0.4% |

| | | | | | | | |
|-------|-------|----|-------|-----|-------|----|------|
| 336 | 347 | 24 | 6.9% | 2 | 0.6% | 1 | 0.3% |
| 190 | 189 | 7 | 3.7% | 1 | 0.5% | 1 | 0.5% |
| 403 | 389 | 21 | 5.4% | 5 | 1.3% | - | 0.0% |
| 12 | 8 | 1 | 12.5% | - | 0.0% | - | 0.0% |
| 65 | 89 | 5 | 5.6% | - | 0.0% | - | 0.0% |
| 635 | 623 | 58 | 9.3% | 5 | 0.8% | 1 | 0.2% |
| 21 | 25 | 4 | 16.0% | - | 0.0% | - | 0.0% |
| 394 | 374 | 22 | 5.9% | 7 | 1.9% | - | 0.0% |
| 274 | 246 | 11 | 4.5% | 1 | 0.4% | 5 | 2.0% |
| 646 | 652 | 49 | 7.5% | 12 | 1.8% | 1 | 0.2% |
| 394 | 393 | 6 | 1.5% | 6 | 1.5% | - | 0.0% |
| 357 | 360 | 4 | 1.1% | 3 | 0.8% | - | 0.0% |
| 136 | 139 | 3 | 2.2% | 1 | 0.7% | 2 | 1.4% |
| 507 | 498 | 7 | 1.4% | 12 | 2.4% | 25 | 5.0% |
| 309 | 306 | 4 | 1.3% | - | 0.0% | 2 | 0.7% |
| 325 | 309 | 1 | 0.3% | 2 | 0.6% | 3 | 1.0% |
| 693 | 640 | 11 | 1.7% | 7 | 1.1% | 12 | 1.9% |
| 525 | 535 | 9 | 1.7% | 4 | 0.7% | 5 | 0.9% |
| - | 25 | - | 0.0% | - | 0.0% | - | 0.0% |
| 10 | 22 | - | 0.0% | - | 0.0% | 1 | 4.5% |
| 108 | 117 | 4 | 3.4% | 1 | 0.9% | 1 | 0.9% |
| 352 | 353 | 9 | 2.6% | - | 0.0% | 1 | 0.3% |
| 255 | 240 | 6 | 2.5% | - | 0.0% | - | 0.0% |
| 57 | 48 | - | 0.0% | - | 0.0% | - | 0.0% |
| 411 | 425 | 1 | 0.2% | 27 | 6.4% | - | 0.0% |
| 475 | 456 | - | 0.0% | 29 | 6.4% | 1 | 0.2% |
| 405 | 391 | 2 | 0.5% | 52 | 13.3% | 2 | 0.5% |
| 884 | 860 | 2 | 0.2% | 104 | 12.1% | 2 | 0.2% |
| 55 | 54 | - | 0.0% | 5 | 9.3% | - | 0.0% |
| 1,273 | 1,277 | 1 | 0.1% | 156 | 12.2% | 2 | 0.2% |
| 1,111 | 1,157 | 3 | 0.3% | 82 | 7.1% | 1 | 0.1% |
| 867 | 847 | 2 | 0.2% | 48 | 5.7% | 2 | 0.2% |
| 565 | 572 | 2 | 0.4% | 146 | 25.5% | 6 | 1.0% |
| 556 | 557 | - | 0.0% | 66 | 11.8% | 2 | 0.4% |
| 458 | 456 | - | 0.0% | 25 | 5.5% | - | 0.0% |

| | | | | | | | |
|-------|-------|----|-------|----|-------|---|------|
| 67 | 76 | 1 | 1.3% | - | 0.0% | 1 | 1.3% |
| 1 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 321 | 330 | 1 | 0.3% | 1 | 0.3% | 2 | 0.6% |
| 315 | 328 | 1 | 0.3% | 4 | 1.2% | 2 | 0.6% |
| 307 | 319 | 1 | 0.3% | - | 0.0% | 1 | 0.3% |
| 261 | 228 | 7 | 3.1% | 1 | 0.4% | 1 | 0.4% |
| 64 | 210 | 2 | 1.0% | 6 | 2.9% | 1 | 0.5% |
| 1,254 | 1,195 | 23 | 1.9% | 16 | 1.3% | 6 | 0.5% |
| 367 | 377 | 3 | 0.8% | - | 0.0% | - | 0.0% |
| 404 | 417 | 3 | 0.7% | 4 | 1.0% | 1 | 0.2% |
| 318 | 332 | 5 | 1.5% | 2 | 0.6% | 2 | 0.6% |
| 663 | 602 | 4 | 0.7% | 4 | 0.7% | 3 | 0.5% |
| 337 | 342 | 6 | 1.8% | 1 | 0.3% | 1 | 0.3% |
| 195 | 195 | 8 | 4.1% | - | 0.0% | - | 0.0% |
| 50 | 51 | 1 | 2.0% | - | 0.0% | - | 0.0% |
| 668 | 658 | 18 | 2.7% | 8 | 1.2% | 1 | 0.2% |
| 464 | 486 | 5 | 1.0% | 8 | 1.6% | 4 | 0.8% |
| 402 | 395 | 10 | 2.5% | 2 | 0.5% | 3 | 0.8% |
| 7 | 6 | 2 | 33.3% | - | 0.0% | - | 0.0% |
| 491 | 476 | 6 | 1.3% | 2 | 0.4% | 1 | 0.2% |
| 83 | 72 | 29 | 40.3% | - | 0.0% | - | 0.0% |
| 120 | 124 | 41 | 33.1% | - | 0.0% | 1 | 0.8% |
| 535 | 551 | 12 | 2.2% | 2 | 0.4% | 2 | 0.4% |
| 467 | 477 | 14 | 2.9% | 6 | 1.3% | 1 | 0.2% |
| 261 | 257 | 5 | 1.9% | 2 | 0.8% | 1 | 0.4% |
| 434 | 434 | 46 | 10.6% | - | 0.0% | - | 0.0% |
| 98 | 112 | 13 | 11.6% | - | 0.0% | - | 0.0% |
| 205 | 215 | 20 | 9.3% | 1 | 0.5% | - | 0.0% |
| 178 | 184 | 4 | 2.2% | 1 | 0.5% | - | 0.0% |
| 88 | 77 | 4 | 5.2% | - | 0.0% | - | 0.0% |
| 437 | 444 | 7 | 1.6% | 6 | 1.4% | - | 0.0% |
| 68 | 62 | 2 | 3.2% | 1 | 1.6% | 1 | 1.6% |
| 2 | 4 | - | 0.0% | - | 0.0% | - | 0.0% |
| 6 | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| 32 | 33 | 2 | 6.1% | 4 | 12.1% | - | 0.0% |

| | | | | | | | | |
|-----------------|-------|-------------------|----|-------|----|------|----|------|
| | 448 | 348 | - | 0.0% | 2 | 0.6% | - | 0.0% |
| | 169 | 185 | 6 | 3.2% | 2 | 1.1% | - | 0.0% |
| | 4 | 6 | 1 | 16.7% | - | 0.0% | - | 0.0% |
| | 170 | 151 | 1 | 0.7% | - | 0.0% | - | 0.0% |
| | 140 | 146 | 1 | 0.7% | - | 0.0% | - | 0.0% |
| | 1 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| | 2 | 3 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 73 | 77 | 2 | 2.6% | - | 0.0% | 2 | 2.6% |
| | 69 | 80 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 155 | 163 | 1 | 0.6% | 2 | 1.2% | - | 0.0% |
| | 122 | 122 | 3 | 2.5% | 2 | 1.6% | - | 0.0% |
| Opened in 18-19 | | 306 | 2 | 0.7% | 1 | 0.3% | - | 0.0% |
| | 137 | Merged with HS to | - | 0.0% | - | 0.0% | - | 0.0% |
| | 62 | 197 | 3 | 1.5% | - | 0.0% | - | 0.0% |
| | 486 | 462 | 6 | 1.3% | 1 | 0.2% | 2 | 0.4% |
| | 733 | 762 | 12 | 1.6% | 7 | 0.9% | 6 | 0.8% |
| | 525 | 513 | 7 | 1.4% | 11 | 2.1% | - | 0.0% |
| | 2,176 | 2,164 | 37 | 1.7% | 30 | 1.4% | 9 | 0.4% |
| | 613 | 601 | 8 | 1.3% | 12 | 2.0% | 2 | 0.3% |
| | 523 | 504 | 5 | 1.0% | 4 | 0.8% | 4 | 0.8% |
| | 808 | 845 | 12 | 1.4% | 14 | 1.7% | 3 | 0.4% |
| | 467 | 462 | - | 0.0% | 2 | 0.4% | 3 | 0.6% |
| | 433 | 410 | 1 | 0.2% | 2 | 0.5% | 1 | 0.2% |
| | 519 | 549 | 3 | 0.5% | 6 | 1.1% | 1 | 0.2% |
| | 235 | 179 | 1 | 0.6% | 2 | 1.1% | 1 | 0.6% |
| | 573 | 552 | 3 | 0.5% | 1 | 0.2% | 1 | 0.2% |
| | 964 | 1,018 | 6 | 0.6% | 20 | 2.0% | 12 | 1.2% |
| | 725 | 716 | 4 | 0.6% | 13 | 1.8% | 5 | 0.7% |
| | 460 | 431 | 7 | 1.6% | 1 | 0.2% | 6 | 1.4% |
| | 430 | 364 | 1 | 0.3% | 2 | 0.5% | 3 | 0.8% |
| | 413 | 402 | 1 | 0.2% | 3 | 0.7% | 2 | 0.5% |
| | 498 | 453 | 1 | 0.2% | 1 | 0.2% | - | 0.0% |
| | 521 | 566 | 6 | 1.1% | 5 | 0.9% | 4 | 0.7% |
| | 380 | 426 | 2 | 0.5% | 4 | 0.9% | 2 | 0.5% |
| | 981 | 973 | 5 | 0.5% | 10 | 1.0% | 2 | 0.2% |

| | | | | | | | | |
|-----------------|-------|--------|----|-------|----|------|----|------|
| | 598 | 604 | 7 | 1.2% | 14 | 2.3% | 3 | 0.5% |
| | 234 | 223 | - | 0.0% | 2 | 0.9% | - | 0.0% |
| | 813 | 895 | 4 | 0.4% | 8 | 0.9% | 5 | 0.6% |
| | 368 | 388 | 4 | 1.0% | 3 | 0.8% | 2 | 0.5% |
| | 1,658 | 1,653 | 7 | 0.4% | 27 | 1.6% | 26 | 1.6% |
| | 511 | 546 | 3 | 0.5% | 3 | 0.5% | 1 | 0.2% |
| | 398 | 404 | 2 | 0.5% | 5 | 1.2% | 6 | 1.5% |
| | 185 | 228 | 3 | 1.3% | 2 | 0.9% | 1 | 0.4% |
| | 1,737 | 1,781 | 10 | 0.6% | 27 | 1.5% | 8 | 0.4% |
| | 100 | 120 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 415 | 384 | 2 | 0.5% | 1 | 0.3% | 1 | 0.3% |
| | 555 | 537 | 5 | 0.9% | 11 | 2.0% | 9 | 1.7% |
| | 414 | 421 | - | 0.0% | 6 | 1.4% | - | 0.0% |
| | 265 | Closed | - | 0.0% | - | 0.0% | - | 0.0% |
| | 282 | 277 | 1 | 0.4% | 4 | 1.4% | - | 0.0% |
| Opened in 18-19 | | 538 | 1 | 0.2% | 1 | 0.2% | 1 | 0.2% |
| | 254 | Closed | - | 0.0% | - | 0.0% | - | 0.0% |
| | 519 | 537 | 1 | 0.2% | 5 | 0.9% | 1 | 0.2% |
| Opened in 18-19 | | 69 | - | 0.0% | - | 0.0% | - | 0.0% |
| Opened in 18-19 | | 38 | - | 0.0% | 1 | 2.6% | - | 0.0% |
| | 307 | 305 | 7 | 2.3% | - | 0.0% | - | 0.0% |
| | 46 | 46 | - | 0.0% | 4 | 8.7% | - | 0.0% |
| | 166 | 172 | 1 | 0.6% | - | 0.0% | - | 0.0% |
| | 427 | 432 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 730 | 762 | 7 | 0.9% | 9 | 1.2% | 1 | 0.1% |
| | 220 | 204 | 1 | 0.5% | - | 0.0% | 1 | 0.5% |
| | 534 | 539 | 1 | 0.2% | 2 | 0.4% | 1 | 0.2% |
| | 23 | 23 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 292 | 293 | 5 | 1.7% | 1 | 0.3% | 2 | 0.7% |
| | 114 | 96 | 1 | 1.0% | - | 0.0% | 1 | 1.0% |
| | 246 | 252 | 3 | 1.2% | 1 | 0.4% | 1 | 0.4% |
| | 294 | 259 | 1 | 0.4% | 2 | 0.8% | - | 0.0% |
| | 144 | 116 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 47 | 50 | 5 | 10.0% | 2 | 4.0% | - | 0.0% |
| | 272 | 255 | 3 | 1.2% | 3 | 1.2% | - | 0.0% |

| | | | | | | | | |
|-----------------|-----|-----|----|------|---|------|---|-------|
| | 169 | 180 | 1 | 0.6% | 1 | 0.6% | - | 0.0% |
| | 169 | 167 | - | 0.0% | 1 | 0.6% | - | 0.0% |
| | 217 | 217 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 367 | 374 | 1 | 0.3% | - | 0.0% | - | 0.0% |
| Opened in 18-19 | | 63 | 2 | 3.2% | - | 0.0% | 1 | 1.6% |
| | 61 | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 406 | 413 | 2 | 0.5% | - | 0.0% | 1 | 0.2% |
| | 354 | 341 | 1 | 0.3% | 1 | 0.3% | - | 0.0% |
| | 250 | 289 | - | 0.0% | 1 | 0.3% | - | 0.0% |
| | 195 | 180 | 1 | 0.6% | 1 | 0.6% | - | 0.0% |
| | 170 | 195 | 1 | 0.5% | 1 | 0.5% | - | 0.0% |
| | 386 | 357 | - | 0.0% | 3 | 0.8% | - | 0.0% |
| | 15 | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| 81 | | 108 | 2 | 1.9% | 1 | 0.9% | - | 0.0% |
| | 14 | 22 | 1 | 4.5% | - | 0.0% | - | 0.0% |
| | 16 | 6 | - | 0.0% | - | 0.0% | - | 0.0% |
| Opened in 18-19 | | 10 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 126 | 106 | 1 | 0.9% | 8 | 7.5% | 2 | 1.9% |
| | - | 10 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 1 | 4 | - | 0.0% | - | 0.0% | 2 | 50.0% |
| | 48 | 139 | 3 | 2.2% | 1 | 0.7% | 2 | 1.4% |
| | 320 | 300 | 16 | 5.3% | - | 0.0% | 1 | 0.3% |
| | 226 | 217 | 15 | 6.9% | 1 | 0.5% | - | 0.0% |
| | 183 | 165 | - | 0.0% | - | 0.0% | 1 | 0.6% |
| | 219 | 222 | 2 | 0.9% | 5 | 2.3% | - | 0.0% |
| | 193 | 216 | 2 | 0.9% | 2 | 0.9% | - | 0.0% |
| | 183 | 193 | 3 | 1.6% | 1 | 0.5% | 1 | 0.5% |
| | 232 | 224 | 4 | 1.8% | 1 | 0.4% | - | 0.0% |
| | 240 | 260 | 5 | 1.9% | - | 0.0% | - | 0.0% |
| | 457 | 458 | 2 | 0.4% | 6 | 1.3% | 3 | 0.7% |
| | 611 | 619 | 2 | 0.3% | 6 | 1.0% | 2 | 0.3% |
| | 281 | 262 | 4 | 1.5% | 3 | 1.1% | - | 0.0% |
| | 547 | 566 | 3 | 0.5% | - | 0.0% | 1 | 0.2% |
| | 212 | 201 | 1 | 0.5% | 1 | 0.5% | - | 0.0% |
| | 341 | 311 | 1 | 0.3% | 3 | 1.0% | 2 | 0.6% |

| | | | | | | | |
|-------|-------|----|------|-----|-------|----|------|
| 499 | 436 | - | 0.0% | 6 | 1.4% | - | 0.0% |
| 505 | 525 | 2 | 0.4% | 6 | 1.1% | 1 | 0.2% |
| 1,619 | 1,586 | 10 | 0.6% | 39 | 2.5% | 2 | 0.1% |
| 455 | 463 | 8 | 1.7% | 15 | 3.2% | 1 | 0.2% |
| 10 | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| 494 | 504 | 8 | 1.6% | 2 | 0.4% | 1 | 0.2% |
| 569 | 557 | 22 | 4.0% | 15 | 2.7% | 1 | 0.2% |
| 812 | 821 | 23 | 2.8% | 16 | 1.9% | 7 | 0.9% |
| 1,976 | 1,900 | 33 | 1.7% | 31 | 1.6% | 8 | 0.4% |
| 959 | 958 | 11 | 1.1% | 23 | 2.4% | 5 | 0.5% |
| 433 | 428 | 3 | 0.7% | 3 | 0.7% | 1 | 0.2% |
| 436 | 431 | - | 0.0% | 20 | 4.6% | - | 0.0% |
| 221 | 212 | 1 | 0.5% | 22 | 10.4% | - | 0.0% |
| 2,541 | 2,564 | 8 | 0.3% | 435 | 17.0% | 14 | 0.5% |
| 297 | 297 | 1 | 0.3% | 9 | 3.0% | 1 | 0.3% |
| 452 | 445 | 5 | 1.1% | 5 | 1.1% | 3 | 0.7% |
| 285 | 297 | - | 0.0% | 1 | 0.3% | - | 0.0% |
| 433 | 440 | 1 | 0.2% | 63 | 14.3% | 1 | 0.2% |
| 1,093 | 1,137 | 4 | 0.4% | 225 | 19.8% | 5 | 0.4% |
| 358 | 349 | 5 | 1.4% | 6 | 1.7% | 2 | 0.6% |
| 315 | 308 | 1 | 0.3% | 6 | 1.9% | 17 | 5.5% |
| 315 | 301 | 2 | 0.7% | 4 | 1.3% | - | 0.0% |
| 148 | 170 | 2 | 1.2% | 7 | 4.1% | 1 | 0.6% |
| 931 | 828 | 4 | 0.5% | 13 | 1.6% | 13 | 1.6% |
| 384 | 376 | 3 | 0.8% | 64 | 17.0% | 6 | 1.6% |
| 157 | 144 | 3 | 2.1% | - | 0.0% | - | 0.0% |
| 84 | 60 | 1 | 1.7% | 1 | 1.7% | 1 | 1.7% |
| 341 | 338 | 1 | 0.3% | 5 | 1.5% | - | 0.0% |
| 527 | 587 | 4 | 0.7% | 97 | 16.5% | 6 | 1.0% |
| 1,144 | 1,173 | 6 | 0.5% | 30 | 2.6% | 5 | 0.4% |
| 426 | 419 | 1 | 0.2% | 2 | 0.5% | 2 | 0.5% |
| 878 | 899 | 1 | 0.1% | 75 | 8.3% | 5 | 0.6% |
| 782 | 791 | 5 | 0.6% | 14 | 1.8% | 12 | 1.5% |
| 527 | 531 | - | 0.0% | 120 | 22.6% | 1 | 0.2% |
| 169 | 167 | 1 | 0.6% | 2 | 1.2% | 1 | 0.6% |

| | | | | | | | |
|-----|-----|----|------|----|-------|----|------|
| 555 | 523 | 3 | 0.6% | 81 | 15.5% | 1 | 0.2% |
| 551 | 548 | 1 | 0.2% | 70 | 12.8% | 7 | 1.3% |
| 571 | 614 | - | 0.0% | 24 | 3.9% | 4 | 0.7% |
| 442 | 441 | - | 0.0% | 9 | 2.0% | 1 | 0.2% |
| 422 | 401 | 2 | 0.5% | 10 | 2.5% | 2 | 0.5% |
| 254 | 256 | 4 | 1.6% | 2 | 0.8% | - | 0.0% |
| 82 | 82 | 4 | 4.9% | - | 0.0% | - | 0.0% |
| 212 | 224 | 2 | 0.9% | 1 | 0.4% | - | 0.0% |
| 617 | 621 | 5 | 0.8% | 7 | 1.1% | 1 | 0.2% |
| 424 | 403 | 2 | 0.5% | 1 | 0.2% | 2 | 0.5% |
| 487 | 482 | 1 | 0.2% | 4 | 0.8% | - | 0.0% |
| 384 | 375 | 2 | 0.5% | 5 | 1.3% | - | 0.0% |
| 282 | 270 | 1 | 0.4% | - | 0.0% | - | 0.0% |
| 218 | 207 | 1 | 0.5% | - | 0.0% | 2 | 1.0% |
| 389 | 372 | 1 | 0.3% | - | 0.0% | 1 | 0.3% |
| 692 | 718 | 9 | 1.3% | 3 | 0.4% | 1 | 0.1% |
| 590 | 589 | 4 | 0.7% | 1 | 0.2% | 4 | 0.7% |
| 370 | 371 | 4 | 1.1% | 4 | 1.1% | 2 | 0.5% |
| 457 | 459 | 11 | 2.4% | 2 | 0.4% | 15 | 3.3% |
| 331 | 328 | 5 | 1.5% | 1 | 0.3% | 5 | 1.5% |
| 5 | 3 | - | 0.0% | - | 0.0% | - | 0.0% |
| 512 | 459 | 9 | 2.0% | 1 | 0.2% | 3 | 0.7% |
| 214 | 200 | 2 | 1.0% | - | 0.0% | - | 0.0% |
| - | 24 | 2 | 8.3% | - | 0.0% | - | 0.0% |
| 841 | 834 | 18 | 2.2% | 9 | 1.1% | 8 | 1.0% |
| 616 | 613 | 3 | 0.5% | 6 | 1.0% | 12 | 2.0% |
| 55 | 60 | 3 | 5.0% | 1 | 1.7% | - | 0.0% |
| 64 | 68 | 3 | 4.4% | - | 0.0% | - | 0.0% |
| 4 | 6 | - | 0.0% | - | 0.0% | - | 0.0% |
| 151 | 142 | 2 | 1.4% | 2 | 1.4% | - | 0.0% |
| 580 | 578 | - | 0.0% | - | 0.0% | - | 0.0% |
| 347 | 346 | - | 0.0% | 3 | 0.9% | - | 0.0% |
| 269 | 263 | - | 0.0% | - | 0.0% | - | 0.0% |
| 206 | 209 | 3 | 1.4% | 1 | 0.5% | - | 0.0% |
| 214 | 203 | 9 | 4.4% | 1 | 0.5% | - | 0.0% |

| | | | | | | | |
|-----|-----|---|-------|---|------|---|-------|
| 212 | 202 | 9 | 4.5% | 1 | 0.5% | - | 0.0% |
| 1 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| 312 | 331 | 7 | 2.1% | 4 | 1.2% | 2 | 0.6% |
| 148 | 137 | 3 | 2.2% | 2 | 1.5% | - | 0.0% |
| 88 | 110 | 4 | 3.6% | - | 0.0% | 1 | 0.9% |
| 2 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| 10 | 8 | 1 | 12.5% | - | 0.0% | - | 0.0% |
| 63 | 51 | 2 | 3.9% | 1 | 2.0% | - | 0.0% |
| 7 | 15 | 1 | 6.7% | - | 0.0% | 2 | 13.3% |
| - | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| 8 | 10 | 3 | 30.0% | - | 0.0% | 1 | 10.0% |
| 9 | 9 | - | 0.0% | - | 0.0% | - | 0.0% |
| 2 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 11 | 13 | - | 0.0% | - | 0.0% | - | 0.0% |
| 16 | 14 | - | 0.0% | - | 0.0% | - | 0.0% |
| 27 | 18 | - | 0.0% | - | 0.0% | - | 0.0% |
| 20 | 15 | 6 | 40.0% | - | 0.0% | - | 0.0% |
| 7 | 12 | 1 | 8.3% | - | 0.0% | - | 0.0% |
| 18 | 17 | 2 | 11.8% | 1 | 5.9% | - | 0.0% |
| 83 | 75 | 7 | 9.3% | - | 0.0% | 1 | 1.3% |
| - | 4 | - | 0.0% | - | 0.0% | - | 0.0% |
| 10 | 6 | 1 | 16.7% | - | 0.0% | - | 0.0% |
| 7 | 7 | 1 | 14.3% | - | 0.0% | - | 0.0% |
| 34 | 42 | 2 | 4.8% | 1 | 2.4% | 1 | 2.4% |
| 24 | 36 | 1 | 2.8% | - | 0.0% | 3 | 8.3% |
| 158 | 119 | 9 | 7.6% | 1 | 0.8% | 2 | 1.7% |
| 300 | 287 | - | 0.0% | 1 | 0.3% | - | 0.0% |
| 387 | 388 | 3 | 0.8% | 1 | 0.3% | 1 | 0.3% |
| 155 | 139 | 1 | 0.7% | - | 0.0% | - | 0.0% |
| 380 | 382 | - | 0.0% | 1 | 0.3% | 1 | 0.3% |
| 635 | 661 | 2 | 0.3% | 2 | 0.3% | 1 | 0.2% |
| 322 | 358 | 1 | 0.3% | 2 | 0.6% | 1 | 0.3% |
| 77 | 69 | - | 0.0% | - | 0.0% | - | 0.0% |
| 119 | 134 | - | 0.0% | - | 0.0% | - | 0.0% |
| 381 | 376 | 2 | 0.5% | 8 | 2.1% | - | 0.0% |

| | | | | | | | |
|-------|-------|----|------|-----|-------|----|------|
| 548 | 528 | 2 | 0.4% | 7 | 1.3% | - | 0.0% |
| 268 | 201 | 8 | 4.0% | 4 | 2.0% | 2 | 1.0% |
| 218 | 194 | 1 | 0.5% | - | 0.0% | 1 | 0.5% |
| 542 | 537 | 1 | 0.2% | 6 | 1.1% | 1 | 0.2% |
| 792 | 851 | 5 | 0.6% | 14 | 1.6% | 1 | 0.1% |
| 507 | 586 | 2 | 0.3% | 1 | 0.2% | 9 | 1.5% |
| 274 | 239 | 1 | 0.4% | 2 | 0.8% | - | 0.0% |
| 617 | 633 | 2 | 0.3% | 13 | 2.1% | 1 | 0.2% |
| 860 | 883 | 3 | 0.3% | 8 | 0.9% | 8 | 0.9% |
| 59 | 50 | 1 | 2.0% | - | 0.0% | - | 0.0% |
| 2,041 | 1,984 | 12 | 0.6% | 36 | 1.8% | 8 | 0.4% |
| 150 | 182 | 1 | 0.5% | 1 | 0.5% | 3 | 1.6% |
| 549 | 543 | 4 | 0.7% | 9 | 1.7% | - | 0.0% |
| 197 | 196 | - | 0.0% | 1 | 0.5% | - | 0.0% |
| 144 | 140 | - | 0.0% | - | 0.0% | - | 0.0% |
| 305 | 320 | 3 | 0.9% | - | 0.0% | - | 0.0% |
| 118 | 117 | 3 | 2.6% | 6 | 5.1% | 4 | 3.4% |
| 200 | 203 | - | 0.0% | 6 | 3.0% | - | 0.0% |
| 265 | 247 | - | 0.0% | 7 | 2.8% | 2 | 0.8% |
| 411 | 444 | 3 | 0.7% | 6 | 1.4% | 2 | 0.5% |
| 390 | 420 | - | 0.0% | 5 | 1.2% | 5 | 1.2% |
| 433 | 418 | 2 | 0.5% | 4 | 1.0% | - | 0.0% |
| 355 | 349 | - | 0.0% | 2 | 0.6% | 1 | 0.3% |
| 393 | 391 | 1 | 0.3% | - | 0.0% | 2 | 0.5% |
| 272 | 272 | 2 | 0.7% | 8 | 2.9% | - | 0.0% |
| 82 | 82 | 1 | 1.2% | - | 0.0% | 1 | 1.2% |
| 354 | 362 | 3 | 0.8% | 3 | 0.8% | 3 | 0.8% |
| 1,418 | 1,397 | 23 | 1.6% | 15 | 1.1% | 8 | 0.6% |
| 209 | 219 | 1 | 0.5% | 2 | 0.9% | - | 0.0% |
| 97 | 102 | 3 | 2.9% | 1 | 1.0% | - | 0.0% |
| 222 | 215 | - | 0.0% | 9 | 4.2% | - | 0.0% |
| 976 | 948 | 5 | 0.5% | 153 | 16.1% | 30 | 3.2% |
| 775 | 752 | 2 | 0.3% | 105 | 14.0% | 13 | 1.7% |
| 38 | 27 | - | 0.0% | 5 | 18.5% | - | 0.0% |
| 327 | 310 | - | 0.0% | 23 | 7.4% | 16 | 5.2% |

| | | | | | | | |
|-----|-----|-----|-------|----|-------|----|------|
| 415 | 376 | 2 | 0.5% | 41 | 10.9% | - | 0.0% |
| 344 | 322 | 2 | 0.6% | 34 | 10.6% | 3 | 0.9% |
| 323 | 331 | 2 | 0.6% | 17 | 5.1% | 14 | 4.2% |
| 46 | 57 | 7 | 12.3% | - | 0.0% | - | 0.0% |
| 21 | 20 | 1 | 5.0% | - | 0.0% | - | 0.0% |
| 289 | 265 | 15 | 5.7% | 2 | 0.8% | - | 0.0% |
| 80 | 78 | 61 | 78.2% | - | 0.0% | - | 0.0% |
| 255 | 249 | 28 | 11.2% | - | 0.0% | - | 0.0% |
| 805 | 841 | 64 | 7.6% | 6 | 0.7% | 1 | 0.1% |
| 16 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| 463 | 450 | 23 | 5.1% | 7 | 1.6% | 3 | 0.7% |
| 763 | 777 | 111 | 14.3% | 5 | 0.6% | 3 | 0.4% |
| 438 | 423 | 91 | 21.5% | - | 0.0% | 2 | 0.5% |
| 316 | 309 | 1 | 0.3% | 1 | 0.3% | - | 0.0% |
| 28 | 33 | - | 0.0% | - | 0.0% | - | 0.0% |
| 182 | 175 | - | 0.0% | 2 | 1.1% | 1 | 0.6% |
| 207 | 199 | 3 | 1.5% | 3 | 1.5% | - | 0.0% |
| 370 | 378 | 2 | 0.5% | 2 | 0.5% | 1 | 0.3% |
| 485 | 485 | 3 | 0.6% | 4 | 0.8% | - | 0.0% |
| 352 | 362 | 3 | 0.8% | 5 | 1.4% | - | 0.0% |
| 71 | 81 | 1 | 1.2% | - | 0.0% | - | 0.0% |
| 423 | 419 | 7 | 1.7% | 5 | 1.2% | 4 | 1.0% |
| 374 | 368 | 1 | 0.3% | - | 0.0% | - | 0.0% |
| 670 | 650 | 4 | 0.6% | 4 | 0.6% | 2 | 0.3% |
| 4 | 3 | 1 | 33.3% | - | 0.0% | - | 0.0% |
| 474 | 449 | - | 0.0% | - | 0.0% | - | 0.0% |
| 553 | 593 | 4 | 0.7% | 4 | 0.7% | 2 | 0.3% |
| 162 | 123 | 3 | 2.4% | - | 0.0% | - | 0.0% |
| 175 | 194 | 4 | 2.1% | - | 0.0% | - | 0.0% |
| 9 | 8 | - | 0.0% | - | 0.0% | - | 0.0% |
| 195 | 206 | - | 0.0% | - | 0.0% | - | 0.0% |
| 16 | 17 | 2 | 11.8% | - | 0.0% | - | 0.0% |
| 415 | 429 | 4 | 0.9% | - | 0.0% | 1 | 0.2% |
| 591 | 611 | 10 | 1.6% | 2 | 0.3% | - | 0.0% |
| 3 | 5 | - | 0.0% | - | 0.0% | - | 0.0% |

| | | | | | | | |
|-------|-------|----|-------|-----|-------|----|------|
| 170 | 157 | 4 | 2.5% | - | 0.0% | - | 0.0% |
| 57 | 55 | - | 0.0% | 1 | 1.8% | - | 0.0% |
| 516 | 520 | - | 0.0% | 13 | 2.5% | 1 | 0.2% |
| 638 | 625 | 3 | 0.5% | 55 | 8.8% | 2 | 0.3% |
| 734 | 730 | 1 | 0.1% | 11 | 1.5% | - | 0.0% |
| 191 | 197 | 2 | 1.0% | 6 | 3.0% | 1 | 0.5% |
| 454 | 490 | 4 | 0.8% | 40 | 8.2% | 3 | 0.6% |
| 425 | 434 | 5 | 1.2% | 10 | 2.3% | 2 | 0.5% |
| 420 | 419 | 2 | 0.5% | 18 | 4.3% | - | 0.0% |
| 441 | 432 | 1 | 0.2% | 5 | 1.2% | 1 | 0.2% |
| 592 | 571 | 3 | 0.5% | 16 | 2.8% | 2 | 0.4% |
| 1,027 | 1,036 | 3 | 0.3% | 99 | 9.6% | 8 | 0.8% |
| 897 | 782 | 5 | 0.6% | 31 | 4.0% | 2 | 0.3% |
| 483 | 310 | - | 0.0% | 8 | 2.6% | 1 | 0.3% |
| 12 | 9 | 1 | 11.1% | - | 0.0% | - | 0.0% |
| 531 | 504 | 2 | 0.4% | 33 | 6.5% | 9 | 1.8% |
| 535 | 518 | 3 | 0.6% | 25 | 4.8% | - | 0.0% |
| 475 | 450 | - | 0.0% | 8 | 1.8% | 2 | 0.4% |
| 442 | 443 | 1 | 0.2% | 18 | 4.1% | - | 0.0% |
| 540 | 550 | 5 | 0.9% | 10 | 1.8% | 23 | 4.2% |
| 532 | 484 | 2 | 0.4% | 31 | 6.4% | 1 | 0.2% |
| 363 | 358 | 3 | 0.8% | 14 | 3.9% | 8 | 2.2% |
| 1,586 | 1,649 | 5 | 0.3% | 158 | 9.6% | 7 | 0.4% |
| 479 | 466 | 4 | 0.9% | 45 | 9.7% | 2 | 0.4% |
| 372 | 361 | - | 0.0% | 26 | 7.2% | 6 | 1.7% |
| 457 | 456 | 1 | 0.2% | 8 | 1.8% | - | 0.0% |
| 10 | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| 499 | 504 | - | 0.0% | 12 | 2.4% | - | 0.0% |
| 142 | 140 | - | 0.0% | 3 | 2.1% | - | 0.0% |
| 626 | 678 | 12 | 1.8% | 16 | 2.4% | 7 | 1.0% |
| 443 | 418 | - | 0.0% | 93 | 22.2% | - | 0.0% |
| 1,745 | 1,851 | 12 | 0.6% | 266 | 14.4% | 15 | 0.8% |
| 417 | 421 | 6 | 1.4% | 18 | 4.3% | 5 | 1.2% |
| 489 | 451 | - | 0.0% | 13 | 2.9% | - | 0.0% |
| 1,511 | 1,636 | 13 | 0.8% | 48 | 2.9% | 5 | 0.3% |

| | | | | | | | | |
|-----------------|-------|-------|----|-------|-----|-------|----|------|
| Re-opened 18-19 | 535 | 542 | 3 | 0.6% | 14 | 2.6% | 3 | 0.6% |
| | 391 | 382 | 3 | 0.8% | 37 | 9.7% | 5 | 1.3% |
| | | 491 | 8 | 1.6% | 6 | 1.2% | 2 | 0.4% |
| | 638 | 659 | 3 | 0.5% | 178 | 27.0% | 8 | 1.2% |
| | 592 | 628 | - | 0.0% | 17 | 2.7% | 1 | 0.2% |
| | 621 | 588 | 2 | 0.3% | 83 | 14.1% | 3 | 0.5% |
| | 459 | 339 | 1 | 0.3% | 5 | 1.5% | - | 0.0% |
| | 659 | 747 | 5 | 0.7% | 17 | 2.3% | 3 | 0.4% |
| | 368 | 347 | 4 | 1.2% | 12 | 3.5% | 7 | 2.0% |
| | 11 | 13 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 676 | 653 | 5 | 0.8% | 12 | 1.8% | 11 | 1.7% |
| | 127 | 171 | 6 | 3.5% | 1 | 0.6% | - | 0.0% |
| | 532 | 498 | 5 | 1.0% | 50 | 10.0% | 5 | 1.0% |
| | 454 | 433 | 7 | 1.6% | 80 | 18.5% | 7 | 1.6% |
| | 698 | 692 | 2 | 0.3% | 16 | 2.3% | - | 0.0% |
| | 311 | 336 | 2 | 0.6% | 2 | 0.6% | 1 | 0.3% |
| | 425 | 276 | 4 | 1.4% | 46 | 16.7% | 3 | 1.1% |
| | 530 | 506 | 7 | 1.4% | 64 | 12.6% | 1 | 0.2% |
| | 389 | 390 | 1 | 0.3% | 4 | 1.0% | - | 0.0% |
| | 1,704 | 1,698 | 5 | 0.3% | 173 | 10.2% | 3 | 0.2% |
| | 489 | 485 | 2 | 0.4% | 7 | 1.4% | 10 | 2.1% |
| | 1,141 | 1,152 | 11 | 1.0% | 166 | 14.4% | 17 | 1.5% |
| | 378 | 383 | 1 | 0.3% | 9 | 2.4% | 3 | 0.8% |
| | 455 | 446 | 1 | 0.2% | 16 | 3.6% | 7 | 1.6% |
| | 369 | 311 | 3 | 1.0% | 16 | 5.1% | 6 | 1.9% |
| | 380 | 389 | 10 | 2.6% | 69 | 17.7% | 12 | 3.1% |
| | 391 | 406 | 5 | 1.2% | 12 | 3.0% | - | 0.0% |
| | 9 | 9 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 3 | 4 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 144 | 157 | 1 | 0.6% | 2 | 1.3% | - | 0.0% |
| | 718 | 741 | 1 | 0.1% | 51 | 6.9% | 3 | 0.4% |
| | 60 | 41 | 5 | 12.2% | - | 0.0% | - | 0.0% |
| | 8 | 7 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 531 | 505 | 6 | 1.2% | 20 | 4.0% | 10 | 2.0% |
| | 87 | 88 | - | 0.0% | 1 | 1.1% | - | 0.0% |

| | | | | | | | | |
|--------------|-----|--------|----|-------|-----|-------|----|-------|
| | 37 | Closed | - | 0.0% | - | 0.0% | - | 0.0% |
| | 1 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| | 56 | 56 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 8 | 9 | 1 | 11.1% | - | 0.0% | - | 0.0% |
| | 279 | 265 | - | 0.0% | 7 | 2.6% | 6 | 2.3% |
| | 175 | 167 | - | 0.0% | 20 | 12.0% | - | 0.0% |
| | 358 | 368 | 3 | 0.8% | 28 | 7.6% | 1 | 0.3% |
| | 695 | 735 | 4 | 0.5% | 68 | 9.3% | - | 0.0% |
| | 404 | 387 | 1 | 0.3% | 3 | 0.8% | 1 | 0.3% |
| | 22 | 13 | - | 0.0% | 2 | 15.4% | - | 0.0% |
| | 646 | 632 | - | 0.0% | 62 | 9.8% | 1 | 0.2% |
| | 386 | 379 | 1 | 0.3% | 6 | 1.6% | - | 0.0% |
| | 441 | 308 | 1 | 0.3% | 1 | 0.3% | 3 | 1.0% |
| | 857 | 994 | 11 | 1.1% | 37 | 3.7% | 33 | 3.3% |
| | 272 | 275 | 1 | 0.4% | 5 | 1.8% | 6 | 2.2% |
| Opened 18-19 | | 531 | - | 0.0% | 132 | 24.9% | 1 | 0.2% |
| | 321 | 273 | 1 | 0.4% | 2 | 0.7% | 2 | 0.7% |
| | 660 | 587 | 5 | 0.9% | 67 | 11.4% | 12 | 2.0% |
| | 551 | 452 | 4 | 0.9% | 6 | 1.3% | - | 0.0% |
| | 12 | 11 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 521 | 458 | 8 | 1.7% | 13 | 2.8% | 7 | 1.5% |
| | 54 | 27 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 589 | 613 | - | 0.0% | 13 | 2.1% | 2 | 0.3% |
| | 2 | 5 | 1 | 20.0% | - | 0.0% | - | 0.0% |
| | 364 | 367 | 10 | 2.7% | 9 | 2.5% | 6 | 1.6% |
| | 293 | 274 | 1 | 0.4% | 12 | 4.4% | 1 | 0.4% |
| 352 | | 347 | - | 0.0% | 11 | 3.2% | - | 0.0% |
| | 604 | 581 | 5 | 0.9% | 14 | 2.4% | - | 0.0% |
| | 318 | 204 | 2 | 1.0% | 3 | 1.5% | - | 0.0% |
| | 522 | 546 | - | 0.0% | 7 | 1.3% | 2 | 0.4% |
| | 341 | 272 | - | 0.0% | 33 | 12.1% | 6 | 2.2% |
| | - | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 876 | 822 | 1 | 0.1% | 81 | 9.9% | 1 | 0.1% |
| | 2 | 4 | - | 0.0% | - | 0.0% | 1 | 25.0% |
| | 267 | 238 | 6 | 2.5% | 32 | 13.4% | 2 | 0.8% |

| | | | | | | | |
|-------|-------|----|-------|-----|-------|----|------|
| 9 | 5 | - | 0.0% | - | 0.0% | - | 0.0% |
| 1,510 | 1,534 | 6 | 0.4% | 43 | 2.8% | 4 | 0.3% |
| 354 | 321 | 1 | 0.3% | 8 | 2.5% | - | 0.0% |
| 326 | 335 | - | 0.0% | 5 | 1.5% | 6 | 1.8% |
| 286 | 301 | 1 | 0.3% | 48 | 15.9% | 10 | 3.3% |
| 552 | 548 | - | 0.0% | 144 | 26.3% | 2 | 0.4% |
| 20 | 19 | 2 | 10.5% | 1 | 5.3% | - | 0.0% |
| 72 | 72 | 4 | 5.6% | - | 0.0% | - | 0.0% |
| 51 | 40 | 5 | 12.5% | - | 0.0% | - | 0.0% |
| 133 | 154 | 2 | 1.3% | - | 0.0% | - | 0.0% |
| 228 | 226 | - | 0.0% | - | 0.0% | 1 | 0.4% |
| 475 | 436 | 6 | 1.4% | 1 | 0.2% | - | 0.0% |
| 41 | 39 | 1 | 2.6% | - | 0.0% | - | 0.0% |
| 421 | 424 | 12 | 2.8% | 2 | 0.5% | 3 | 0.7% |
| 645 | 683 | 9 | 1.3% | 4 | 0.6% | 1 | 0.1% |
| 394 | 396 | 2 | 0.5% | - | 0.0% | - | 0.0% |
| 361 | 343 | 2 | 0.6% | - | 0.0% | - | 0.0% |
| 612 | 613 | 4 | 0.7% | 3 | 0.5% | 2 | 0.3% |
| 11 | 6 | - | 0.0% | - | 0.0% | - | 0.0% |
| 390 | 379 | - | 0.0% | 2 | 0.5% | - | 0.0% |
| 973 | 1,024 | 14 | 1.4% | 6 | 0.6% | 4 | 0.4% |
| 882 | 908 | 18 | 2.0% | 7 | 0.8% | 8 | 0.9% |
| 81 | 63 | - | 0.0% | - | 0.0% | - | 0.0% |
| 945 | 924 | 2 | 0.2% | 8 | 0.9% | - | 0.0% |
| 512 | 551 | 2 | 0.4% | - | 0.0% | - | 0.0% |
| 420 | 446 | 4 | 0.9% | 5 | 1.1% | 1 | 0.2% |
| 476 | 452 | 2 | 0.4% | 8 | 1.8% | 5 | 1.1% |
| 398 | 393 | 1 | 0.3% | 1 | 0.3% | - | 0.0% |
| 380 | 344 | 1 | 0.3% | 1 | 0.3% | 1 | 0.3% |
| 355 | 369 | 9 | 2.4% | 4 | 1.1% | 2 | 0.5% |
| 333 | 317 | 8 | 2.5% | 1 | 0.3% | - | 0.0% |
| 502 | 485 | - | 0.0% | 31 | 6.4% | 24 | 4.9% |
| 461 | 446 | 2 | 0.4% | 37 | 8.3% | 13 | 2.9% |
| 383 | 349 | 6 | 1.7% | 13 | 3.7% | 4 | 1.1% |
| 521 | 477 | 7 | 1.5% | 53 | 11.1% | 16 | 3.4% |

| | | | | | | | | |
|--------------|-------|-------|----|-------|-----|-------|----|------|
| Opened 18-19 | 480 | 463 | 1 | 0.2% | 12 | 2.6% | 11 | 2.4% |
| | 740 | 735 | 6 | 0.8% | 96 | 13.1% | 31 | 4.2% |
| | 426 | 407 | 2 | 0.5% | 52 | 12.8% | 29 | 7.1% |
| | 535 | 539 | 3 | 0.6% | 19 | 3.5% | 3 | 0.6% |
| | 203 | 195 | 6 | 3.1% | 13 | 6.7% | - | 0.0% |
| | 2,700 | 2,527 | 16 | 0.6% | 234 | 9.3% | 52 | 2.1% |
| | 199 | 194 | 3 | 1.5% | 1 | 0.5% | 3 | 1.5% |
| | 918 | 970 | 12 | 1.2% | 48 | 4.9% | 40 | 4.1% |
| | 121 | 94 | 1 | 1.1% | 3 | 3.2% | 1 | 1.1% |
| | 313 | 354 | 2 | 0.6% | 9 | 2.5% | 2 | 0.6% |
| | 462 | 441 | 1 | 0.2% | 19 | 4.3% | 20 | 4.5% |
| | 386 | 343 | 3 | 0.9% | 22 | 6.4% | 3 | 0.9% |
| | 429 | 442 | - | 0.0% | 19 | 4.3% | 6 | 1.4% |
| | 586 | 602 | 3 | 0.5% | 32 | 5.3% | 5 | 0.8% |
| | 446 | 490 | 4 | 0.8% | 57 | 11.6% | 40 | 8.2% |
| | 465 | 466 | 4 | 0.9% | 22 | 4.7% | 1 | 0.2% |
| | 230 | 236 | 3 | 1.3% | - | 0.0% | - | 0.0% |
| | 163 | 164 | 3 | 1.8% | - | 0.0% | - | 0.0% |
| | 400 | 400 | - | 0.0% | 22 | 5.5% | 1 | 0.3% |
| | 239 | 236 | 2 | 0.8% | 5 | 2.1% | - | 0.0% |
| | - | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| | 141 | 186 | 5 | 2.7% | 1 | 0.5% | - | 0.0% |
| | 458 | 455 | 1 | 0.2% | 4 | 0.9% | - | 0.0% |
| | 360 | 354 | 3 | 0.8% | 2 | 0.6% | - | 0.0% |
| | | 20 | 2 | 10.0% | - | 0.0% | - | 0.0% |
| | 676 | 683 | 4 | 0.6% | 18 | 2.6% | 31 | 4.5% |
| | 599 | 630 | 9 | 1.4% | 17 | 2.7% | 11 | 1.7% |
| | 273 | 272 | 5 | 1.8% | 9 | 3.3% | 4 | 1.5% |
| | 328 | 313 | 2 | 0.6% | 1 | 0.3% | 11 | 3.5% |
| | 342 | 340 | 4 | 1.2% | 10 | 2.9% | - | 0.0% |
| | 563 | 579 | 4 | 0.7% | 15 | 2.6% | 44 | 7.6% |
| | 406 | 385 | 6 | 1.6% | 16 | 4.2% | 5 | 1.3% |
| | 956 | 989 | 11 | 1.1% | 6 | 0.6% | 14 | 1.4% |
| | 396 | 396 | 4 | 1.0% | 9 | 2.3% | 4 | 1.0% |
| | 843 | 862 | 11 | 1.3% | 19 | 2.2% | 6 | 0.7% |

| | | | | | | | |
|-------|-------|----|------|----|-------|-----|------|
| 442 | 420 | 7 | 1.7% | 4 | 1.0% | 6 | 1.4% |
| 202 | 202 | - | 0.0% | 6 | 3.0% | 7 | 3.5% |
| 382 | 356 | 5 | 1.4% | 6 | 1.7% | 5 | 1.4% |
| 553 | 542 | 2 | 0.4% | 5 | 0.9% | 13 | 2.4% |
| 237 | 233 | 3 | 1.3% | 2 | 0.9% | - | 0.0% |
| 496 | 510 | 7 | 1.4% | 11 | 2.2% | 30 | 5.9% |
| 433 | 416 | 6 | 1.4% | 2 | 0.5% | 9 | 2.2% |
| 589 | 554 | 7 | 1.3% | 9 | 1.6% | 8 | 1.4% |
| 426 | 416 | 3 | 0.7% | 7 | 1.7% | 14 | 3.4% |
| 515 | 491 | 1 | 0.2% | 21 | 4.3% | 7 | 1.4% |
| 507 | 514 | 2 | 0.4% | 1 | 0.2% | 7 | 1.4% |
| 451 | 445 | 5 | 1.1% | 4 | 0.9% | 12 | 2.7% |
| 429 | 383 | 6 | 1.6% | 1 | 0.3% | 14 | 3.7% |
| 440 | 428 | - | 0.0% | 2 | 0.5% | 14 | 3.3% |
| 1,061 | 1,050 | 3 | 0.3% | 12 | 1.1% | 53 | 5.0% |
| 166 | 176 | 1 | 0.6% | 6 | 3.4% | - | 0.0% |
| 5 | 6 | - | 0.0% | 1 | 16.7% | - | 0.0% |
| 99 | 98 | - | 0.0% | 3 | 3.1% | - | 0.0% |
| 954 | 987 | 9 | 0.9% | 36 | 3.6% | 20 | 2.0% |
| 600 | 574 | 7 | 1.2% | 9 | 1.6% | 13 | 2.3% |
| 737 | 712 | 1 | 0.1% | 12 | 1.7% | 9 | 1.3% |
| 432 | 418 | 3 | 0.7% | 2 | 0.5% | 9 | 2.2% |
| 496 | 468 | 2 | 0.4% | 4 | 0.9% | 8 | 1.7% |
| 303 | 301 | 1 | 0.3% | 6 | 2.0% | 4 | 1.3% |
| 804 | 780 | 7 | 0.9% | 13 | 1.7% | 18 | 2.3% |
| 380 | 377 | 3 | 0.8% | 5 | 1.3% | 13 | 3.4% |
| 2,415 | 2,398 | 9 | 0.4% | 72 | 3.0% | 123 | 5.1% |
| 323 | 334 | 5 | 1.5% | 4 | 1.2% | - | 0.0% |
| 2,016 | 2,057 | 21 | 1.0% | 28 | 1.4% | 22 | 1.1% |
| 417 | 417 | 1 | 0.2% | 2 | 0.5% | 18 | 4.3% |
| 376 | 373 | 3 | 0.8% | 12 | 3.2% | 7 | 1.9% |
| 535 | 540 | 5 | 0.9% | 3 | 0.6% | 4 | 0.7% |
| 1,783 | 1,827 | 18 | 1.0% | 29 | 1.6% | 71 | 3.9% |
| 128 | 130 | 1 | 0.8% | 3 | 2.3% | - | 0.0% |
| 716 | 709 | 11 | 1.6% | 8 | 1.1% | 13 | 1.8% |

| | | | | | | | |
|-------|-------|----|------|----|------|----|------|
| 600 | 665 | 3 | 0.5% | 37 | 5.6% | 14 | 2.1% |
| 358 | 312 | 3 | 1.0% | 2 | 0.6% | 27 | 8.7% |
| 425 | 501 | 9 | 1.8% | 8 | 1.6% | 3 | 0.6% |
| 332 | 321 | 2 | 0.6% | 3 | 0.9% | 4 | 1.2% |
| 155 | 163 | 2 | 1.2% | 3 | 1.8% | 4 | 2.5% |
| 460 | 508 | 3 | 0.6% | 14 | 2.8% | 1 | 0.2% |
| 604 | 558 | 2 | 0.4% | 9 | 1.6% | 41 | 7.3% |
| 1,949 | 1,925 | 16 | 0.8% | 61 | 3.2% | 37 | 1.9% |
| 1,727 | 1,718 | 19 | 1.1% | 55 | 3.2% | 28 | 1.6% |
| 1,105 | 1,127 | 3 | 0.3% | 29 | 2.6% | 42 | 3.7% |
| 628 | 658 | 11 | 1.7% | 21 | 3.2% | 5 | 0.8% |
| 547 | 538 | 4 | 0.7% | 39 | 7.2% | 4 | 0.7% |
| 527 | 538 | 6 | 1.1% | 14 | 2.6% | 33 | 6.1% |
| 167 | 166 | - | 0.0% | 1 | 0.6% | 1 | 0.6% |
| 1,032 | 1,041 | 4 | 0.4% | 21 | 2.0% | 48 | 4.6% |
| 669 | 679 | 5 | 0.7% | 14 | 2.1% | 2 | 0.3% |
| 416 | 381 | 1 | 0.3% | 5 | 1.3% | 11 | 2.9% |
| 428 | 438 | 6 | 1.4% | 2 | 0.5% | 13 | 3.0% |
| 1,810 | 1,737 | 19 | 1.1% | 39 | 2.2% | 13 | 0.7% |
| 786 | 803 | 2 | 0.2% | 12 | 1.5% | 5 | 0.6% |
| 404 | 405 | 6 | 1.5% | 7 | 1.7% | 6 | 1.5% |
| 559 | 551 | - | 0.0% | 6 | 1.1% | 21 | 3.8% |
| 3,720 | 3,886 | 45 | 1.2% | 58 | 1.5% | 12 | 0.3% |
| 304 | 305 | 4 | 1.3% | - | 0.0% | 1 | 0.3% |
| 278 | 261 | 5 | 1.9% | 2 | 0.8% | 1 | 0.4% |
| 381 | 373 | 2 | 0.5% | 1 | 0.3% | 2 | 0.5% |
| - | 21 | - | 0.0% | - | 0.0% | - | 0.0% |
| 470 | 493 | 6 | 1.2% | 5 | 1.0% | 3 | 0.6% |
| 201 | 213 | - | 0.0% | 5 | 2.3% | - | 0.0% |
| 747 | 729 | 17 | 2.3% | 15 | 2.1% | 5 | 0.7% |
| 322 | 317 | 4 | 1.3% | 9 | 2.8% | 2 | 0.6% |
| 3 | 12 | - | 0.0% | - | 0.0% | - | 0.0% |
| 67 | 74 | - | 0.0% | - | 0.0% | - | 0.0% |
| 187 | 188 | - | 0.0% | - | 0.0% | 1 | 0.5% |
| 291 | 318 | 5 | 1.6% | - | 0.0% | 1 | 0.3% |

| | | | | | | | |
|-------|-------|----|------|----|------|----|-------|
| 48 | 47 | - | 0.0% | - | 0.0% | - | 0.0% |
| 50 | 37 | - | 0.0% | - | 0.0% | - | 0.0% |
| 243 | 233 | 1 | 0.4% | 1 | 0.4% | 2 | 0.9% |
| 153 | 150 | 3 | 2.0% | 1 | 0.7% | 1 | 0.7% |
| 356 | 402 | 3 | 0.7% | 5 | 1.2% | 2 | 0.5% |
| 294 | 298 | 1 | 0.3% | 2 | 0.7% | 1 | 0.3% |
| 458 | 449 | 4 | 0.9% | 7 | 1.6% | 2 | 0.4% |
| 453 | 469 | 4 | 0.9% | 6 | 1.3% | 3 | 0.6% |
| 1 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| 21 | 32 | - | 0.0% | - | 0.0% | - | 0.0% |
| 498 | 474 | 23 | 4.9% | 3 | 0.6% | 1 | 0.2% |
| 158 | 128 | 2 | 1.6% | 1 | 0.8% | 2 | 1.6% |
| 238 | 249 | 4 | 1.6% | - | 0.0% | - | 0.0% |
| 88 | 87 | 6 | 6.9% | 2 | 2.3% | - | 0.0% |
| 251 | 270 | 5 | 1.9% | - | 0.0% | - | 0.0% |
| 551 | 583 | 2 | 0.3% | 13 | 2.2% | 2 | 0.3% |
| 574 | 571 | 2 | 0.4% | 21 | 3.7% | - | 0.0% |
| 494 | 460 | - | 0.0% | 11 | 2.4% | 1 | 0.2% |
| 490 | 520 | 4 | 0.8% | 16 | 3.1% | 1 | 0.2% |
| 598 | 599 | 1 | 0.2% | 19 | 3.2% | 2 | 0.3% |
| 201 | 206 | 1 | 0.5% | 6 | 2.9% | 3 | 1.5% |
| 1,721 | 1,684 | 12 | 0.7% | 48 | 2.9% | 10 | 0.6% |
| 693 | 702 | 3 | 0.4% | 18 | 2.6% | 7 | 1.0% |
| 4 | 6 | - | 0.0% | - | 0.0% | 1 | 16.7% |
| 138 | 137 | 1 | 0.7% | 2 | 1.5% | 1 | 0.7% |
| 310 | 291 | - | 0.0% | 1 | 0.3% | 1 | 0.3% |
| 181 | 183 | - | 0.0% | - | 0.0% | - | 0.0% |
| 84 | 85 | - | 0.0% | 2 | 2.4% | - | 0.0% |
| 342 | 333 | 2 | 0.6% | - | 0.0% | - | 0.0% |
| 75 | 75 | - | 0.0% | - | 0.0% | - | 0.0% |
| 406 | 427 | 4 | 0.9% | 2 | 0.5% | - | 0.0% |
| 163 | 155 | - | 0.0% | - | 0.0% | - | 0.0% |
| 142 | 138 | 2 | 1.4% | - | 0.0% | - | 0.0% |
| 1 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| 1,299 | 1,334 | 12 | 0.9% | 17 | 1.3% | 4 | 0.3% |

| | | | | | | | |
|-----|-----|----|------|---|------|---|------|
| 452 | 471 | 8 | 1.7% | 2 | 0.4% | - | 0.0% |
| 120 | 129 | 1 | 0.8% | 1 | 0.8% | - | 0.0% |
| 227 | 221 | - | 0.0% | 2 | 0.9% | - | 0.0% |
| 305 | 306 | 6 | 2.0% | - | 0.0% | 3 | 1.0% |
| 433 | 464 | 14 | 3.0% | 7 | 1.5% | 5 | 1.1% |
| 319 | 325 | 2 | 0.6% | 4 | 1.2% | 3 | 0.9% |
| 597 | 597 | 7 | 1.2% | 4 | 0.7% | 3 | 0.5% |
| 429 | 414 | 9 | 2.2% | 9 | 2.2% | 1 | 0.2% |
| 319 | 346 | 9 | 2.6% | 2 | 0.6% | 1 | 0.3% |
| 14 | 17 | - | 0.0% | - | 0.0% | - | 0.0% |
| 185 | 204 | - | 0.0% | 2 | 1.0% | - | 0.0% |
| 80 | 78 | 3 | 3.8% | 1 | 1.3% | - | 0.0% |
| 475 | 457 | 14 | 3.1% | 5 | 1.1% | 1 | 0.2% |
| 5 | 5 | - | 0.0% | - | 0.0% | - | 0.0% |
| 2 | 4 | - | 0.0% | - | 0.0% | - | 0.0% |
| 49 | 54 | 4 | 7.4% | - | 0.0% | - | 0.0% |
| 742 | 782 | 15 | 1.9% | 8 | 1.0% | - | 0.0% |
| 75 | 83 | - | 0.0% | 1 | 1.2% | - | 0.0% |
| 416 | 439 | 10 | 2.3% | 2 | 0.5% | 2 | 0.5% |
| 1 | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| 104 | 78 | 4 | 5.1% | - | 0.0% | - | 0.0% |
| 560 | 569 | 13 | 2.3% | 7 | 1.2% | - | 0.0% |
| 99 | 88 | - | 0.0% | 1 | 1.1% | 1 | 1.1% |
| 2 | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| 1 | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| 1 | 1 | - | 0.0% | - | 0.0% | - | 0.0% |
| 223 | 219 | 4 | 1.8% | 1 | 0.5% | - | 0.0% |
| 313 | 307 | 6 | 2.0% | 1 | 0.3% | - | 0.0% |
| 338 | 322 | 4 | 1.2% | 2 | 0.6% | - | 0.0% |
| 380 | 390 | 13 | 3.3% | 3 | 0.8% | - | 0.0% |
| 268 | 288 | 7 | 2.4% | - | 0.0% | - | 0.0% |
| 124 | 140 | 5 | 3.6% | - | 0.0% | 1 | 0.7% |
| 117 | 110 | 8 | 7.3% | - | 0.0% | 1 | 0.9% |
| 6 | 8 | - | 0.0% | - | 0.0% | - | 0.0% |
| 12 | 28 | 1 | 3.6% | - | 0.0% | - | 0.0% |

| | | | | | | | |
|-----------------------|-------|----|------|----|-------|----|------|
| 8 | 12 | - | 0.0% | 1 | 8.3% | - | 0.0% |
| Change of Admin in 18 | 12 | 1 | 8.3% | 1 | 8.3% | - | 0.0% |
| Change of Admin in 18 | - | - | 0.0% | - | 0.0% | - | 0.0% |
| 42 | 41 | 1 | 2.4% | - | 0.0% | - | 0.0% |
| 51 | 62 | - | 0.0% | 7 | 11.3% | - | 0.0% |
| 341 | 259 | 5 | 1.9% | 4 | 1.5% | 1 | 0.4% |
| 587 | 600 | 5 | 0.8% | 3 | 0.5% | 3 | 0.5% |
| 15 | 14 | - | 0.0% | - | 0.0% | - | 0.0% |
| 497 | 517 | 8 | 1.5% | 2 | 0.4% | 1 | 0.2% |
| 398 | 385 | 6 | 1.6% | 2 | 0.5% | - | 0.0% |
| 371 | 371 | 4 | 1.1% | - | 0.0% | 4 | 1.1% |
| 394 | 376 | 4 | 1.1% | 2 | 0.5% | 1 | 0.3% |
| 77 | 117 | 4 | 3.4% | 1 | 0.9% | - | 0.0% |
| 389 | 432 | 4 | 0.9% | 3 | 0.7% | 6 | 1.4% |
| 680 | 683 | 17 | 2.5% | 6 | 0.9% | 8 | 1.2% |
| 24 | 26 | - | 0.0% | - | 0.0% | - | 0.0% |
| 3 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 4 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 349 | 357 | 1 | 0.3% | 3 | 0.8% | 2 | 0.6% |
| 511 | 503 | 7 | 1.4% | 4 | 0.8% | 1 | 0.2% |
| 436 | 443 | 2 | 0.5% | 1 | 0.2% | - | 0.0% |
| 529 | 520 | 2 | 0.4% | 3 | 0.6% | 8 | 1.5% |
| 16 | 16 | 1 | 6.3% | - | 0.0% | - | 0.0% |
| 1,349 | 1,391 | 21 | 1.5% | 20 | 1.4% | 11 | 0.8% |
| 177 | 150 | 3 | 2.0% | 2 | 1.3% | - | 0.0% |
| 36 | 32 | - | 0.0% | - | 0.0% | - | 0.0% |
| 474 | 460 | 2 | 0.4% | 1 | 0.2% | 1 | 0.2% |
| 1,316 | 1,310 | 20 | 1.5% | 9 | 0.7% | 7 | 0.5% |
| 563 | 565 | 5 | 0.9% | 1 | 0.2% | 2 | 0.4% |
| 482 | 468 | 3 | 0.6% | 3 | 0.6% | 2 | 0.4% |
| 178 | 171 | 4 | 2.3% | 1 | 0.6% | - | 0.0% |
| 2 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 317 | 266 | 5 | 1.9% | - | 0.0% | 2 | 0.8% |
| 395 | 400 | 3 | 0.8% | 5 | 1.3% | - | 0.0% |
| 226 | 243 | 2 | 0.8% | - | 0.0% | - | 0.0% |

| | | | | | | | |
|-----|-------------------|----|------|----|------|---|------|
| 76 | 63 | 1 | 1.6% | - | 0.0% | - | 0.0% |
| 499 | 488 | 1 | 0.2% | 3 | 0.6% | - | 0.0% |
| 591 | 541 | 7 | 1.3% | 3 | 0.6% | 2 | 0.4% |
| 226 | 186 | 2 | 1.1% | - | 0.0% | 2 | 1.1% |
| 907 | 857 | 9 | 1.1% | 11 | 1.3% | 1 | 0.1% |
| 417 | 438 | 1 | 0.2% | 4 | 0.9% | 2 | 0.5% |
| 69 | 74 | 2 | 2.7% | - | 0.0% | - | 0.0% |
| 92 | 114 | 1 | 0.9% | - | 0.0% | - | 0.0% |
| 122 | 129 | 1 | 0.8% | - | 0.0% | - | 0.0% |
| 206 | 211 | - | 0.0% | - | 0.0% | - | 0.0% |
| 263 | 250 | 1 | 0.4% | 2 | 0.8% | 1 | 0.4% |
| 13 | 6 | - | 0.0% | - | 0.0% | - | 0.0% |
| 400 | 435 | 2 | 0.5% | 4 | 0.9% | - | 0.0% |
| 355 | 376 | 17 | 4.5% | 6 | 1.6% | - | 0.0% |
| 200 | 199 | 4 | 2.0% | 2 | 1.0% | 1 | 0.5% |
| 43 | 39 | 3 | 7.7% | - | 0.0% | - | 0.0% |
| 310 | 324 | 2 | 0.6% | 3 | 0.9% | - | 0.0% |
| 328 | 336 | 5 | 1.5% | 4 | 1.2% | - | 0.0% |
| 355 | 341 | 1 | 0.3% | 5 | 1.5% | - | 0.0% |
| 160 | 141 | - | 0.0% | 1 | 0.7% | - | 0.0% |
| 304 | 286 | 4 | 1.4% | - | 0.0% | - | 0.0% |
| 125 | 139 | - | 0.0% | 1 | 0.7% | - | 0.0% |
| 687 | 715 | 12 | 1.7% | 5 | 0.7% | 2 | 0.3% |
| 349 | 361 | 4 | 1.1% | 3 | 0.8% | 1 | 0.3% |
| 96 | 99 | 2 | 2.0% | - | 0.0% | - | 0.0% |
| 393 | 401 | 2 | 0.5% | - | 0.0% | 2 | 0.5% |
| 422 | 413 | 4 | 1.0% | 1 | 0.2% | 3 | 0.7% |
| 368 | 373 | 3 | 0.8% | 1 | 0.3% | 2 | 0.5% |
| 266 | 234 | 5 | 2.1% | - | 0.0% | 1 | 0.4% |
| 559 | 595 | 7 | 1.2% | 2 | 0.3% | 1 | 0.2% |
| 344 | 318 | 9 | 2.8% | 3 | 0.9% | - | 0.0% |
| 10 | Change of Admin i | - | 0.0% | - | 0.0% | - | 0.0% |
| 2 | Change of Admin i | - | 0.0% | - | 0.0% | - | 0.0% |
| 405 | 401 | 3 | 0.7% | - | 0.0% | 1 | 0.2% |
| 319 | 322 | 7 | 2.2% | 2 | 0.6% | 1 | 0.3% |

| | | | | | | | |
|-------|-------|----|------|-----|-------|----|------|
| 392 | 351 | 2 | 0.6% | 2 | 0.6% | - | 0.0% |
| 397 | 379 | 6 | 1.6% | 1 | 0.3% | 1 | 0.3% |
| 521 | 465 | 5 | 1.1% | 2 | 0.4% | 1 | 0.2% |
| 99 | 102 | 2 | 2.0% | - | 0.0% | - | 0.0% |
| 18 | 20 | - | 0.0% | - | 0.0% | - | 0.0% |
| - | 35 | 1 | 2.9% | - | 0.0% | - | 0.0% |
| 66 | 75 | 1 | 1.3% | - | 0.0% | - | 0.0% |
| 170 | 181 | 3 | 1.7% | - | 0.0% | - | 0.0% |
| 558 | 557 | 1 | 0.2% | 64 | 11.5% | 3 | 0.5% |
| 520 | 548 | - | 0.0% | 14 | 2.6% | 16 | 2.9% |
| 485 | 477 | 2 | 0.4% | 17 | 3.6% | 20 | 4.2% |
| 613 | 605 | - | 0.0% | 38 | 6.3% | 8 | 1.3% |
| 123 | 143 | - | 0.0% | 3 | 2.1% | 3 | 2.1% |
| 553 | 559 | 7 | 1.3% | 22 | 3.9% | 28 | 5.0% |
| 562 | 559 | 3 | 0.5% | 10 | 1.8% | 4 | 0.7% |
| 970 | 995 | 5 | 0.5% | 26 | 2.6% | 29 | 2.9% |
| 610 | 556 | 3 | 0.5% | 14 | 2.5% | 19 | 3.4% |
| 11 | 12 | - | 0.0% | - | 0.0% | - | 0.0% |
| 534 | 569 | - | 0.0% | 50 | 8.8% | - | 0.0% |
| 665 | 618 | 1 | 0.2% | 11 | 1.8% | 21 | 3.4% |
| 246 | 225 | - | 0.0% | 15 | 6.7% | - | 0.0% |
| 799 | 834 | 3 | 0.4% | 39 | 4.7% | 10 | 1.2% |
| 1,963 | 1,839 | 11 | 0.6% | 141 | 7.7% | 36 | 2.0% |
| 70 | 109 | - | 0.0% | 4 | 3.7% | 2 | 1.8% |
| 535 | 487 | 2 | 0.4% | 7 | 1.4% | 18 | 3.7% |
| 2,006 | 1,974 | 6 | 0.3% | 118 | 6.0% | 44 | 2.2% |
| 1,067 | 1,035 | 5 | 0.5% | 81 | 7.8% | 19 | 1.8% |
| 523 | 552 | 4 | 0.7% | 5 | 0.9% | 3 | 0.5% |
| 309 | 323 | 1 | 0.3% | 2 | 0.6% | 1 | 0.3% |
| 347 | 317 | 2 | 0.6% | 1 | 0.3% | - | 0.0% |
| 649 | 687 | 7 | 1.0% | 5 | 0.7% | 8 | 1.2% |
| 340 | 352 | 5 | 1.4% | 3 | 0.9% | 2 | 0.6% |
| 3 | 2 | - | 0.0% | - | 0.0% | - | 0.0% |
| 31 | 30 | 1 | 3.3% | 8 | 26.7% | - | 0.0% |
| 290 | 338 | 1 | 0.3% | 1 | 0.3% | - | 0.0% |

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|-------|-------|---|------|-----|-------|---|-------|
| 658 | 640 | 6 | 0.9% | - | 0.0% | - | 0.0% |
| 400 | 389 | 1 | 0.3% | 2 | 0.5% | - | 0.0% |
| 165 | 176 | 3 | 1.7% | - | 0.0% | - | 0.0% |
| 167 | 174 | 5 | 2.9% | - | 0.0% | - | 0.0% |
| 416 | 440 | 3 | 0.7% | 3 | 0.7% | - | 0.0% |
| 281 | 263 | 1 | 0.4% | 3 | 1.1% | 4 | 1.5% |
| 100 | 108 | 1 | 0.9% | 1 | 0.9% | 1 | 0.9% |
| 20 | 8 | - | 0.0% | 1 | 12.5% | 1 | 12.5% |
| 97 | 95 | - | 0.0% | 2 | 2.1% | - | 0.0% |
| 18 | 21 | 1 | 4.8% | 1 | 4.8% | - | 0.0% |
| 217 | 217 | 4 | 1.8% | - | 0.0% | 1 | 0.5% |
| 186 | 176 | 4 | 2.3% | 2 | 1.1% | 1 | 0.6% |
| 112 | 124 | 2 | 1.6% | 3 | 2.4% | - | 0.0% |
| 91 | 87 | 1 | 1.1% | - | 0.0% | - | 0.0% |
| 82 | 94 | - | 0.0% | - | 0.0% | 1 | 1.1% |
| 738 | 758 | 8 | 1.1% | 6 | 0.8% | 2 | 0.3% |
| 267 | 283 | 2 | 0.7% | 6 | 2.1% | 2 | 0.7% |
| 74 | 98 | - | 0.0% | 1 | 1.0% | 1 | 1.0% |
| 620 | 702 | - | 0.0% | 26 | 3.7% | 1 | 0.1% |
| 522 | 550 | 1 | 0.2% | 21 | 3.8% | 6 | 1.1% |
| 377 | 343 | 3 | 0.9% | 15 | 4.4% | - | 0.0% |
| 560 | 610 | 1 | 0.2% | 24 | 3.9% | 7 | 1.1% |
| 320 | 291 | 1 | 0.3% | 9 | 3.1% | - | 0.0% |
| 556 | 532 | 4 | 0.8% | 20 | 3.8% | 4 | 0.8% |
| 591 | 571 | 1 | 0.2% | 31 | 5.4% | - | 0.0% |
| 346 | 414 | 3 | 0.7% | 18 | 4.3% | 6 | 1.4% |
| 784 | 741 | 2 | 0.3% | 34 | 4.6% | 1 | 0.1% |
| 452 | 431 | - | 0.0% | 20 | 4.6% | - | 0.0% |
| 320 | 345 | - | 0.0% | 13 | 3.8% | 2 | 0.6% |
| 111 | 112 | - | 0.0% | 26 | 23.2% | - | 0.0% |
| 614 | 583 | - | 0.0% | 24 | 4.1% | 1 | 0.2% |
| 1,864 | 1,866 | 6 | 0.3% | 111 | 5.9% | 5 | 0.3% |
| 31 | 13 | 1 | 7.7% | - | 0.0% | - | 0.0% |
| 543 | 518 | 1 | 0.2% | 11 | 2.1% | 2 | 0.4% |
| 1,196 | 1,220 | 5 | 0.4% | 44 | 3.6% | 9 | 0.7% |

| | | | | | | | |
|-----|-----|----|-------|---|-------|---|------|
| 11 | 9 | 3 | 33.3% | 1 | 11.1% | - | 0.0% |
| 31 | 31 | 1 | 3.2% | - | 0.0% | - | 0.0% |
| 477 | 386 | 85 | 22.0% | 1 | 0.3% | 2 | 0.5% |
| 278 | 269 | 62 | 23.0% | 1 | 0.4% | 3 | 1.1% |
| 134 | 193 | 50 | 25.9% | - | 0.0% | 1 | 0.5% |
| 343 | 343 | 3 | 0.9% | - | 0.0% | - | 0.0% |
| 23 | 27 | - | 0.0% | - | 0.0% | - | 0.0% |
| 400 | 391 | 4 | 1.0% | 3 | 0.8% | 3 | 0.8% |
| 175 | 190 | 1 | 0.5% | - | 0.0% | 1 | 0.5% |
| 247 | 225 | 4 | 1.8% | - | 0.0% | - | 0.0% |
| 205 | 223 | 9 | 4.0% | - | 0.0% | - | 0.0% |
| 272 | 275 | - | 0.0% | - | 0.0% | - | 0.0% |
| 659 | 668 | 1 | 0.2% | 1 | 0.2% | 5 | 0.7% |
| 892 | 867 | 2 | 0.2% | 1 | 0.1% | 2 | 0.2% |
| 780 | 702 | - | 0.0% | 2 | 0.3% | 1 | 0.1% |
| 473 | 431 | 1 | 0.2% | 7 | 1.6% | 4 | 0.9% |
| 671 | 690 | 2 | 0.3% | 2 | 0.3% | - | 0.0% |
| 479 | 515 | - | 0.0% | - | 0.0% | - | 0.0% |
| 369 | 410 | 1 | 0.2% | 1 | 0.2% | 3 | 0.7% |
| 406 | 413 | 1 | 0.2% | 3 | 0.7% | 2 | 0.5% |
| 167 | 175 | - | 0.0% | 1 | 0.6% | - | 0.0% |
| 371 | 356 | 2 | 0.6% | 1 | 0.3% | - | 0.0% |
| 25 | 24 | - | 0.0% | - | 0.0% | - | 0.0% |
| 78 | 75 | 1 | 1.3% | - | 0.0% | - | 0.0% |
| 374 | 332 | - | 0.0% | 1 | 0.3% | - | 0.0% |
| 307 | 271 | - | 0.0% | 3 | 1.1% | 1 | 0.4% |
| 319 | 320 | - | 0.0% | 3 | 0.9% | - | 0.0% |
| 42 | 103 | 1 | 1.0% | 1 | 1.0% | - | 0.0% |
| 136 | 142 | 4 | 2.8% | - | 0.0% | - | 0.0% |
| 100 | 104 | 2 | 1.9% | 2 | 1.9% | - | 0.0% |

| 2018-19 Black/African American | 2018-19 % Black/African American | 2018-19 Hispanic/ Latino | 2018-19 % Hispanic/ Latino | 2018-19 White | 2018-19 % White | 2018-19 Multiracial | 2018-19 % Multiracial | 2018-19 Kindergarten |
|--------------------------------------|--|--------------------------------|----------------------------------|------------------|--------------------|------------------------|--------------------------|-------------------------|
| - | 0.0% | - | 0.0% | 6 | 75.0% | - | 0.0% | - |
| - | 0.0% | 43 | 20.9% | 161 | 78.2% | 1 | 0.5% | 16 |
| - | 0.0% | 14 | 15.7% | 69 | 77.5% | 2 | 2.2% | - |
| 2 | 0.9% | 25 | 11.1% | 182 | 80.5% | 14 | 6.2% | 8 |
| 1 | 0.3% | 49 | 14.6% | 260 | 77.6% | 18 | 5.4% | 45 |
| - | 0.0% | 38 | 14.8% | 202 | 78.6% | 11 | 4.3% | - |
| - | 0.0% | 22 | 10.6% | 173 | 83.6% | 8 | 3.9% | - |
| 2 | 5.3% | 3 | 7.9% | 27 | 71.1% | 3 | 7.9% | - |
| - | 0.0% | 23 | 25.3% | 64 | 70.3% | 4 | 4.4% | 4 |
| - | 0.0% | 4 | 28.6% | 10 | 71.4% | - | 0.0% | - |
| - | 0.0% | 20 | 12.3% | 130 | 79.8% | 2 | 1.2% | 13 |
| - | 0.0% | 4 | 19.0% | 17 | 81.0% | - | 0.0% | 1 |
| 13 | 1.3% | 109 | 10.8% | 743 | 73.8% | 126 | 12.5% | - |
| 2 | 0.4% | 58 | 10.3% | 409 | 72.4% | 84 | 14.9% | - |
| 1 | 0.5% | 35 | 16.6% | 148 | 70.1% | 23 | 10.9% | 20 |
| 2 | 0.6% | 39 | 12.7% | 227 | 73.7% | 33 | 10.7% | 44 |
| 2 | 0.6% | 29 | 8.5% | 264 | 77.2% | 44 | 12.9% | 66 |
| 1 | 0.8% | 11 | 8.5% | 104 | 80.6% | 10 | 7.8% | 12 |
| 7 | 2.0% | 62 | 18.1% | 220 | 64.1% | 43 | 12.5% | 47 |
| - | 0.0% | - | 0.0% | 6 | 100.0% | - | 0.0% | 1 |
| 1 | 0.2% | 79 | 18.6% | 324 | 76.2% | 13 | 3.1% | 129 |
| 1 | 0.2% | 78 | 16.9% | 350 | 75.8% | 20 | 4.3% | - |
| - | 0.0% | 1 | 12.5% | 6 | 75.0% | - | 0.0% | - |
| - | 0.0% | 91 | 15.8% | 443 | 76.9% | 26 | 4.5% | - |
| 3 | 0.7% | 88 | 21.5% | 295 | 72.0% | 13 | 3.2% | - |
| - | 0.0% | 18 | 11.8% | 113 | 73.9% | 13 | 8.5% | 41 |
| - | 0.0% | 27 | 10.6% | 186 | 72.9% | 17 | 6.7% | - |
| 1 | 0.6% | 15 | 8.5% | 135 | 76.7% | 7 | 4.0% | - |
| 5 | 1.6% | 16 | 5.2% | 266 | 85.8% | 13 | 4.2% | - |
| 1 | 0.2% | 48 | 11.0% | 358 | 81.7% | 20 | 4.6% | - |

| | | | | | | | | |
|-----|-------|-----|-------|-------|-------|-----|-------|-----|
| - | 0.0% | 26 | 9.8% | 217 | 81.9% | 14 | 5.3% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 28 | 1.5% | 166 | 9.2% | 1,471 | 81.4% | 88 | 4.9% | 88 |
| 1 | 0.2% | 39 | 8.9% | 365 | 83.1% | 26 | 5.9% | 104 |
| - | 0.0% | 2 | 10.5% | 15 | 78.9% | 1 | 5.3% | - |
| - | 0.0% | 12 | 7.7% | 135 | 87.1% | 6 | 3.9% | 17 |
| - | 0.0% | 5 | 17.9% | 20 | 71.4% | 3 | 10.7% | 3 |
| 1 | 0.3% | 39 | 10.5% | 300 | 81.1% | 22 | 5.9% | - |
| - | 0.0% | 25 | 11.7% | 163 | 76.5% | 21 | 9.9% | - |
| 2 | 0.8% | 30 | 12.6% | 186 | 78.2% | 17 | 7.1% | - |
| 1 | 0.4% | 33 | 13.4% | 189 | 76.5% | 22 | 8.9% | 49 |
| 3 | 0.6% | 36 | 7.5% | 404 | 84.5% | 29 | 6.1% | 65 |
| - | 0.0% | 27 | 7.0% | 334 | 87.0% | 17 | 4.4% | - |
| - | 0.0% | 15 | 5.8% | 228 | 87.7% | 14 | 5.4% | - |
| 1 | 50.0% | - | 0.0% | 1 | 50.0% | - | 0.0% | - |
| 113 | 6.1% | 789 | 42.5% | 691 | 37.2% | 102 | 5.5% | - |
| 48 | 5.2% | 520 | 55.9% | 242 | 26.0% | 47 | 5.1% | 122 |
| 8 | 2.2% | 146 | 39.8% | 160 | 43.6% | 39 | 10.6% | 47 |
| 14 | 2.0% | 106 | 15.2% | 457 | 65.4% | 80 | 11.4% | - |
| 42 | 6.6% | 329 | 52.0% | 215 | 34.0% | 24 | 3.8% | 95 |
| 26 | 4.0% | 233 | 35.8% | 246 | 37.8% | 61 | 9.4% | 95 |
| 54 | 3.5% | 619 | 40.0% | 683 | 44.1% | 79 | 5.1% | - |
| 17 | 4.0% | 112 | 26.4% | 223 | 52.5% | 26 | 6.1% | - |
| 23 | 4.3% | 49 | 9.2% | 276 | 51.8% | 52 | 9.8% | 76 |
| 5 | 0.8% | 53 | 8.1% | 380 | 58.2% | 68 | 10.4% | 108 |
| 5 | 1.2% | 49 | 11.5% | 251 | 58.9% | 50 | 11.7% | 60 |
| 27 | 2.6% | 207 | 20.1% | 618 | 60.0% | 89 | 8.6% | - |
| 17 | 3.5% | 191 | 38.9% | 188 | 38.3% | 49 | 10.0% | 79 |
| 2 | 1.3% | 62 | 41.6% | 68 | 45.6% | 12 | 8.1% | - |
| 31 | 3.2% | 195 | 19.8% | 554 | 56.3% | 91 | 9.2% | - |
| 6 | 1.2% | 45 | 9.2% | 310 | 63.4% | 59 | 12.1% | 62 |
| 19 | 2.5% | 240 | 31.8% | 174 | 23.1% | 46 | 6.1% | 146 |
| 19 | 4.1% | 102 | 21.8% | 269 | 57.6% | 46 | 9.9% | 78 |
| 5 | 0.7% | 29 | 4.2% | 204 | 29.8% | 41 | 6.0% | 81 |
| 14 | 3.6% | 115 | 29.8% | 200 | 51.8% | 38 | 9.8% | 60 |

| | | | | | | | | |
|----|------|-----|-------|-------|-------|-----|-------|-----|
| 52 | 5.2% | 379 | 37.6% | 405 | 40.2% | 76 | 7.5% | - |
| 13 | 3.8% | 151 | 44.4% | 142 | 41.8% | 20 | 5.9% | 49 |
| 2 | 0.4% | 139 | 30.1% | 232 | 50.2% | 34 | 7.4% | 91 |
| 23 | 3.1% | 233 | 31.5% | 340 | 45.9% | 49 | 6.6% | - |
| 27 | 3.1% | 176 | 20.0% | 525 | 59.6% | 62 | 7.0% | - |
| 9 | 1.4% | 121 | 18.5% | 418 | 63.9% | 53 | 8.1% | 90 |
| 4 | 1.4% | 19 | 6.8% | 72 | 25.9% | 80 | 28.8% | 52 |
| 28 | 3.2% | 128 | 14.8% | 347 | 40.3% | 101 | 11.7% | - |
| 8 | 1.1% | 23 | 3.2% | 211 | 29.0% | 36 | 5.0% | 84 |
| 26 | 4.0% | 268 | 41.2% | 277 | 42.6% | 42 | 6.5% | 90 |
| 9 | 3.0% | 90 | 30.3% | 153 | 51.5% | 25 | 8.4% | 59 |
| 45 | 7.6% | 220 | 36.9% | 222 | 37.2% | 33 | 5.5% | 113 |
| 32 | 3.9% | 272 | 33.2% | 341 | 41.6% | 57 | 7.0% | - |
| 2 | 0.7% | 21 | 6.8% | 229 | 74.6% | 40 | 13.0% | 50 |
| 32 | 3.5% | 343 | 37.2% | 401 | 43.5% | 66 | 7.2% | - |
| 31 | 2.2% | 191 | 13.8% | 846 | 61.0% | 134 | 9.7% | - |
| 10 | 1.6% | 92 | 14.3% | 359 | 55.7% | 87 | 13.5% | 102 |
| 15 | 2.6% | 66 | 11.6% | 339 | 59.5% | 35 | 6.1% | 102 |
| 18 | 3.3% | 177 | 32.2% | 285 | 51.9% | 49 | 8.9% | 58 |
| 10 | 2.8% | 94 | 26.0% | 215 | 59.4% | 23 | 6.4% | 60 |
| 14 | 3.3% | 64 | 15.2% | 283 | 67.2% | 36 | 8.6% | 62 |
| 2 | 0.3% | 68 | 11.8% | 338 | 58.7% | 45 | 7.8% | 79 |
| 13 | 2.1% | 72 | 11.8% | 215 | 35.4% | 38 | 6.3% | 109 |
| 11 | 2.0% | 62 | 11.3% | 318 | 58.1% | 51 | 9.3% | 85 |
| 5 | 3.1% | 22 | 13.6% | 92 | 56.8% | 9 | 5.6% | - |
| - | 0.0% | 2 | 28.6% | 4 | 57.1% | 1 | 14.3% | - |
| 18 | 3.3% | 49 | 8.9% | 356 | 64.7% | 54 | 9.8% | 97 |
| 54 | 3.8% | 371 | 25.8% | 779 | 54.1% | 97 | 6.7% | - |
| 20 | 2.4% | 78 | 9.3% | 306 | 36.3% | 45 | 5.3% | 97 |
| 29 | 1.9% | 119 | 7.7% | 570 | 36.9% | 105 | 6.8% | - |
| 30 | 1.4% | 259 | 12.4% | 1,168 | 56.1% | 139 | 6.7% | - |
| 9 | 2.6% | 71 | 20.1% | 239 | 67.7% | 19 | 5.4% | 58 |
| 12 | 1.9% | 449 | 69.8% | 141 | 21.9% | 29 | 4.5% | 105 |
| 5 | 1.4% | 38 | 11.0% | 245 | 70.6% | 25 | 7.2% | 49 |
| 87 | 3.5% | 491 | 19.9% | 1,042 | 42.3% | 168 | 6.8% | - |

| | | | | | | | | |
|----|-------|-----|-------|-------|--------|----|------|-----|
| 14 | 2.0% | 307 | 43.1% | 297 | 41.7% | 47 | 6.6% | - |
| 4 | 0.9% | 310 | 69.2% | 96 | 21.4% | 18 | 4.0% | 72 |
| 1 | 0.6% | 11 | 6.6% | 148 | 88.6% | 5 | 3.0% | 26 |
| 7 | 1.2% | 244 | 42.1% | 312 | 53.9% | 9 | 1.6% | 102 |
| 3 | 2.6% | 15 | 12.9% | 89 | 76.7% | 4 | 3.4% | - |
| 1 | 0.5% | 36 | 17.2% | 153 | 73.2% | 13 | 6.2% | 19 |
| 21 | 1.2% | 270 | 15.5% | 1,374 | 78.8% | 39 | 2.2% | - |
| - | 0.0% | - | 0.0% | 13 | 100.0% | - | 0.0% | - |
| 2 | 0.4% | 48 | 8.4% | 483 | 84.7% | 26 | 4.6% | 91 |
| 1 | 0.1% | 69 | 9.2% | 651 | 86.5% | 14 | 1.9% | - |
| - | 0.0% | 7 | 5.2% | 116 | 86.6% | 10 | 7.5% | 28 |
| 4 | 0.7% | 75 | 13.3% | 459 | 81.2% | 21 | 3.7% | 84 |
| 1 | 0.5% | 35 | 16.8% | 163 | 78.4% | 6 | 2.9% | 39 |
| 2 | 0.2% | 218 | 26.0% | 581 | 69.3% | 16 | 1.9% | - |
| 6 | 1.0% | 28 | 4.7% | 526 | 88.7% | 28 | 4.7% | 62 |
| - | 0.0% | 6 | 1.5% | 376 | 95.7% | 5 | 1.3% | 66 |
| 4 | 11.4% | 12 | 34.3% | 13 | 37.1% | 3 | 8.6% | - |
| 1 | 8.3% | 1 | 8.3% | 10 | 83.3% | - | 0.0% | - |
| 4 | 0.8% | 75 | 15.3% | 382 | 78.1% | 20 | 4.1% | 68 |
| - | 0.0% | 1 | 6.3% | 13 | 81.3% | - | 0.0% | - |
| 1 | 0.3% | 20 | 5.2% | 347 | 91.1% | 5 | 1.3% | 54 |
| 3 | 0.9% | 21 | 6.4% | 284 | 87.1% | 6 | 1.8% | - |
| 4 | 0.9% | 33 | 7.6% | 375 | 86.8% | 13 | 3.0% | - |
| - | 0.0% | 59 | 10.2% | 488 | 84.4% | 23 | 4.0% | 85 |
| 1 | 0.7% | 30 | 21.3% | 104 | 73.8% | 1 | 0.7% | - |
| 10 | 0.7% | 180 | 12.9% | 1,127 | 80.9% | 34 | 2.4% | - |
| 2 | 1.4% | 70 | 49.6% | 61 | 43.3% | - | 0.0% | - |
| 6 | 0.8% | 24 | 3.4% | 638 | 89.7% | 30 | 4.2% | - |
| 9 | 1.3% | 97 | 14.2% | 530 | 77.6% | 30 | 4.4% | - |
| 2 | 0.4% | 49 | 9.9% | 418 | 84.4% | 15 | 3.0% | 86 |
| 3 | 0.5% | 47 | 8.2% | 484 | 84.2% | 26 | 4.5% | 88 |
| 3 | 0.6% | 109 | 20.1% | 398 | 73.4% | 22 | 4.1% | 89 |
| - | 0.0% | 9 | 10.7% | 72 | 85.7% | 2 | 2.4% | - |
| 2 | 1.3% | 6 | 4.0% | 137 | 90.7% | 4 | 2.6% | - |
| - | 0.0% | 8 | 3.9% | 181 | 89.2% | 6 | 3.0% | 41 |

| | | | | | | | | |
|----|------|-----|-------|-------|--------|-----|-------|-----|
| 6 | 1.2% | 77 | 15.7% | 388 | 78.9% | 13 | 2.6% | 68 |
| 2 | 0.3% | 71 | 10.4% | 577 | 84.7% | 13 | 1.9% | - |
| - | 0.0% | 3 | 3.8% | 72 | 92.3% | 3 | 3.8% | - |
| 6 | 0.4% | 103 | 6.6% | 1,351 | 87.2% | 61 | 3.9% | - |
| 3 | 0.7% | 12 | 2.7% | 381 | 86.4% | 36 | 8.2% | 40 |
| 8 | 3.0% | 10 | 3.8% | 221 | 84.0% | 12 | 4.6% | 19 |
| 2 | 0.3% | 13 | 2.1% | 575 | 94.1% | 13 | 2.1% | 75 |
| - | 0.0% | 2 | 28.6% | 5 | 71.4% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 2 | 100.0% | - | 0.0% | - |
| 3 | 0.9% | 96 | 27.5% | 217 | 62.2% | 20 | 5.7% | - |
| 5 | 2.1% | 50 | 20.7% | 160 | 66.4% | 18 | 7.5% | 42 |
| 5 | 1.7% | 91 | 30.8% | 154 | 52.2% | 32 | 10.8% | 37 |
| 1 | 0.2% | 96 | 23.9% | 258 | 64.2% | 35 | 8.7% | 84 |
| 8 | 2.2% | 30 | 8.4% | 282 | 78.8% | 34 | 9.5% | 53 |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| 2 | 2.0% | 18 | 18.2% | 72 | 72.7% | 4 | 4.0% | - |
| - | 0.0% | - | 0.0% | 1 | 50.0% | - | 0.0% | - |
| - | 0.0% | 3 | 10.7% | 23 | 82.1% | 2 | 7.1% | - |
| 2 | 0.5% | 124 | 28.9% | 250 | 58.3% | 36 | 8.4% | 77 |
| 17 | 2.1% | 90 | 11.3% | 571 | 71.8% | 78 | 9.8% | 85 |
| - | 0.0% | 2 | 33.3% | 4 | 66.7% | - | 0.0% | - |
| 13 | 1.9% | 237 | 35.5% | 350 | 52.5% | 41 | 6.1% | 64 |
| - | 0.0% | - | 0.0% | 2 | 100.0% | - | 0.0% | - |
| 12 | 2.8% | 73 | 17.2% | 304 | 71.5% | 21 | 4.9% | - |
| - | 0.0% | 1 | 12.5% | 6 | 75.0% | 1 | 12.5% | - |
| 36 | 2.4% | 320 | 21.2% | 984 | 65.3% | 96 | 6.4% | - |
| 1 | 0.4% | 21 | 9.0% | 200 | 85.5% | 6 | 2.6% | 15 |
| - | 0.0% | 3 | 10.3% | 23 | 79.3% | 3 | 10.3% | 3 |
| 1 | 0.3% | 57 | 16.6% | 205 | 59.8% | 67 | 19.5% | - |
| 6 | 1.2% | 78 | 15.9% | 288 | 58.8% | 95 | 19.4% | - |
| - | 0.0% | 126 | 17.3% | 459 | 62.9% | 113 | 15.5% | 107 |
| - | 0.0% | 4 | 7.3% | 42 | 76.4% | 1 | 1.8% | 6 |
| - | 0.0% | 18 | 8.3% | 193 | 88.5% | 6 | 2.8% | 21 |
| - | 0.0% | 8 | 3.7% | 188 | 85.8% | 22 | 10.0% | 14 |
| 2 | 0.3% | 217 | 35.2% | 368 | 59.6% | 20 | 3.2% | - |

| | | | | | | | | |
|-----|-------|-----|-------|-----|-------|----|-------|----|
| 3 | 0.2% | 422 | 30.1% | 891 | 63.6% | 66 | 4.7% | - |
| - | 0.0% | 5 | 20.0% | 18 | 72.0% | 1 | 4.0% | 1 |
| 2 | 0.4% | 77 | 16.2% | 365 | 77.0% | 23 | 4.9% | 60 |
| 1 | 0.2% | 296 | 69.5% | 119 | 27.9% | 7 | 1.6% | 65 |
| 3 | 0.7% | 83 | 18.2% | 347 | 76.1% | 16 | 3.5% | 66 |
| - | 0.0% | 67 | 13.9% | 396 | 82.0% | 16 | 3.3% | 51 |
| - | 0.0% | 136 | 31.7% | 265 | 61.8% | 23 | 5.4% | 50 |
| - | 0.0% | 95 | 26.4% | 246 | 68.3% | 13 | 3.6% | 50 |
| 3 | 0.5% | 110 | 19.1% | 424 | 73.7% | 20 | 3.5% | 78 |
| 2 | 0.4% | 95 | 16.8% | 431 | 76.4% | 15 | 2.7% | - |
| - | 0.0% | 5 | 9.8% | 43 | 84.3% | 1 | 2.0% | - |
| 1 | 0.1% | 125 | 17.6% | 534 | 75.0% | 22 | 3.1% | - |
| - | 0.0% | 18 | 11.3% | 134 | 84.3% | 3 | 1.9% | 19 |
| 3 | 1.0% | 37 | 12.1% | 241 | 78.8% | 14 | 4.6% | 56 |
| 33 | 5.9% | 89 | 16.0% | 313 | 56.1% | 38 | 6.8% | 73 |
| 119 | 6.9% | 500 | 28.9% | 706 | 40.8% | 92 | 5.3% | - |
| 61 | 6.8% | 276 | 30.6% | 364 | 40.4% | 60 | 6.7% | - |
| 5 | 3.7% | 48 | 35.6% | 55 | 40.7% | 14 | 10.4% | - |
| 8 | 8.7% | 23 | 25.0% | 48 | 52.2% | 10 | 10.9% | - |
| 18 | 4.3% | 143 | 34.3% | 175 | 42.0% | 25 | 6.0% | 52 |
| 42 | 11.0% | 120 | 31.4% | 144 | 37.7% | 20 | 5.2% | 43 |
| 32 | 22.4% | 33 | 23.1% | 58 | 40.6% | 19 | 13.3% | - |
| 50 | 13.2% | 110 | 28.9% | 128 | 33.7% | 29 | 7.6% | 56 |
| 38 | 7.9% | 159 | 32.9% | 194 | 40.1% | 17 | 3.5% | 59 |
| 15 | 3.7% | 63 | 15.5% | 237 | 58.2% | 27 | 6.6% | 53 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 56 | 10.1% | 170 | 30.6% | 178 | 32.0% | 33 | 5.9% | 75 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| - | 0.0% | 14 | 8.8% | 124 | 78.0% | 17 | 10.7% | - |
| - | 0.0% | 34 | 10.3% | 255 | 77.5% | 26 | 7.9% | 37 |
| 1 | 0.3% | 51 | 15.6% | 260 | 79.5% | 13 | 4.0% | 40 |
| 3 | 0.9% | 40 | 12.0% | 272 | 81.9% | 11 | 3.3% | - |
| 1 | 0.2% | 95 | 17.3% | 405 | 73.8% | 39 | 7.1% | 89 |
| 2 | 2.7% | 5 | 6.7% | 59 | 78.7% | 6 | 8.0% | 11 |
| 2 | 0.5% | 65 | 15.0% | 340 | 78.7% | 19 | 4.4% | - |

| | | | | | | | | |
|---|------|-----|-------|-----|-------|----|-------|-----|
| 2 | 0.5% | 65 | 15.3% | 310 | 72.9% | 36 | 8.5% | - |
| - | 0.0% | 57 | 12.8% | 349 | 78.3% | 37 | 8.3% | - |
| - | 0.0% | 28 | 10.2% | 221 | 80.7% | 15 | 5.5% | - |
| 2 | 0.3% | 174 | 27.6% | 406 | 64.3% | 37 | 5.9% | 107 |
| 1 | 0.4% | 14 | 5.3% | 227 | 86.6% | 14 | 5.3% | 38 |
| 4 | 0.6% | 53 | 8.5% | 517 | 83.3% | 34 | 5.5% | 101 |
| 2 | 0.7% | 41 | 14.0% | 220 | 75.1% | 21 | 7.2% | 46 |
| 3 | 0.4% | 165 | 19.5% | 617 | 72.9% | 48 | 5.7% | - |
| - | 0.0% | 271 | 49.7% | 241 | 44.2% | 30 | 5.5% | 76 |
| 6 | 0.6% | 408 | 41.5% | 510 | 51.9% | 45 | 4.6% | - |
| 3 | 0.8% | 217 | 56.5% | 142 | 37.0% | 11 | 2.9% | 56 |
| 1 | 0.2% | 124 | 23.5% | 362 | 68.6% | 24 | 4.5% | 84 |
| 4 | 0.5% | 348 | 44.5% | 369 | 47.2% | 40 | 5.1% | - |
| 8 | 3.3% | 36 | 14.9% | 182 | 75.5% | 10 | 4.1% | 14 |
| 1 | 0.3% | 32 | 8.4% | 309 | 81.1% | 33 | 8.7% | 54 |
| 1 | 0.3% | 38 | 11.0% | 268 | 77.9% | 26 | 7.6% | - |
| - | 0.0% | 14 | 5.1% | 248 | 90.5% | 10 | 3.7% | 46 |
| 1 | 0.5% | 15 | 7.7% | 164 | 84.5% | 12 | 6.2% | - |
| - | 0.0% | 10 | 7.0% | 123 | 86.0% | 8 | 5.6% | - |
| - | 0.0% | 9 | 8.7% | 89 | 85.6% | 4 | 3.8% | 16 |
| - | 0.0% | 3 | 8.3% | 33 | 91.7% | - | 0.0% | - |
| 4 | 0.7% | 51 | 8.8% | 477 | 82.0% | 32 | 5.5% | 147 |
| - | 0.0% | - | 0.0% | 15 | 88.2% | 2 | 11.8% | - |
| - | 0.0% | 13 | 18.3% | 47 | 66.2% | 8 | 11.3% | - |
| - | 0.0% | 15 | 7.1% | 175 | 82.5% | 8 | 3.8% | 24 |
| 1 | 0.3% | 72 | 19.5% | 257 | 69.6% | 18 | 4.9% | 89 |
| 2 | 0.2% | 168 | 16.6% | 696 | 68.7% | 93 | 9.2% | - |
| - | 0.0% | 54 | 11.2% | 373 | 77.2% | 36 | 7.5% | - |
| 2 | 2.6% | 9 | 11.5% | 58 | 74.4% | 5 | 6.4% | 1 |
| 2 | 0.4% | 73 | 16.4% | 319 | 71.5% | 31 | 7.0% | - |
| 2 | 0.6% | 45 | 12.7% | 260 | 73.4% | 35 | 9.9% | - |
| - | 0.0% | - | 0.0% | 6 | 85.7% | - | 0.0% | 1 |
| 1 | 0.3% | 45 | 11.7% | 278 | 72.4% | 52 | 13.5% | - |
| - | 0.0% | 15 | 10.0% | 116 | 77.3% | 18 | 12.0% | 74 |
| 1 | 0.3% | 20 | 6.5% | 230 | 74.9% | 39 | 12.7% | - |

| | | | | | | | | |
|----|------|-----|-------|-------|--------|----|-------|-----|
| 11 | 0.9% | 79 | 6.5% | 1,021 | 83.6% | 63 | 5.2% | 81 |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| 5 | 1.1% | 38 | 8.6% | 319 | 72.3% | 43 | 9.8% | 61 |
| 9 | 1.5% | 53 | 8.8% | 452 | 74.8% | 49 | 8.1% | - |
| 12 | 1.0% | 259 | 21.2% | 779 | 63.9% | 96 | 7.9% | - |
| 1 | 1.6% | 9 | 14.1% | 43 | 67.2% | 7 | 10.9% | 3 |
| 9 | 0.9% | 81 | 8.1% | 723 | 72.7% | 87 | 8.7% | - |
| 6 | 1.8% | 35 | 10.6% | 221 | 66.8% | 26 | 7.9% | 24 |
| 7 | 1.6% | 190 | 43.6% | 189 | 43.3% | 28 | 6.4% | 64 |
| 3 | 0.8% | 32 | 8.2% | 238 | 60.9% | 37 | 9.5% | 41 |
| 1 | 0.9% | 11 | 10.0% | 95 | 86.4% | 2 | 1.8% | 16 |
| 2 | 0.6% | 20 | 6.0% | 279 | 83.3% | 18 | 5.4% | 48 |
| 5 | 1.4% | 110 | 30.2% | 221 | 60.7% | 25 | 6.9% | 61 |
| 13 | 1.7% | 198 | 26.4% | 455 | 60.7% | 46 | 6.1% | - |
| 3 | 1.0% | 27 | 8.6% | 248 | 78.7% | 29 | 9.2% | 52 |
| 11 | 2.6% | 62 | 14.6% | 269 | 63.4% | 36 | 8.5% | 67 |
| 1 | 7.1% | 3 | 21.4% | 10 | 71.4% | - | 0.0% | - |
| 3 | 1.0% | 17 | 5.8% | 259 | 88.7% | 12 | 4.1% | 18 |
| 2 | 0.3% | 83 | 13.3% | 474 | 75.8% | 53 | 8.5% | 103 |
| - | 0.0% | 50 | 13.9% | 282 | 78.1% | 18 | 5.0% | - |
| 2 | 0.7% | 36 | 12.3% | 231 | 78.8% | 18 | 6.1% | - |
| - | 0.0% | 2 | 18.2% | 9 | 81.8% | - | 0.0% | - |
| 2 | 0.3% | 151 | 23.8% | 431 | 68.0% | 34 | 5.4% | 106 |
| - | 0.0% | 1 | 9.1% | 10 | 90.9% | - | 0.0% | 1 |
| 3 | 0.4% | 111 | 14.6% | 586 | 77.2% | 46 | 6.1% | - |
| - | 0.0% | 118 | 19.4% | 446 | 73.4% | 40 | 6.6% | - |
| - | 0.0% | 4 | 17.4% | 16 | 69.6% | 3 | 13.0% | - |
| - | 0.0% | 52 | 8.7% | 514 | 86.0% | 27 | 4.5% | 105 |
| - | 0.0% | 5 | 26.3% | 14 | 73.7% | - | 0.0% | 1 |
| - | 0.0% | 6 | 12.8% | 35 | 74.5% | 4 | 8.5% | - |
| 2 | 1.0% | 7 | 3.5% | 184 | 91.5% | 6 | 3.0% | 22 |
| - | 0.0% | 2 | 6.7% | 24 | 80.0% | 1 | 3.3% | - |
| - | 0.0% | 1 | 0.8% | 108 | 90.0% | 10 | 8.3% | 16 |
| - | 0.0% | 5 | 4.0% | 99 | 79.8% | 11 | 8.9% | - |
| - | 0.0% | 103 | 34.7% | 178 | 59.9% | 16 | 5.4% | 48 |

| | | | | | | | | |
|-----|-------|-----|--------|-------|--------|-----|-------|-----|
| 1 | 0.5% | 64 | 31.7% | 129 | 63.9% | 3 | 1.5% | - |
| 3 | 1.8% | 53 | 31.2% | 109 | 64.1% | 5 | 2.9% | - |
| 2 | 1.0% | 1 | 0.5% | 179 | 92.7% | 10 | 5.2% | 24 |
| 13 | 1.4% | 75 | 8.4% | 730 | 81.4% | 31 | 3.5% | - |
| 1 | 1.7% | 10 | 17.2% | 41 | 70.7% | 4 | 6.9% | - |
| 3 | 0.4% | 89 | 12.9% | 530 | 77.0% | 33 | 4.8% | - |
| 1 | 0.5% | 18 | 9.7% | 144 | 77.8% | 15 | 8.1% | 22 |
| 3 | 0.7% | 64 | 15.7% | 310 | 76.2% | 22 | 5.4% | 103 |
| - | 0.0% | 56 | 14.3% | 302 | 77.2% | 27 | 6.9% | 100 |
| - | 0.0% | 2 | 13.3% | 13 | 86.7% | - | 0.0% | - |
| 3 | 0.7% | 57 | 13.6% | 323 | 77.1% | 22 | 5.3% | - |
| 77 | 10.3% | 177 | 23.7% | 298 | 39.9% | 54 | 7.2% | - |
| 10 | 6.1% | 22 | 13.4% | 90 | 54.9% | 14 | 8.5% | 28 |
| 50 | 11.4% | 98 | 22.3% | 182 | 41.5% | 51 | 11.6% | 73 |
| 360 | 12.2% | 767 | 25.9% | 1,025 | 34.6% | 204 | 6.9% | - |
| 18 | 9.5% | 37 | 19.5% | 83 | 43.7% | 10 | 5.3% | 11 |
| 46 | 10.7% | 117 | 27.2% | 158 | 36.7% | 40 | 9.3% | 70 |
| 82 | 11.0% | 228 | 30.5% | 269 | 36.0% | 58 | 7.8% | - |
| 87 | 14.6% | 142 | 23.8% | 195 | 32.7% | 43 | 7.2% | 98 |
| 71 | 12.2% | 97 | 16.7% | 297 | 51.0% | 42 | 7.2% | 88 |
| 62 | 10.6% | 184 | 31.5% | 211 | 36.1% | 24 | 4.1% | 85 |
| 53 | 12.3% | 127 | 29.4% | 151 | 35.0% | 48 | 11.1% | 70 |
| 92 | 18.3% | 145 | 28.9% | 141 | 28.1% | 19 | 3.8% | 89 |
| - | 0.0% | 2 | 100.0% | - | 0.0% | - | 0.0% | - |
| 98 | 11.8% | 229 | 27.5% | 305 | 36.6% | 34 | 4.1% | - |
| - | 0.0% | 4 | 36.4% | 7 | 63.6% | - | 0.0% | - |
| 45 | 11.7% | 116 | 30.1% | 140 | 36.3% | 28 | 7.3% | 58 |
| 44 | 10.9% | 111 | 27.5% | 158 | 39.1% | 28 | 6.9% | 59 |
| 2 | 0.5% | 169 | 38.3% | 245 | 55.6% | 18 | 4.1% | 70 |
| 2 | 0.6% | 121 | 36.9% | 180 | 54.9% | 11 | 3.4% | - |
| - | 0.0% | 94 | 38.2% | 140 | 56.9% | 9 | 3.7% | - |
| - | 0.0% | - | 0.0% | 42 | 97.7% | 1 | 2.3% | 4 |
| - | 0.0% | - | 0.0% | 4 | 80.0% | 1 | 20.0% | 1 |
| - | 0.0% | - | 0.0% | 4 | 100.0% | - | 0.0% | 1 |
| - | 0.0% | 12 | 6.4% | 146 | 77.7% | 20 | 10.6% | 14 |

| | | | | | | | | |
|----|------|-----|-------|-------|--------|-----|-------|-----|
| - | 0.0% | 6 | 7.9% | 58 | 76.3% | 9 | 11.8% | 1 |
| - | 0.0% | 60 | 14.9% | 308 | 76.6% | 30 | 7.5% | 57 |
| 2 | 0.6% | 69 | 21.3% | 225 | 69.4% | 16 | 4.9% | 49 |
| 1 | 0.3% | 38 | 10.6% | 293 | 82.1% | 17 | 4.8% | 59 |
| 2 | 0.7% | 31 | 10.9% | 223 | 78.2% | 26 | 9.1% | 55 |
| 4 | 0.8% | 48 | 10.1% | 378 | 79.9% | 30 | 6.3% | 95 |
| 7 | 0.9% | 75 | 10.0% | 589 | 78.6% | 59 | 7.9% | - |
| 3 | 0.4% | 83 | 12.2% | 518 | 76.4% | 55 | 8.1% | - |
| - | 0.0% | 34 | 9.8% | 288 | 83.0% | 18 | 5.2% | 53 |
| 2 | 1.0% | 10 | 5.0% | 165 | 82.9% | 22 | 11.1% | - |
| - | 0.0% | 6 | 17.1% | 24 | 68.6% | 3 | 8.6% | - |
| - | 0.0% | 5 | 11.6% | 31 | 72.1% | 6 | 14.0% | - |
| 11 | 0.7% | 175 | 11.5% | 1,176 | 77.2% | 109 | 7.2% | - |
| - | 0.0% | 34 | 12.1% | 222 | 79.3% | 19 | 6.8% | 49 |
| 2 | 0.6% | 44 | 13.3% | 258 | 77.9% | 19 | 5.7% | 50 |
| - | 0.0% | 3 | 13.6% | 18 | 81.8% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 9 | 100.0% | - | 0.0% | 1 |
| - | 0.0% | 23 | 6.9% | 257 | 77.6% | 22 | 6.6% | 28 |
| 1 | 0.3% | 36 | 12.3% | 239 | 81.8% | 7 | 2.4% | 10 |
| 5 | 0.5% | 350 | 32.5% | 648 | 60.2% | 53 | 4.9% | - |
| 1 | 0.2% | 64 | 14.7% | 330 | 76.0% | 29 | 6.7% | - |
| - | 0.0% | 10 | 18.2% | 40 | 72.7% | 5 | 9.1% | 6 |
| 2 | 0.6% | 36 | 11.0% | 266 | 81.6% | 17 | 5.2% | 50 |
| 2 | 0.4% | 58 | 11.8% | 396 | 80.3% | 32 | 6.5% | 79 |
| - | 0.0% | 2 | 4.3% | 42 | 89.4% | 2 | 4.3% | 11 |
| - | 0.0% | 31 | 11.4% | 223 | 82.3% | 12 | 4.4% | 31 |
| - | 0.0% | 431 | 53.3% | 335 | 41.5% | 35 | 4.3% | 126 |
| - | 0.0% | 13 | 29.5% | 30 | 68.2% | 1 | 2.3% | - |
| - | 0.0% | 194 | 58.3% | 128 | 38.4% | 11 | 3.3% | - |
| 3 | 1.0% | 42 | 14.6% | 230 | 79.9% | 7 | 2.4% | 21 |
| - | 0.0% | 8 | 4.7% | 155 | 90.1% | 5 | 2.9% | - |
| - | 0.0% | 10 | 4.7% | 194 | 91.1% | 7 | 3.3% | 26 |
| 1 | 0.4% | 17 | 6.8% | 215 | 85.7% | 16 | 6.4% | 9 |
| - | 0.0% | 10 | 4.7% | 191 | 90.1% | 11 | 5.2% | 31 |
| - | 0.0% | 8 | 3.7% | 197 | 92.1% | 9 | 4.2% | - |

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|----|------|-----|-------|-----|--------|-----|-------|----|
| 3 | 0.7% | 35 | 8.6% | 342 | 83.6% | 29 | 7.1% | 67 |
| - | 0.0% | 78 | 16.2% | 377 | 78.2% | 19 | 3.9% | - |
| 3 | 0.8% | 62 | 15.8% | 305 | 77.8% | 16 | 4.1% | - |
| - | 0.0% | 7 | 18.4% | 29 | 76.3% | 1 | 2.6% | 1 |
| 1 | 0.2% | 77 | 19.2% | 284 | 70.8% | 30 | 7.5% | 85 |
| 1 | 0.6% | 92 | 52.9% | 71 | 40.8% | 7 | 4.0% | - |
| 34 | 3.1% | 72 | 6.7% | 913 | 84.5% | 25 | 2.3% | 57 |
| 5 | 1.1% | 38 | 8.3% | 360 | 78.3% | 40 | 8.7% | 60 |
| 10 | 2.3% | 79 | 18.3% | 263 | 60.9% | 56 | 13.0% | - |
| 2 | 0.4% | 66 | 14.8% | 343 | 76.9% | 28 | 6.3% | 66 |
| - | 0.0% | - | 0.0% | 11 | 78.6% | 1 | 7.1% | - |
| 8 | 1.8% | 147 | 32.5% | 249 | 55.1% | 39 | 8.6% | 74 |
| 8 | 1.6% | 57 | 11.2% | 373 | 73.3% | 41 | 8.1% | - |
| 6 | 1.7% | 33 | 9.2% | 271 | 75.9% | 34 | 9.5% | 44 |
| 11 | 2.7% | 134 | 32.3% | 221 | 53.3% | 34 | 8.2% | 72 |
| 7 | 2.0% | 23 | 6.7% | 232 | 67.8% | 54 | 15.8% | 51 |
| - | 0.0% | 3 | 4.9% | 43 | 70.5% | 8 | 13.1% | 18 |
| 35 | 3.1% | 196 | 17.5% | 720 | 64.3% | 123 | 11.0% | - |
| 1 | 0.4% | 3 | 1.3% | 200 | 88.9% | 14 | 6.2% | 25 |
| - | 0.0% | 8 | 4.5% | 156 | 87.2% | 14 | 7.8% | 27 |
| 6 | 1.5% | 37 | 9.4% | 315 | 80.2% | 16 | 4.1% | 71 |
| 5 | 1.5% | 30 | 9.3% | 235 | 72.8% | 24 | 7.4% | 48 |
| 4 | 2.4% | 25 | 14.9% | 112 | 66.7% | 21 | 12.5% | - |
| 7 | 5.2% | 10 | 7.4% | 97 | 71.9% | 18 | 13.3% | 3 |
| - | 0.0% | 20 | 12.0% | 126 | 75.9% | 17 | 10.2% | 33 |
| 11 | 2.0% | 67 | 12.4% | 395 | 73.3% | 51 | 9.5% | 95 |
| 13 | 2.3% | 83 | 14.9% | 382 | 68.5% | 55 | 9.9% | 91 |
| 9 | 1.9% | 88 | 18.8% | 308 | 66.0% | 44 | 9.4% | 51 |
| - | 0.0% | - | 0.0% | 2 | 100.0% | - | 0.0% | - |
| 3 | 0.7% | 95 | 23.6% | 248 | 61.7% | 43 | 10.7% | - |
| 10 | 2.7% | 60 | 16.0% | 247 | 65.7% | 41 | 10.9% | - |
| - | 0.0% | - | 0.0% | 3 | 75.0% | 1 | 25.0% | - |
| - | 0.0% | 3 | 33.3% | 5 | 55.6% | 1 | 11.1% | - |
| 3 | 0.7% | 52 | 12.5% | 306 | 73.4% | 47 | 11.3% | - |
| 3 | 0.9% | 81 | 23.8% | 208 | 61.0% | 37 | 10.9% | 52 |

| | | | | | | | | |
|----|-------|-----|--------|-------|--------|-----|-------|----|
| 5 | 0.9% | 110 | 19.1% | 369 | 64.2% | 69 | 12.0% | - |
| 1 | 0.9% | 12 | 10.3% | 90 | 76.9% | 11 | 9.4% | - |
| 1 | 5.6% | 3 | 16.7% | 10 | 55.6% | 4 | 22.2% | - |
| 8 | 0.8% | 177 | 18.4% | 663 | 68.8% | 80 | 8.3% | - |
| - | 0.0% | 17 | 6.9% | 198 | 80.5% | 28 | 11.4% | 29 |
| - | 0.0% | 3 | 20.0% | 9 | 60.0% | 2 | 13.3% | - |
| 4 | 1.0% | 181 | 46.6% | 174 | 44.8% | 24 | 6.2% | 86 |
| 6 | 1.0% | 59 | 10.2% | 419 | 72.5% | 56 | 9.7% | - |
| 1 | 33.3% | - | 0.0% | - | 0.0% | 1 | 33.3% | - |
| 24 | 1.7% | 197 | 13.8% | 1,026 | 71.8% | 110 | 7.7% | - |
| 29 | 1.9% | 138 | 9.2% | 1,096 | 73.3% | 145 | 9.7% | - |
| 2 | 0.5% | 43 | 10.0% | 297 | 69.2% | 50 | 11.7% | - |
| 5 | 1.7% | 37 | 12.8% | 211 | 73.0% | 30 | 10.4% | 45 |
| - | 0.0% | 3 | 42.9% | 4 | 57.1% | - | 0.0% | - |
| 2 | 0.9% | 32 | 14.0% | 171 | 74.7% | 14 | 6.1% | 30 |
| - | 0.0% | - | 0.0% | 27 | 81.8% | 6 | 18.2% | - |
| 1 | 0.5% | 21 | 9.5% | 170 | 77.3% | 24 | 10.9% | 18 |
| 1 | 4.3% | 2 | 8.7% | 18 | 78.3% | 2 | 8.7% | - |
| 4 | 0.8% | 42 | 8.3% | 383 | 75.4% | 44 | 8.7% | 88 |
| 1 | 0.3% | 36 | 11.3% | 174 | 54.5% | 87 | 27.3% | 53 |
| - | 0.0% | 8 | 6.2% | 110 | 85.3% | 10 | 7.8% | 13 |
| - | 0.0% | 4 | 5.0% | 68 | 85.0% | 5 | 6.3% | - |
| - | 0.0% | - | 0.0% | 4 | 100.0% | - | 0.0% | - |
| 1 | 0.4% | 19 | 7.0% | 233 | 86.3% | 3 | 1.1% | 45 |
| 6 | 1.5% | 24 | 6.1% | 339 | 86.3% | 13 | 3.3% | - |
| 4 | 1.1% | 26 | 7.1% | 311 | 84.7% | 16 | 4.4% | - |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| - | 0.0% | 1 | 100.0% | - | 0.0% | - | 0.0% | - |
| - | 0.0% | 2 | 100.0% | - | 0.0% | - | 0.0% | - |
| 3 | 0.8% | 38 | 10.3% | 316 | 85.6% | 7 | 1.9% | 66 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 2 | 2.7% | 4 | 5.5% | 63 | 86.3% | 1 | 1.4% | - |
| - | 0.0% | 325 | 90.0% | 32 | 8.9% | 2 | 0.6% | 65 |
| - | 0.0% | 40 | 16.0% | 194 | 77.6% | 11 | 4.4% | 42 |
| - | 0.0% | 395 | 95.4% | 16 | 3.9% | - | 0.0% | 56 |

| | | | | | | | | |
|----|------|-------|-------|-------|-------|-----|-------|-----|
| - | 0.0% | 187 | 73.0% | 60 | 23.4% | 3 | 1.2% | 44 |
| - | 0.0% | 26 | 12.9% | 138 | 68.3% | 35 | 17.3% | - |
| 13 | 0.7% | 1,006 | 53.3% | 779 | 41.3% | 52 | 2.8% | - |
| - | 0.0% | 20 | 60.6% | 12 | 36.4% | - | 0.0% | - |
| 2 | 0.4% | 120 | 25.2% | 310 | 65.1% | 29 | 6.1% | 89 |
| 7 | 1.4% | 258 | 52.0% | 211 | 42.5% | 13 | 2.6% | 118 |
| 3 | 0.3% | 526 | 58.8% | 325 | 36.4% | 24 | 2.7% | - |
| 1 | 2.5% | 7 | 17.5% | 29 | 72.5% | 2 | 5.0% | - |
| 5 | 0.6% | 403 | 51.7% | 329 | 42.2% | 31 | 4.0% | - |
| 14 | 1.9% | 23 | 3.0% | 664 | 87.9% | 38 | 5.0% | 88 |
| - | 0.0% | - | 0.0% | 2 | 66.7% | - | 0.0% | - |
| 1 | 0.2% | 3 | 0.7% | 387 | 89.6% | 40 | 9.3% | 51 |
| 4 | 1.4% | 29 | 10.5% | 236 | 85.2% | 5 | 1.8% | 32 |
| 5 | 1.7% | 34 | 11.4% | 244 | 82.2% | 6 | 2.0% | - |
| 4 | 1.3% | 35 | 11.6% | 242 | 79.9% | 14 | 4.6% | 16 |
| - | 0.0% | 287 | 70.5% | 109 | 26.8% | 9 | 2.2% | 68 |
| 1 | 0.3% | 197 | 66.8% | 82 | 27.8% | 9 | 3.1% | - |
| - | 0.0% | 164 | 68.3% | 70 | 29.2% | 2 | 0.8% | - |
| - | 0.0% | 19 | 67.9% | 9 | 32.1% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 1 | 33.3% | 2 | 66.7% | - |
| 1 | 0.8% | 19 | 15.2% | 93 | 74.4% | 6 | 4.8% | 125 |
| 7 | 1.1% | 96 | 14.6% | 482 | 73.3% | 51 | 7.8% | - |
| - | 0.0% | 1 | 33.3% | 2 | 66.7% | - | 0.0% | - |
| 4 | 0.5% | 112 | 15.2% | 542 | 73.7% | 63 | 8.6% | - |
| - | 0.0% | - | 0.0% | 2 | 66.7% | 1 | 33.3% | - |
| 7 | 1.5% | 79 | 16.9% | 334 | 71.5% | 30 | 6.4% | - |
| 1 | 1.0% | 7 | 7.0% | 85 | 85.0% | 4 | 4.0% | - |
| 1 | 0.5% | 23 | 11.5% | 160 | 80.0% | 3 | 1.5% | 21 |
| - | 0.0% | 27 | 6.5% | 357 | 86.2% | 25 | 6.0% | 58 |
| - | 0.0% | 13 | 6.0% | 189 | 87.1% | 11 | 5.1% | - |
| - | 0.0% | 9 | 8.0% | 95 | 84.1% | 5 | 4.4% | - |
| 2 | 0.4% | 43 | 9.3% | 373 | 80.7% | 37 | 8.0% | 59 |
| 7 | 0.4% | 277 | 14.6% | 1,442 | 75.9% | 135 | 7.1% | - |
| 1 | 1.0% | 17 | 16.3% | 76 | 73.1% | 8 | 7.7% | 5 |
| 3 | 0.6% | 49 | 10.4% | 387 | 82.2% | 28 | 5.9% | 81 |

| | | | | | | | | |
|----|------|-----|-------|-----|--------|-----|-------|-----|
| 1 | 0.2% | 72 | 16.6% | 318 | 73.3% | 31 | 7.1% | 65 |
| 3 | 0.4% | 133 | 16.6% | 596 | 74.5% | 50 | 6.3% | - |
| - | 0.0% | 62 | 13.8% | 346 | 77.2% | 38 | 8.5% | 84 |
| 4 | 0.8% | 87 | 17.9% | 346 | 71.3% | 42 | 8.7% | 67 |
| 1 | 0.3% | 53 | 13.3% | 301 | 75.4% | 34 | 8.5% | 71 |
| 2 | 0.3% | 87 | 12.9% | 525 | 78.1% | 49 | 7.3% | - |
| 1 | 0.7% | 38 | 25.2% | 100 | 66.2% | 8 | 5.3% | - |
| 3 | 0.5% | 203 | 31.1% | 390 | 59.8% | 42 | 6.4% | - |
| 3 | 2.1% | 16 | 11.3% | 110 | 77.5% | 12 | 8.5% | - |
| 4 | 1.1% | 33 | 9.0% | 302 | 82.7% | 15 | 4.1% | 115 |
| 1 | 0.8% | 9 | 7.2% | 104 | 83.2% | 7 | 5.6% | 51 |
| 1 | 1.5% | 7 | 10.4% | 54 | 80.6% | 3 | 4.5% | 2 |
| 3 | 0.9% | 83 | 24.2% | 222 | 64.7% | 23 | 6.7% | 47 |
| 2 | 0.6% | 17 | 4.8% | 286 | 81.5% | 37 | 10.5% | 55 |
| 2 | 0.3% | 101 | 17.1% | 436 | 73.6% | 41 | 6.9% | - |
| - | 0.0% | 27 | 11.1% | 191 | 78.6% | 20 | 8.2% | 27 |
| 4 | 0.7% | 135 | 22.4% | 411 | 68.3% | 37 | 6.1% | - |
| 2 | 0.6% | 35 | 11.3% | 244 | 79.0% | 26 | 8.4% | 46 |
| 1 | 0.4% | 23 | 8.6% | 229 | 85.8% | 12 | 4.5% | - |
| 2 | 0.4% | 115 | 25.8% | 291 | 65.4% | 30 | 6.7% | 64 |
| 8 | 0.6% | 381 | 27.0% | 904 | 64.1% | 84 | 6.0% | - |
| 2 | 0.5% | 260 | 60.6% | 136 | 31.7% | 24 | 5.6% | 67 |
| 4 | 1.2% | 134 | 40.7% | 170 | 51.7% | 18 | 5.5% | 46 |
| - | 0.0% | 12 | 8.4% | 115 | 80.4% | 15 | 10.5% | 46 |
| 2 | 1.5% | 18 | 13.4% | 102 | 76.1% | 9 | 6.7% | 21 |
| - | 0.0% | 102 | 13.8% | 581 | 78.7% | 42 | 5.7% | - |
| 1 | 0.4% | 67 | 25.0% | 171 | 63.8% | 23 | 8.6% | 53 |
| 14 | 1.1% | 164 | 12.7% | 983 | 76.1% | 100 | 7.7% | - |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| 37 | 5.6% | 260 | 39.7% | 268 | 40.9% | 51 | 7.8% | - |
| - | 0.0% | 35 | 8.2% | 355 | 82.8% | 24 | 5.6% | 50 |
| 12 | 2.3% | 193 | 37.6% | 259 | 50.5% | 29 | 5.7% | - |
| 14 | 3.8% | 164 | 44.4% | 136 | 36.9% | 33 | 8.9% | 56 |
| 2 | 0.4% | 42 | 8.6% | 395 | 80.9% | 37 | 7.6% | 67 |
| 30 | 3.6% | 241 | 28.7% | 474 | 56.5% | 53 | 6.3% | - |

| | | | | | | | | |
|----|-------|-----|--------|-------|-------|-----|-------|----|
| 7 | 4.1% | 22 | 12.9% | 126 | 73.7% | 13 | 7.6% | 30 |
| 62 | 4.2% | 612 | 41.0% | 651 | 43.6% | 79 | 5.3% | - |
| 2 | 5.0% | 7 | 17.5% | 26 | 65.0% | 3 | 7.5% | - |
| 30 | 7.3% | 160 | 39.0% | 160 | 39.0% | 24 | 5.9% | 67 |
| 30 | 6.3% | 204 | 42.6% | 186 | 38.8% | 33 | 6.9% | 62 |
| 4 | 0.7% | 199 | 35.8% | 291 | 52.3% | 40 | 7.2% | 97 |
| 15 | 3.4% | 130 | 29.4% | 240 | 54.3% | 34 | 7.7% | 64 |
| 19 | 3.7% | 127 | 24.6% | 316 | 61.1% | 30 | 5.8% | 73 |
| 2 | 0.5% | 51 | 13.7% | 287 | 77.4% | 25 | 6.7% | 46 |
| 10 | 1.9% | 72 | 13.8% | 397 | 76.1% | 14 | 2.7% | 1 |
| 27 | 5.2% | 161 | 31.1% | 219 | 42.4% | 54 | 10.4% | 86 |
| 13 | 2.8% | 137 | 29.5% | 274 | 59.1% | 28 | 6.0% | 72 |
| 24 | 17.8% | 60 | 44.4% | 34 | 25.2% | 11 | 8.1% | - |
| 22 | 1.4% | 338 | 20.9% | 1,093 | 67.4% | 100 | 6.2% | - |
| 3 | 1.6% | 48 | 24.9% | 128 | 66.3% | 7 | 3.6% | - |
| 10 | 3.5% | 65 | 22.9% | 183 | 64.4% | 19 | 6.7% | 42 |
| 5 | 1.1% | 83 | 17.5% | 334 | 70.6% | 26 | 5.5% | - |
| - | 0.0% | 18 | 7.7% | 191 | 81.6% | 15 | 6.4% | - |
| - | 0.0% | 42 | 9.9% | 334 | 78.8% | 29 | 6.8% | 68 |
| - | 0.0% | 17 | 8.5% | 161 | 80.5% | 13 | 6.5% | - |
| - | 0.0% | 6 | 5.9% | 89 | 88.1% | 5 | 5.0% | 8 |
| 6 | 2.3% | 18 | 6.8% | 224 | 84.2% | 18 | 6.8% | 33 |
| - | 0.0% | - | 0.0% | 62 | 93.9% | 3 | 4.5% | - |
| - | 0.0% | 16 | 15.5% | 82 | 79.6% | 4 | 3.9% | 11 |
| 1 | 0.3% | 48 | 12.8% | 302 | 80.3% | 18 | 4.8% | 66 |
| - | 0.0% | 32 | 12.6% | 205 | 80.7% | 13 | 5.1% | - |
| - | 0.0% | 22 | 12.0% | 156 | 85.2% | 4 | 2.2% | - |
| - | 0.0% | 10 | 5.3% | 161 | 84.7% | 14 | 7.4% | 13 |
| 3 | 0.4% | 414 | 52.3% | 351 | 44.3% | 19 | 2.4% | - |
| 4 | 0.7% | 260 | 44.1% | 304 | 51.6% | 12 | 2.0% | 93 |
| 9 | 0.5% | 833 | 50.3% | 756 | 45.7% | 29 | 1.8% | - |
| - | 0.0% | 1 | 100.0% | - | 0.0% | - | 0.0% | - |
| 4 | 0.9% | 189 | 40.2% | 252 | 53.6% | 15 | 3.2% | 68 |
| 3 | 0.6% | 278 | 55.4% | 195 | 38.8% | 19 | 3.8% | 91 |
| 4 | 0.7% | 307 | 53.8% | 240 | 42.0% | 8 | 1.4% | - |

| | | | | | | | | |
|----|------|-----|-------|-----|-------|-----|-------|-----|
| - | 0.0% | 428 | 71.0% | 152 | 25.2% | 11 | 1.8% | 115 |
| 4 | 0.7% | 367 | 63.0% | 193 | 33.1% | 13 | 2.2% | 96 |
| - | 0.0% | - | 0.0% | 3 | 75.0% | - | 0.0% | - |
| 4 | 1.2% | 131 | 39.7% | 162 | 49.1% | 15 | 4.5% | 45 |
| 3 | 0.8% | 116 | 29.3% | 217 | 54.8% | 27 | 6.8% | 48 |
| 47 | 3.0% | 455 | 29.1% | 709 | 45.3% | 108 | 6.9% | - |
| 3 | 1.6% | 21 | 11.1% | 143 | 75.3% | 11 | 5.8% | 24 |
| 3 | 0.7% | 296 | 66.7% | 119 | 26.8% | 19 | 4.3% | 69 |
| 17 | 2.1% | 324 | 40.0% | 406 | 50.2% | 34 | 4.2% | - |
| 6 | 1.9% | 70 | 22.5% | 201 | 64.6% | 21 | 6.8% | 44 |
| 10 | 2.7% | 200 | 54.8% | 127 | 34.8% | 11 | 3.0% | 46 |
| 21 | 1.4% | 532 | 35.3% | 803 | 53.2% | 71 | 4.7% | - |
| 1 | 0.5% | 58 | 27.1% | 140 | 65.4% | 9 | 4.2% | 27 |
| 25 | 2.0% | 631 | 49.5% | 480 | 37.7% | 58 | 4.6% | - |
| 1 | 0.6% | 24 | 14.0% | 122 | 70.9% | 18 | 10.5% | 1 |
| 7 | 2.0% | 130 | 36.7% | 186 | 52.5% | 10 | 2.8% | - |
| 18 | 3.5% | 105 | 20.2% | 300 | 57.8% | 35 | 6.7% | 65 |
| 9 | 1.8% | 117 | 23.8% | 219 | 44.5% | 56 | 11.4% | 70 |
| 16 | 2.1% | 284 | 37.6% | 341 | 45.1% | 55 | 7.3% | - |
| 14 | 2.5% | 99 | 17.7% | 358 | 63.9% | 42 | 7.5% | 70 |
| 11 | 2.0% | 126 | 23.0% | 277 | 50.5% | 50 | 9.1% | 69 |
| 18 | 3.6% | 121 | 23.9% | 241 | 47.5% | 47 | 9.3% | 101 |
| 38 | 2.5% | 517 | 33.6% | 761 | 49.4% | 92 | 6.0% | - |
| 4 | 0.9% | 346 | 73.6% | 110 | 23.4% | 7 | 1.5% | 78 |
| 18 | 3.8% | 216 | 45.3% | 184 | 38.6% | 38 | 8.0% | 71 |
| 4 | 0.9% | 287 | 64.9% | 122 | 27.6% | 23 | 5.2% | 74 |
| 8 | 2.0% | 50 | 12.8% | 289 | 73.9% | 28 | 7.2% | 63 |
| 15 | 2.3% | 134 | 20.7% | 324 | 50.0% | 67 | 10.3% | 100 |
| 8 | 1.7% | 94 | 20.5% | 287 | 62.7% | 53 | 11.6% | 55 |
| 16 | 3.2% | 116 | 23.0% | 247 | 48.9% | 57 | 11.3% | 73 |
| 19 | 2.6% | 212 | 29.0% | 338 | 46.2% | 60 | 8.2% | - |
| 1 | 0.4% | 194 | 76.1% | 41 | 16.1% | 9 | 3.5% | 35 |
| 14 | 3.3% | 164 | 38.3% | 174 | 40.7% | 37 | 8.6% | 51 |
| 15 | 2.1% | 361 | 51.6% | 228 | 32.6% | 52 | 7.4% | - |
| 20 | 4.4% | 115 | 25.3% | 217 | 47.8% | 38 | 8.4% | 64 |

| | | | | | | | | |
|----|------|-----|-------|-----|-------|----|------|----|
| - | 0.0% | 320 | 84.7% | 46 | 12.2% | 9 | 2.4% | 45 |
| 15 | 3.2% | 258 | 55.2% | 167 | 35.8% | 18 | 3.9% | 67 |
| 22 | 5.9% | 91 | 24.3% | 202 | 53.9% | 37 | 9.9% | 43 |
| 17 | 3.3% | 342 | 65.9% | 106 | 20.4% | 27 | 5.2% | 73 |
| - | 0.0% | 14 | 20.9% | 46 | 68.7% | 5 | 7.5% | 13 |
| 1 | 2.1% | 24 | 50.0% | 20 | 41.7% | - | 0.0% | 3 |
| 6 | 1.0% | 169 | 29.5% | 358 | 62.6% | 23 | 4.0% | - |
| 10 | 0.7% | 580 | 43.3% | 702 | 52.4% | 23 | 1.7% | - |
| 3 | 0.7% | 127 | 30.9% | 254 | 61.8% | 18 | 4.4% | 71 |
| - | 0.0% | 385 | 78.4% | 94 | 19.1% | 10 | 2.0% | 69 |
| 2 | 1.0% | 98 | 48.0% | 94 | 46.1% | 4 | 2.0% | 30 |
| - | 0.0% | 2 | 16.7% | 9 | 75.0% | 1 | 8.3% | - |
| 8 | 1.5% | 117 | 22.2% | 367 | 69.5% | 27 | 5.1% | 81 |
| - | 0.0% | 256 | 65.8% | 119 | 30.6% | 6 | 1.5% | - |
| - | 0.0% | 9 | 9.6% | 75 | 79.8% | 4 | 4.3% | 6 |
| - | 0.0% | 11 | 3.7% | 272 | 91.6% | 7 | 2.4% | 19 |
| - | 0.0% | 1 | 8.3% | 11 | 91.7% | - | 0.0% | 2 |
| - | 0.0% | 56 | 30.8% | 120 | 65.9% | 4 | 2.2% | 9 |
| 1 | 6.7% | - | 0.0% | 12 | 80.0% | 1 | 6.7% | 1 |
| - | 0.0% | 20 | 16.5% | 24 | 19.8% | - | 0.0% | - |
| 1 | 0.3% | 155 | 48.4% | 127 | 39.7% | 7 | 2.2% | 60 |
| 7 | 1.4% | 242 | 49.7% | 182 | 37.4% | 4 | 0.8% | - |
| 2 | 0.5% | 166 | 39.8% | 185 | 44.4% | 16 | 3.8% | 74 |
| 9 | 1.4% | 242 | 37.4% | 168 | 26.0% | 8 | 1.2% | - |
| 1 | 0.3% | 138 | 46.2% | 130 | 43.5% | 12 | 4.0% | 51 |
| - | 0.0% | 40 | 6.2% | 7 | 1.1% | 24 | 3.7% | 75 |
| 3 | 0.8% | 101 | 26.6% | 259 | 68.2% | 15 | 3.9% | 69 |
| - | 0.0% | 64 | 24.7% | 183 | 70.7% | 6 | 2.3% | - |
| - | 0.0% | 57 | 27.5% | 138 | 66.7% | 11 | 5.3% | - |
| - | 0.0% | 13 | 8.4% | 127 | 81.9% | 15 | 9.7% | 11 |
| 2 | 0.7% | 6 | 2.2% | 246 | 92.1% | 3 | 1.1% | - |
| 4 | 1.4% | 21 | 7.1% | 264 | 89.2% | 6 | 2.0% | 48 |
| - | 0.0% | 2 | 8.0% | 22 | 88.0% | - | 0.0% | 5 |
| - | 0.0% | 1 | 5.9% | 16 | 94.1% | - | 0.0% | 1 |
| - | 0.0% | 2 | 5.3% | 36 | 94.7% | - | 0.0% | - |

| | | | | | | | | |
|---|------|-----|--------|-----|--------|----|-------|----|
| - | 0.0% | - | 0.0% | 5 | 100.0% | - | 0.0% | 1 |
| - | 0.0% | 3 | 42.9% | 4 | 57.1% | - | 0.0% | 2 |
| - | 0.0% | 11 | 4.5% | 214 | 88.1% | 18 | 7.4% | 24 |
| - | 0.0% | - | 0.0% | 2 | 66.7% | 1 | 33.3% | - |
| - | 0.0% | 1 | 100.0% | - | 0.0% | - | 0.0% | - |
| 4 | 0.7% | 61 | 11.1% | 441 | 80.3% | 29 | 5.3% | - |
| 7 | 1.4% | 58 | 11.4% | 408 | 80.2% | 18 | 3.5% | 94 |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 1 | 50.0% | 1 | 50.0% | - |
| 6 | 1.2% | 69 | 13.9% | 387 | 77.7% | 15 | 3.0% | - |
| 1 | 0.7% | 12 | 8.3% | 125 | 86.2% | 6 | 4.1% | 26 |
| - | 0.0% | - | 0.0% | 3 | 100.0% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 3 | 100.0% | - | 0.0% | 1 |
| - | 0.0% | 49 | 22.1% | 147 | 66.2% | 16 | 7.2% | 24 |
| - | 0.0% | 42 | 22.5% | 127 | 67.9% | 13 | 7.0% | - |
| 5 | 1.3% | 77 | 20.2% | 241 | 63.1% | 36 | 9.4% | - |
| - | 0.0% | 7 | 3.4% | 79 | 38.7% | 9 | 4.4% | 30 |
| - | 0.0% | 7 | 5.6% | 48 | 38.4% | 13 | 10.4% | - |
| 1 | 1.2% | 9 | 10.7% | 59 | 70.2% | 6 | 7.1% | - |
| 5 | 1.0% | 91 | 17.4% | 355 | 67.7% | 47 | 9.0% | 78 |
| - | 0.0% | - | 0.0% | 10 | 83.3% | 2 | 16.7% | 5 |
| - | 0.0% | 7 | 5.6% | 108 | 85.7% | 11 | 8.7% | 18 |
| - | 0.0% | 2 | 2.4% | 77 | 91.7% | 5 | 6.0% | - |
| 1 | 0.2% | 88 | 15.9% | 400 | 72.1% | 45 | 8.1% | 71 |
| 6 | 0.9% | 67 | 9.9% | 542 | 79.7% | 42 | 6.2% | - |
| 1 | 0.3% | 48 | 13.0% | 275 | 74.7% | 28 | 7.6% | - |
| - | 0.0% | 23 | 11.2% | 160 | 78.0% | 19 | 9.3% | 26 |
| 1 | 0.5% | 24 | 13.0% | 128 | 69.2% | 22 | 11.9% | 13 |
| - | 0.0% | 124 | 56.4% | 90 | 40.9% | 6 | 2.7% | - |
| - | 0.0% | 75 | 54.3% | 56 | 40.6% | 6 | 4.3% | 18 |
| 6 | 0.9% | 150 | 21.3% | 470 | 66.8% | 28 | 4.0% | - |
| - | 0.0% | 72 | 50.7% | 66 | 46.5% | 1 | 0.7% | 18 |
| 6 | 0.9% | 143 | 22.1% | 427 | 66.1% | 48 | 7.4% | 90 |
| - | 0.0% | 3 | 5.5% | 47 | 85.5% | 2 | 3.6% | 4 |
| 6 | 1.1% | 108 | 20.1% | 351 | 65.5% | 40 | 7.5% | 84 |

| | | | | | | | | |
|----|------|-----|-------|-----|-------|----|-------|----|
| 4 | 1.2% | 120 | 34.6% | 171 | 49.3% | 25 | 7.2% | 44 |
| 2 | 1.1% | 29 | 15.3% | 125 | 66.1% | 24 | 12.7% | - |
| - | 0.0% | 75 | 19.3% | 258 | 66.3% | 30 | 7.7% | 63 |
| - | 0.0% | 2 | 25.0% | 5 | 62.5% | - | 0.0% | - |
| - | 0.0% | 14 | 15.7% | 65 | 73.0% | 5 | 5.6% | - |
| - | 0.0% | 158 | 25.4% | 366 | 58.7% | 35 | 5.6% | - |
| - | 0.0% | 3 | 12.0% | 16 | 64.0% | 2 | 8.0% | - |
| 6 | 1.6% | 154 | 41.2% | 155 | 41.4% | 30 | 8.0% | 60 |
| 5 | 2.0% | 35 | 14.2% | 173 | 70.3% | 16 | 6.5% | 45 |
| 7 | 1.1% | 149 | 22.9% | 396 | 60.7% | 38 | 5.8% | - |
| 4 | 1.0% | 64 | 16.3% | 283 | 72.0% | 30 | 7.6% | 71 |
| 1 | 0.3% | 35 | 9.7% | 306 | 85.0% | 11 | 3.1% | 36 |
| - | 0.0% | 16 | 11.5% | 115 | 82.7% | 2 | 1.4% | - |
| 5 | 1.0% | 32 | 6.4% | 388 | 77.9% | 29 | 5.8% | 83 |
| 3 | 1.0% | 19 | 6.2% | 259 | 84.6% | 19 | 6.2% | 45 |
| 1 | 0.3% | 25 | 8.1% | 258 | 83.5% | 19 | 6.1% | 44 |
| 6 | 0.9% | 66 | 10.3% | 509 | 79.5% | 29 | 4.5% | - |
| 3 | 0.6% | 49 | 9.2% | 434 | 81.1% | 31 | 5.8% | - |
| - | 0.0% | 1 | 4.0% | 23 | 92.0% | 1 | 4.0% | - |
| - | 0.0% | - | 0.0% | 21 | 95.5% | - | 0.0% | - |
| - | 0.0% | 30 | 25.6% | 73 | 62.4% | 8 | 6.8% | - |
| 1 | 0.3% | 73 | 20.7% | 251 | 71.1% | 18 | 5.1% | 44 |
| - | 0.0% | 46 | 19.2% | 176 | 73.3% | 12 | 5.0% | - |
| - | 0.0% | 4 | 8.3% | 41 | 85.4% | 3 | 6.3% | 6 |
| 2 | 0.5% | 15 | 3.5% | 332 | 78.1% | 48 | 11.3% | 60 |
| - | 0.0% | 39 | 8.6% | 347 | 76.1% | 40 | 8.8% | 68 |
| 3 | 0.8% | 15 | 3.8% | 272 | 69.6% | 45 | 11.5% | 47 |
| 3 | 0.3% | 63 | 7.3% | 631 | 73.4% | 55 | 6.4% | - |
| - | 0.0% | 7 | 13.0% | 36 | 66.7% | 6 | 11.1% | - |
| 10 | 0.8% | 90 | 7.0% | 922 | 72.2% | 96 | 7.5% | - |
| 8 | 0.7% | 75 | 6.5% | 889 | 76.8% | 99 | 8.6% | - |
| 3 | 0.4% | 55 | 6.5% | 660 | 77.9% | 77 | 9.1% | - |
| 8 | 1.4% | 31 | 5.4% | 309 | 54.0% | 70 | 12.2% | 68 |
| 7 | 1.3% | 53 | 9.5% | 369 | 66.2% | 60 | 10.8% | 93 |
| 4 | 0.9% | 20 | 4.4% | 375 | 82.2% | 32 | 7.0% | 71 |

| | | | | | | | | |
|---|------|-----|-------|-----|--------|----|-------|-----|
| 1 | 1.3% | 12 | 15.8% | 49 | 64.5% | 12 | 15.8% | 1 |
| - | 0.0% | - | 0.0% | 1 | 50.0% | 1 | 50.0% | - |
| - | 0.0% | 30 | 9.1% | 275 | 83.3% | 21 | 6.4% | 49 |
| - | 0.0% | 70 | 21.3% | 237 | 72.3% | 14 | 4.3% | 53 |
| - | 0.0% | 24 | 7.5% | 274 | 85.9% | 19 | 6.0% | 35 |
| 2 | 0.9% | 19 | 8.3% | 182 | 79.8% | 16 | 7.0% | 25 |
| 1 | 0.5% | 13 | 6.2% | 179 | 85.2% | 8 | 3.8% | - |
| 8 | 0.7% | 130 | 10.9% | 943 | 78.9% | 69 | 5.8% | - |
| - | 0.0% | 31 | 8.2% | 311 | 82.5% | 32 | 8.5% | 55 |
| - | 0.0% | 60 | 14.4% | 315 | 75.5% | 34 | 8.2% | 65 |
| 3 | 0.9% | 37 | 11.1% | 269 | 81.0% | 14 | 4.2% | 44 |
| 1 | 0.2% | 66 | 11.0% | 481 | 79.9% | 43 | 7.1% | - |
| 1 | 0.3% | 34 | 9.9% | 269 | 78.7% | 30 | 8.8% | 57 |
| - | 0.0% | 15 | 7.7% | 156 | 80.0% | 16 | 8.2% | 14 |
| - | 0.0% | 3 | 5.9% | 43 | 84.3% | 4 | 7.8% | - |
| 5 | 0.8% | 201 | 30.5% | 367 | 55.8% | 58 | 8.8% | - |
| 1 | 0.2% | 154 | 31.7% | 283 | 58.2% | 31 | 6.4% | - |
| 3 | 0.8% | 87 | 22.0% | 260 | 65.8% | 30 | 7.6% | 152 |
| - | 0.0% | - | 0.0% | 4 | 66.7% | - | 0.0% | - |
| 4 | 0.8% | 153 | 32.1% | 285 | 59.9% | 25 | 5.3% | - |
| - | 0.0% | 8 | 11.1% | 22 | 30.6% | 13 | 18.1% | - |
| - | 0.0% | 14 | 11.3% | 38 | 30.6% | 30 | 24.2% | 10 |
| 3 | 0.5% | 128 | 23.2% | 359 | 65.2% | 45 | 8.2% | - |
| 3 | 0.6% | 124 | 26.0% | 290 | 60.8% | 39 | 8.2% | - |
| 1 | 0.4% | 64 | 24.9% | 164 | 63.8% | 20 | 7.8% | - |
| 2 | 0.5% | 45 | 10.4% | 284 | 65.4% | 57 | 13.1% | 64 |
| 2 | 1.8% | 11 | 9.8% | 76 | 67.9% | 10 | 8.9% | - |
| 1 | 0.5% | 22 | 10.2% | 146 | 67.9% | 25 | 11.6% | - |
| 1 | 0.5% | 21 | 11.4% | 137 | 74.5% | 20 | 10.9% | - |
| 1 | 1.3% | 7 | 9.1% | 59 | 76.6% | 6 | 7.8% | - |
| 1 | 0.2% | 151 | 34.0% | 248 | 55.9% | 31 | 7.0% | 162 |
| 3 | 4.8% | 10 | 16.1% | 37 | 59.7% | 8 | 12.9% | - |
| - | 0.0% | - | 0.0% | 4 | 100.0% | - | 0.0% | 1 |
| - | 0.0% | 3 | 42.9% | 4 | 57.1% | - | 0.0% | - |
| - | 0.0% | 4 | 12.1% | 20 | 60.6% | 3 | 9.1% | 1 |

| | | | | | | | | |
|----|------|-----|-------|-------|--------|----|-------|-----|
| - | 0.0% | 28 | 8.0% | 303 | 87.1% | 15 | 4.3% | 46 |
| 3 | 1.6% | 18 | 9.7% | 138 | 74.6% | 18 | 9.7% | - |
| - | 0.0% | - | 0.0% | 3 | 50.0% | 2 | 33.3% | - |
| 2 | 1.3% | 16 | 10.6% | 117 | 77.5% | 15 | 9.9% | 18 |
| - | 0.0% | 14 | 9.6% | 120 | 82.2% | 11 | 7.5% | 24 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 3 | 100.0% | - | 0.0% | - |
| 1 | 1.3% | 11 | 14.3% | 54 | 70.1% | 7 | 9.1% | 13 |
| - | 0.0% | 10 | 12.5% | 64 | 80.0% | 6 | 7.5% | - |
| - | 0.0% | 16 | 9.8% | 137 | 84.0% | 7 | 4.3% | 26 |
| - | 0.0% | 10 | 8.2% | 107 | 87.7% | - | 0.0% | - |
| 3 | 1.0% | 35 | 11.4% | 239 | 78.1% | 26 | 8.5% | 37 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 2 | 1.0% | 21 | 10.7% | 151 | 76.7% | 20 | 10.2% | 13 |
| 5 | 1.1% | 178 | 38.5% | 257 | 55.6% | 13 | 2.8% | 76 |
| 19 | 2.5% | 275 | 36.1% | 442 | 58.0% | 1 | 0.1% | - |
| 2 | 0.4% | 208 | 40.5% | 279 | 54.4% | 6 | 1.2% | 69 |
| 26 | 1.2% | 767 | 35.4% | 1,293 | 59.8% | 2 | 0.1% | - |
| 7 | 1.2% | 90 | 15.0% | 461 | 76.7% | 21 | 3.5% | 79 |
| 10 | 2.0% | 192 | 38.1% | 285 | 56.5% | 4 | 0.8% | 61 |
| 16 | 1.9% | 338 | 40.0% | 461 | 54.6% | 1 | 0.1% | - |
| 1 | 0.2% | 217 | 47.0% | 231 | 50.0% | 8 | 1.7% | 57 |
| 3 | 0.7% | 134 | 32.7% | 260 | 63.4% | 9 | 2.2% | 78 |
| 2 | 0.4% | 75 | 13.7% | 429 | 78.1% | 33 | 6.0% | 75 |
| 5 | 2.8% | 62 | 34.6% | 95 | 53.1% | 13 | 7.3% | - |
| - | 0.0% | 116 | 21.0% | 398 | 72.1% | 33 | 6.0% | 68 |
| 13 | 1.3% | 183 | 18.0% | 726 | 71.3% | 58 | 5.7% | - |
| 1 | 0.1% | 94 | 13.1% | 564 | 78.8% | 35 | 4.9% | 108 |
| 5 | 1.2% | 192 | 44.5% | 210 | 48.7% | 10 | 2.3% | 57 |
| 2 | 0.5% | 193 | 53.0% | 145 | 39.8% | 18 | 4.9% | 56 |
| 2 | 0.5% | 49 | 12.2% | 332 | 82.6% | 13 | 3.2% | 67 |
| 1 | 0.2% | 174 | 38.4% | 259 | 57.2% | 17 | 3.8% | 64 |
| 4 | 0.7% | 133 | 23.5% | 372 | 65.7% | 42 | 7.4% | 88 |
| 2 | 0.5% | 297 | 69.7% | 105 | 24.6% | 14 | 3.3% | 50 |
| 2 | 0.2% | 80 | 8.2% | 834 | 85.7% | 40 | 4.1% | 72 |

| | | | | | | | | |
|----|------|-----|-------|-------|-------|----|-------|-----|
| 3 | 0.5% | 83 | 13.7% | 463 | 76.7% | 31 | 5.1% | 81 |
| 1 | 0.4% | 16 | 7.2% | 193 | 86.5% | 11 | 4.9% | 21 |
| 6 | 0.7% | 317 | 35.4% | 506 | 56.5% | 49 | 5.5% | - |
| 5 | 1.3% | 75 | 19.3% | 278 | 71.6% | 21 | 5.4% | 18 |
| 26 | 1.6% | 401 | 24.3% | 1,075 | 65.0% | 91 | 5.5% | - |
| 3 | 0.5% | 212 | 38.8% | 297 | 54.4% | 27 | 4.9% | 89 |
| 6 | 1.5% | 108 | 26.7% | 246 | 60.9% | 31 | 7.7% | 53 |
| - | 0.0% | 24 | 10.5% | 185 | 81.1% | 13 | 5.7% | 35 |
| 17 | 1.0% | 538 | 30.2% | 1,108 | 62.2% | 73 | 4.1% | - |
| 2 | 1.7% | 11 | 9.2% | 104 | 86.7% | 3 | 2.5% | - |
| 2 | 0.5% | 163 | 42.4% | 200 | 52.1% | 15 | 3.9% | 56 |
| 10 | 1.9% | 162 | 30.2% | 320 | 59.6% | 20 | 3.7% | 88 |
| 1 | 0.2% | 248 | 58.9% | 161 | 38.2% | 5 | 1.2% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| - | 0.0% | 162 | 58.5% | 105 | 37.9% | 5 | 1.8% | - |
| 4 | 0.7% | 325 | 60.4% | 197 | 36.6% | 9 | 1.7% | 133 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 4 | 0.7% | 299 | 55.7% | 213 | 39.7% | 14 | 2.6% | - |
| - | 0.0% | 10 | 14.5% | 49 | 71.0% | 10 | 14.5% | 8 |
| 1 | 2.6% | 9 | 23.7% | 23 | 60.5% | 4 | 10.5% | - |
| 9 | 3.0% | 56 | 18.4% | 214 | 70.2% | 19 | 6.2% | - |
| 1 | 2.2% | 10 | 21.7% | 30 | 65.2% | 1 | 2.2% | 5 |
| - | 0.0% | 6 | 3.5% | 161 | 93.6% | 4 | 2.3% | 33 |
| 2 | 0.5% | 159 | 36.8% | 260 | 60.2% | 11 | 2.5% | 67 |
| - | 0.0% | 156 | 20.5% | 552 | 72.4% | 37 | 4.9% | - |
| - | 0.0% | 12 | 5.9% | 184 | 90.2% | 6 | 2.9% | 24 |
| 1 | 0.2% | 110 | 20.4% | 396 | 73.5% | 28 | 5.2% | - |
| - | 0.0% | 7 | 30.4% | 16 | 69.6% | - | 0.0% | - |
| 1 | 0.3% | 30 | 10.2% | 242 | 82.6% | 12 | 4.1% | 47 |
| 1 | 1.0% | 9 | 9.4% | 79 | 82.3% | 5 | 5.2% | - |
| 1 | 0.4% | 40 | 15.9% | 198 | 78.6% | 8 | 3.2% | 50 |
| - | 0.0% | 64 | 24.7% | 182 | 70.3% | 10 | 3.9% | 21 |
| 1 | 0.9% | 29 | 25.0% | 84 | 72.4% | 2 | 1.7% | - |
| 1 | 2.0% | 4 | 8.0% | 38 | 76.0% | - | 0.0% | 4 |
| 1 | 0.4% | 117 | 45.9% | 123 | 48.2% | 8 | 3.1% | 51 |

| | | | | | | | | |
|----|-------|-----|--------|-----|-------|----|-------|----|
| - | 0.0% | 20 | 11.1% | 154 | 85.6% | 4 | 2.2% | 24 |
| 1 | 0.6% | 17 | 10.2% | 141 | 84.4% | 7 | 4.2% | - |
| - | 0.0% | 113 | 52.1% | 98 | 45.2% | 6 | 2.8% | - |
| - | 0.0% | 199 | 53.2% | 170 | 45.5% | 4 | 1.1% | - |
| - | 0.0% | 28 | 44.4% | 32 | 50.8% | - | 0.0% | 2 |
| - | 0.0% | 7 | 100.0% | - | 0.0% | - | 0.0% | - |
| 1 | 0.2% | 316 | 76.5% | 90 | 21.8% | 3 | 0.7% | - |
| 1 | 0.3% | 251 | 73.6% | 85 | 24.9% | 2 | 0.6% | 84 |
| - | 0.0% | 235 | 81.3% | 50 | 17.3% | 3 | 1.0% | - |
| 3 | 1.7% | 91 | 50.6% | 81 | 45.0% | 3 | 1.7% | - |
| 1 | 0.5% | 91 | 46.7% | 94 | 48.2% | 7 | 3.6% | - |
| 3 | 0.8% | 151 | 42.3% | 195 | 54.6% | 5 | 1.4% | 54 |
| 1 | 14.3% | 2 | 28.6% | 4 | 57.1% | - | 0.0% | - |
| 38 | 35.2% | 37 | 34.3% | 20 | 18.5% | 10 | 9.3% | - |
| 1 | 4.5% | 3 | 13.6% | 14 | 63.6% | 3 | 13.6% | - |
| - | 0.0% | 1 | 16.7% | 5 | 83.3% | - | 0.0% | - |
| 1 | 10.0% | - | 0.0% | 8 | 80.0% | 1 | 10.0% | - |
| 19 | 17.9% | 25 | 23.6% | 42 | 39.6% | 9 | 8.5% | - |
| - | 0.0% | 1 | 10.0% | 7 | 70.0% | 2 | 20.0% | - |
| - | 0.0% | - | 0.0% | 2 | 50.0% | - | 0.0% | - |
| 21 | 15.1% | 22 | 15.8% | 71 | 51.1% | 19 | 13.7% | - |
| - | 0.0% | 16 | 5.3% | 221 | 73.7% | 46 | 15.3% | 38 |
| 3 | 1.4% | 23 | 10.6% | 139 | 64.1% | 36 | 16.6% | - |
| - | 0.0% | 24 | 14.5% | 130 | 78.8% | 10 | 6.1% | 12 |
| - | 0.0% | 28 | 12.6% | 169 | 76.1% | 18 | 8.1% | - |
| 1 | 0.5% | 30 | 13.9% | 170 | 78.7% | 11 | 5.1% | - |
| 2 | 1.0% | 19 | 9.8% | 155 | 80.3% | 12 | 6.2% | 35 |
| 2 | 0.9% | 50 | 22.3% | 156 | 69.6% | 11 | 4.9% | - |
| - | 0.0% | 57 | 21.9% | 183 | 70.4% | 15 | 5.8% | 42 |
| 6 | 1.3% | 38 | 8.3% | 372 | 81.2% | 31 | 6.8% | 74 |
| 2 | 0.3% | 102 | 16.5% | 480 | 77.5% | 25 | 4.0% | - |
| 2 | 0.8% | 32 | 12.2% | 201 | 76.7% | 20 | 7.6% | 38 |
| 10 | 1.8% | 213 | 37.6% | 308 | 54.4% | 31 | 5.5% | 92 |
| - | 0.0% | 17 | 8.5% | 176 | 87.6% | 6 | 3.0% | 30 |
| 8 | 2.6% | 51 | 16.4% | 236 | 75.9% | 10 | 3.2% | 39 |

| | | | | | | | | |
|----|------|-----|-------|-------|-------|-----|-------|-----|
| 2 | 0.5% | 83 | 19.0% | 318 | 72.9% | 27 | 6.2% | 68 |
| 9 | 1.7% | 139 | 26.5% | 344 | 65.5% | 24 | 4.6% | - |
| 15 | 0.9% | 324 | 20.4% | 1,138 | 71.8% | 58 | 3.7% | - |
| 4 | 0.9% | 63 | 13.6% | 339 | 73.2% | 33 | 7.1% | 73 |
| - | 0.0% | - | 0.0% | 5 | 71.4% | 2 | 28.6% | - |
| 2 | 0.4% | 36 | 7.1% | 413 | 81.9% | 42 | 8.3% | 93 |
| 5 | 0.9% | 50 | 9.0% | 424 | 76.1% | 40 | 7.2% | - |
| 4 | 0.5% | 72 | 8.8% | 626 | 76.2% | 73 | 8.9% | - |
| 43 | 2.3% | 267 | 14.1% | 1,348 | 70.9% | 170 | 8.9% | 65 |
| 15 | 1.6% | 237 | 24.7% | 589 | 61.5% | 78 | 8.1% | - |
| 6 | 1.4% | 69 | 16.1% | 309 | 72.2% | 37 | 8.6% | 78 |
| 14 | 3.2% | 91 | 21.1% | 271 | 62.9% | 35 | 8.1% | 78 |
| 2 | 0.9% | 13 | 6.1% | 159 | 75.0% | 15 | 7.1% | 26 |
| 50 | 2.0% | 313 | 12.2% | 1,541 | 60.1% | 203 | 7.9% | - |
| 5 | 1.7% | 40 | 13.5% | 217 | 73.1% | 24 | 8.1% | - |
| 5 | 1.1% | 39 | 8.8% | 374 | 84.0% | 14 | 3.1% | - |
| 4 | 1.3% | 192 | 64.6% | 86 | 29.0% | 14 | 4.7% | 50 |
| 8 | 1.8% | 21 | 4.8% | 305 | 69.3% | 41 | 9.3% | 81 |
| 12 | 1.1% | 106 | 9.3% | 690 | 60.7% | 95 | 8.4% | - |
| 6 | 1.7% | 95 | 27.2% | 204 | 58.5% | 31 | 8.9% | 52 |
| 15 | 4.9% | 70 | 22.7% | 178 | 57.8% | 21 | 6.8% | 55 |
| 3 | 1.0% | 52 | 17.3% | 213 | 70.8% | 27 | 9.0% | - |
| 5 | 2.9% | 22 | 12.9% | 116 | 68.2% | 17 | 10.0% | 38 |
| 32 | 3.9% | 274 | 33.1% | 430 | 51.9% | 62 | 7.5% | - |
| 4 | 1.1% | 54 | 14.4% | 214 | 56.9% | 31 | 8.2% | 61 |
| 1 | 0.7% | 28 | 19.4% | 100 | 69.4% | 12 | 8.3% | - |
| 2 | 3.3% | 6 | 10.0% | 46 | 76.7% | 3 | 5.0% | 1 |
| 4 | 1.2% | 56 | 16.6% | 241 | 71.3% | 31 | 9.2% | 57 |
| 11 | 1.9% | 69 | 11.8% | 357 | 60.8% | 43 | 7.3% | 114 |
| 14 | 1.2% | 249 | 21.2% | 786 | 67.0% | 83 | 7.1% | - |
| 2 | 0.5% | 127 | 30.3% | 265 | 63.2% | 20 | 4.8% | 72 |
| 22 | 2.4% | 172 | 19.1% | 565 | 62.8% | 59 | 6.6% | - |
| 25 | 3.2% | 238 | 30.1% | 439 | 55.5% | 58 | 7.3% | - |
| 10 | 1.9% | 41 | 7.7% | 309 | 58.2% | 50 | 9.4% | 84 |
| - | 0.0% | 12 | 7.2% | 137 | 82.0% | 14 | 8.4% | 28 |

| | | | | | | | | |
|----|------|-----|-------|-----|--------|----|-------|-----|
| 12 | 2.3% | 42 | 8.0% | 326 | 62.3% | 58 | 11.1% | 86 |
| 13 | 2.4% | 85 | 15.5% | 314 | 57.3% | 58 | 10.6% | 78 |
| 5 | 0.8% | 112 | 18.2% | 428 | 69.7% | 41 | 6.7% | 102 |
| 5 | 1.1% | 45 | 10.2% | 343 | 77.8% | 38 | 8.6% | 75 |
| 9 | 2.2% | 178 | 44.4% | 176 | 43.9% | 24 | 6.0% | 79 |
| 1 | 0.4% | 27 | 10.5% | 201 | 78.5% | 21 | 8.2% | 21 |
| 2 | 2.4% | 10 | 12.2% | 63 | 76.8% | 3 | 3.7% | - |
| 2 | 0.9% | 20 | 8.9% | 183 | 81.7% | 16 | 7.1% | 17 |
| 2 | 0.3% | 292 | 47.0% | 299 | 48.1% | 15 | 2.4% | - |
| - | 0.0% | 202 | 50.1% | 183 | 45.4% | 13 | 3.2% | - |
| - | 0.0% | 240 | 49.8% | 220 | 45.6% | 17 | 3.5% | - |
| 1 | 0.3% | 180 | 48.0% | 171 | 45.6% | 16 | 4.3% | 136 |
| 3 | 1.1% | 40 | 14.8% | 226 | 83.7% | - | 0.0% | 19 |
| - | 0.0% | 5 | 2.4% | 190 | 91.8% | 9 | 4.3% | 18 |
| 2 | 0.5% | 82 | 22.0% | 265 | 71.2% | 21 | 5.6% | 104 |
| 12 | 1.7% | 134 | 18.7% | 525 | 73.1% | 34 | 4.7% | - |
| 6 | 1.0% | 141 | 23.9% | 407 | 69.1% | 26 | 4.4% | - |
| 4 | 1.1% | 23 | 6.2% | 308 | 83.0% | 26 | 7.0% | 37 |
| 1 | 0.2% | 233 | 50.8% | 174 | 37.9% | 23 | 5.0% | 68 |
| 1 | 0.3% | 141 | 43.0% | 159 | 48.5% | 16 | 4.9% | 49 |
| - | 0.0% | - | 0.0% | 3 | 100.0% | - | 0.0% | 1 |
| 3 | 0.7% | 150 | 32.7% | 266 | 58.0% | 27 | 5.9% | 72 |
| 2 | 1.0% | 63 | 31.5% | 122 | 61.0% | 11 | 5.5% | 19 |
| - | 0.0% | 8 | 33.3% | 13 | 54.2% | 1 | 4.2% | - |
| 3 | 0.4% | 308 | 36.9% | 463 | 55.5% | 25 | 3.0% | - |
| 1 | 0.2% | 206 | 33.6% | 357 | 58.2% | 28 | 4.6% | - |
| 2 | 3.3% | 5 | 8.3% | 46 | 76.7% | 3 | 5.0% | - |
| 3 | 4.4% | 7 | 10.3% | 51 | 75.0% | 4 | 5.9% | - |
| - | 0.0% | - | 0.0% | 5 | 83.3% | 1 | 16.7% | - |
| 4 | 2.8% | 19 | 13.4% | 105 | 73.9% | 10 | 7.0% | 1 |
| 1 | 0.2% | 393 | 68.0% | 172 | 29.8% | 12 | 2.1% | 102 |
| - | 0.0% | 231 | 66.8% | 111 | 32.1% | 1 | 0.3% | - |
| - | 0.0% | 163 | 62.0% | 86 | 32.7% | 14 | 5.3% | - |
| 1 | 0.5% | 16 | 7.7% | 185 | 88.5% | 3 | 1.4% | - |
| - | 0.0% | 13 | 6.4% | 170 | 83.7% | 10 | 4.9% | 35 |

| | | | | | | | | |
|----|-------|-----|-------|-----|-------|----|-------|----|
| - | 0.0% | 11 | 5.4% | 179 | 88.6% | 2 | 1.0% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 6 | 1.8% | 16 | 4.8% | 288 | 87.0% | 8 | 2.4% | 40 |
| 6 | 4.4% | 9 | 6.6% | 117 | 85.4% | - | 0.0% | - |
| 2 | 1.8% | 10 | 9.1% | 91 | 82.7% | 2 | 1.8% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 7 | 87.5% | - | 0.0% | - |
| 16 | 31.4% | 10 | 19.6% | 13 | 25.5% | 9 | 17.6% | - |
| 1 | 6.7% | 1 | 6.7% | 10 | 66.7% | - | 0.0% | - |
| - | 0.0% | 2 | 28.6% | 5 | 71.4% | - | 0.0% | - |
| 1 | 10.0% | - | 0.0% | 5 | 50.0% | - | 0.0% | - |
| - | 0.0% | 1 | 11.1% | 8 | 88.9% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 1 | 50.0% | 1 | 50.0% | - |
| - | 0.0% | 2 | 15.4% | 10 | 76.9% | 1 | 7.7% | - |
| - | 0.0% | 5 | 35.7% | 8 | 57.1% | 1 | 7.1% | - |
| - | 0.0% | 3 | 16.7% | 15 | 83.3% | - | 0.0% | - |
| - | 0.0% | 5 | 33.3% | 3 | 20.0% | 1 | 6.7% | - |
| - | 0.0% | 5 | 41.7% | 5 | 41.7% | 1 | 8.3% | - |
| - | 0.0% | 6 | 35.3% | 6 | 35.3% | 2 | 11.8% | - |
| 9 | 12.0% | 16 | 21.3% | 39 | 52.0% | 3 | 4.0% | - |
| - | 0.0% | 1 | 25.0% | 3 | 75.0% | - | 0.0% | - |
| 1 | 16.7% | 1 | 16.7% | 3 | 50.0% | - | 0.0% | - |
| 1 | 14.3% | - | 0.0% | 5 | 71.4% | - | 0.0% | - |
| 7 | 16.7% | 11 | 26.2% | 17 | 40.5% | 3 | 7.1% | - |
| 1 | 2.8% | 8 | 22.2% | 20 | 55.6% | 3 | 8.3% | - |
| 13 | 10.9% | 37 | 31.1% | 49 | 41.2% | 8 | 6.7% | - |
| 2 | 0.7% | 184 | 64.1% | 92 | 32.1% | 8 | 2.8% | 48 |
| 1 | 0.3% | 218 | 56.2% | 150 | 38.7% | 14 | 3.6% | 46 |
| 1 | 0.7% | 89 | 64.0% | 47 | 33.8% | 1 | 0.7% | 17 |
| 5 | 1.3% | 249 | 65.2% | 107 | 28.0% | 19 | 5.0% | 48 |
| 8 | 1.2% | 401 | 60.7% | 236 | 35.7% | 11 | 1.7% | - |
| 4 | 1.1% | 230 | 64.2% | 113 | 31.6% | 7 | 2.0% | - |
| 1 | 1.4% | 41 | 59.4% | 24 | 34.8% | 3 | 4.3% | 4 |
| 15 | 11.2% | 59 | 44.0% | 55 | 41.0% | 5 | 3.7% | 23 |
| 1 | 0.3% | 19 | 5.1% | 326 | 86.7% | 20 | 5.3% | 19 |

| | | | | | | | | |
|-----|-------|-----|-------|-------|-------|-----|-------|-----|
| 3 | 0.6% | 43 | 8.1% | 430 | 81.4% | 43 | 8.1% | 69 |
| 3 | 1.5% | 102 | 50.7% | 74 | 36.8% | 8 | 4.0% | - |
| - | 0.0% | 10 | 5.2% | 176 | 90.7% | 6 | 3.1% | - |
| 4 | 0.7% | 81 | 15.1% | 415 | 77.3% | 29 | 5.4% | 79 |
| 5 | 0.6% | 162 | 19.0% | 601 | 70.6% | 63 | 7.4% | - |
| 10 | 1.7% | 58 | 9.9% | 471 | 80.4% | 35 | 6.0% | 109 |
| 5 | 2.1% | 108 | 45.2% | 115 | 48.1% | 8 | 3.3% | 97 |
| 4 | 0.6% | 47 | 7.4% | 525 | 82.9% | 41 | 6.5% | 111 |
| 5 | 0.6% | 91 | 10.3% | 705 | 79.8% | 63 | 7.1% | - |
| 2 | 4.0% | 6 | 12.0% | 36 | 72.0% | 5 | 10.0% | 1 |
| 16 | 0.8% | 291 | 14.7% | 1,500 | 75.6% | 121 | 6.1% | - |
| 4 | 2.2% | 20 | 11.0% | 140 | 76.9% | 13 | 7.1% | - |
| 5 | 0.9% | 44 | 8.1% | 451 | 83.1% | 30 | 5.5% | 95 |
| - | 0.0% | 12 | 6.1% | 170 | 86.7% | 13 | 6.6% | 22 |
| - | 0.0% | 19 | 13.6% | 107 | 76.4% | 14 | 10.0% | 23 |
| 1 | 0.3% | 262 | 81.9% | 54 | 16.9% | - | 0.0% | 26 |
| 4 | 3.4% | 42 | 35.9% | 51 | 43.6% | 7 | 6.0% | 6 |
| 3 | 1.5% | 15 | 7.4% | 159 | 78.3% | 20 | 9.9% | 22 |
| 6 | 2.4% | 26 | 10.5% | 193 | 78.1% | 13 | 5.3% | - |
| - | 0.0% | 63 | 14.2% | 345 | 77.7% | 25 | 5.6% | - |
| 1 | 0.2% | 67 | 16.0% | 329 | 78.3% | 13 | 3.1% | - |
| 2 | 0.5% | 65 | 15.6% | 329 | 78.7% | 16 | 3.8% | 88 |
| - | 0.0% | 34 | 9.7% | 296 | 84.8% | 16 | 4.6% | 61 |
| 2 | 0.5% | 81 | 20.7% | 287 | 73.4% | 18 | 4.6% | 62 |
| 2 | 0.7% | 12 | 4.4% | 234 | 86.0% | 14 | 5.1% | 28 |
| 1 | 1.2% | 11 | 13.4% | 63 | 76.8% | 5 | 6.1% | 6 |
| 1 | 0.3% | 45 | 12.4% | 285 | 78.7% | 22 | 6.1% | 58 |
| 15 | 1.1% | 199 | 14.2% | 1,057 | 75.7% | 80 | 5.7% | - |
| 1 | 0.5% | 34 | 15.5% | 173 | 79.0% | 8 | 3.7% | 28 |
| 5 | 4.9% | 16 | 15.7% | 73 | 71.6% | 4 | 3.9% | - |
| - | 0.0% | 23 | 10.7% | 172 | 80.0% | 11 | 5.1% | 16 |
| 146 | 15.4% | 280 | 29.5% | 261 | 27.5% | 73 | 7.7% | - |
| 117 | 15.6% | 228 | 30.3% | 222 | 29.5% | 65 | 8.6% | - |
| 3 | 11.1% | 4 | 14.8% | 15 | 55.6% | - | 0.0% | - |
| 38 | 12.3% | 92 | 29.7% | 116 | 37.4% | 25 | 8.1% | 46 |

| | | | | | | | | |
|----|-------|-----|-------|-----|--------|----|-------|-----|
| 52 | 13.8% | 67 | 17.8% | 181 | 48.1% | 33 | 8.8% | 50 |
| 28 | 8.7% | 78 | 24.2% | 153 | 47.5% | 24 | 7.5% | 44 |
| 51 | 15.4% | 133 | 40.2% | 68 | 20.5% | 46 | 13.9% | 54 |
| 1 | 1.8% | 15 | 26.3% | 29 | 50.9% | 5 | 8.8% | - |
| 1 | 5.0% | 3 | 15.0% | 13 | 65.0% | 2 | 10.0% | - |
| - | 0.0% | 24 | 9.1% | 203 | 76.6% | 21 | 7.9% | - |
| - | 0.0% | 5 | 6.4% | 3 | 3.8% | 9 | 11.5% | - |
| - | 0.0% | 37 | 14.9% | 159 | 63.9% | 25 | 10.0% | 249 |
| 4 | 0.5% | 115 | 13.7% | 602 | 71.6% | 49 | 5.8% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 1 | 0.2% | 73 | 16.2% | 294 | 65.3% | 49 | 10.9% | - |
| 1 | 0.1% | 101 | 13.0% | 498 | 64.1% | 58 | 7.5% | - |
| 3 | 0.7% | 55 | 13.0% | 225 | 53.2% | 47 | 11.1% | - |
| 1 | 0.3% | 10 | 3.2% | 287 | 92.9% | 9 | 2.9% | 24 |
| 2 | 6.1% | 3 | 9.1% | 26 | 78.8% | 2 | 6.1% | 7 |
| - | 0.0% | 17 | 9.7% | 142 | 81.1% | 13 | 7.4% | 85 |
| 1 | 0.5% | 19 | 9.5% | 164 | 82.4% | 9 | 4.5% | 15 |
| 1 | 0.3% | 32 | 8.5% | 319 | 84.4% | 21 | 5.6% | - |
| - | 0.0% | 44 | 9.1% | 417 | 86.0% | 17 | 3.5% | - |
| - | 0.0% | 29 | 8.0% | 300 | 82.9% | 25 | 6.9% | - |
| - | 0.0% | 8 | 9.9% | 67 | 82.7% | 5 | 6.2% | - |
| 6 | 1.4% | 90 | 21.5% | 272 | 64.9% | 35 | 8.4% | 74 |
| - | 0.0% | 206 | 56.0% | 140 | 38.0% | 21 | 5.7% | 50 |
| 5 | 0.8% | 276 | 42.5% | 313 | 48.2% | 46 | 7.1% | - |
| - | 0.0% | - | 0.0% | 2 | 66.7% | - | 0.0% | - |
| - | 0.0% | 154 | 34.3% | 277 | 61.7% | 18 | 4.0% | 79 |
| 4 | 0.7% | 234 | 39.5% | 299 | 50.4% | 46 | 7.8% | - |
| - | 0.0% | 8 | 6.5% | 108 | 87.8% | 4 | 3.3% | 19 |
| - | 0.0% | 14 | 7.2% | 160 | 82.5% | 16 | 8.2% | - |
| - | 0.0% | - | 0.0% | 8 | 100.0% | - | 0.0% | - |
| - | 0.0% | 25 | 12.1% | 174 | 84.5% | 7 | 3.4% | 10 |
| - | 0.0% | - | 0.0% | 14 | 82.4% | 1 | 5.9% | 4 |
| 2 | 0.5% | 20 | 4.7% | 382 | 89.0% | 20 | 4.7% | 80 |
| 1 | 0.2% | 52 | 8.5% | 504 | 82.5% | 42 | 6.9% | - |
| - | 0.0% | - | 0.0% | 5 | 100.0% | - | 0.0% | 2 |

| | | | | | | | | |
|-----|-------|-----|-------|-------|-------|-----|-------|-----|
| 1 | 0.6% | 10 | 6.4% | 133 | 84.7% | 9 | 5.7% | 27 |
| - | 0.0% | 7 | 12.7% | 45 | 81.8% | 2 | 3.6% | - |
| 4 | 0.8% | 27 | 5.2% | 441 | 84.8% | 34 | 6.5% | 85 |
| 3 | 0.5% | 96 | 15.4% | 403 | 64.5% | 63 | 10.1% | 101 |
| 10 | 1.4% | 43 | 5.9% | 591 | 81.0% | 74 | 10.1% | 107 |
| 39 | 19.8% | 51 | 25.9% | 76 | 38.6% | 22 | 11.2% | - |
| 9 | 1.8% | 73 | 14.9% | 312 | 63.7% | 49 | 10.0% | 70 |
| 27 | 6.2% | 81 | 18.7% | 249 | 57.4% | 60 | 13.8% | 43 |
| 10 | 2.4% | 109 | 26.0% | 252 | 60.1% | 28 | 6.7% | 71 |
| 41 | 9.5% | 134 | 31.0% | 212 | 49.1% | 38 | 8.8% | 80 |
| 62 | 10.9% | 126 | 22.1% | 314 | 55.0% | 48 | 8.4% | - |
| 134 | 12.9% | 260 | 25.1% | 435 | 42.0% | 97 | 9.4% | - |
| 20 | 2.6% | 58 | 7.4% | 609 | 77.9% | 57 | 7.3% | 69 |
| 166 | 53.5% | 39 | 12.6% | 58 | 18.7% | 38 | 12.3% | 48 |
| - | 0.0% | 3 | 33.3% | 3 | 33.3% | 2 | 22.2% | - |
| 25 | 5.0% | 198 | 39.3% | 199 | 39.5% | 38 | 7.5% | 58 |
| 8 | 1.5% | 48 | 9.3% | 383 | 73.9% | 51 | 9.8% | 80 |
| 18 | 4.0% | 61 | 13.6% | 308 | 68.4% | 53 | 11.8% | 76 |
| 16 | 3.6% | 50 | 11.3% | 323 | 72.9% | 35 | 7.9% | 65 |
| 87 | 15.8% | 285 | 51.8% | 100 | 18.2% | 40 | 7.3% | 60 |
| 12 | 2.5% | 50 | 10.3% | 327 | 67.6% | 61 | 12.6% | 52 |
| 32 | 8.9% | 40 | 11.2% | 203 | 56.7% | 58 | 16.2% | 56 |
| 43 | 2.6% | 139 | 8.4% | 1,137 | 69.0% | 160 | 9.7% | - |
| 9 | 1.9% | 30 | 6.4% | 343 | 73.6% | 33 | 7.1% | 46 |
| 13 | 3.6% | 61 | 16.9% | 227 | 62.9% | 28 | 7.8% | 42 |
| 24 | 5.3% | 41 | 9.0% | 327 | 71.7% | 55 | 12.1% | - |
| 1 | 14.3% | 3 | 42.9% | 3 | 42.9% | - | 0.0% | - |
| 2 | 0.4% | 32 | 6.3% | 418 | 82.9% | 40 | 7.9% | 77 |
| 3 | 2.1% | 11 | 7.9% | 89 | 63.6% | 34 | 24.3% | 23 |
| 194 | 28.6% | 186 | 27.4% | 176 | 26.0% | 87 | 12.8% | 88 |
| 13 | 3.1% | 15 | 3.6% | 247 | 59.1% | 50 | 12.0% | 60 |
| 89 | 4.8% | 372 | 20.1% | 942 | 50.9% | 155 | 8.4% | - |
| 94 | 22.3% | 185 | 43.9% | 73 | 17.3% | 40 | 9.5% | - |
| 10 | 2.2% | 51 | 11.3% | 317 | 70.3% | 60 | 13.3% | 65 |
| 102 | 6.2% | 112 | 6.8% | 1,182 | 72.2% | 174 | 10.6% | - |

| | | | | | | | | |
|-----|-------|-----|-------|-------|-------|-----|-------|----|
| 11 | 2.0% | 51 | 9.4% | 389 | 71.8% | 71 | 13.1% | - |
| 39 | 10.2% | 40 | 10.5% | 221 | 57.9% | 37 | 9.7% | 67 |
| 199 | 40.5% | 73 | 14.9% | 154 | 31.4% | 49 | 10.0% | - |
| 136 | 20.6% | 114 | 17.3% | 163 | 24.7% | 57 | 8.6% | 73 |
| 24 | 3.8% | 41 | 6.5% | 475 | 75.6% | 70 | 11.1% | 92 |
| 17 | 2.9% | 57 | 9.7% | 344 | 58.5% | 82 | 13.9% | - |
| 65 | 19.2% | 39 | 11.5% | 179 | 52.8% | 50 | 14.7% | 57 |
| 45 | 6.0% | 65 | 8.7% | 546 | 73.1% | 66 | 8.8% | - |
| 25 | 7.2% | 119 | 34.3% | 152 | 43.8% | 28 | 8.1% | 71 |
| - | 0.0% | 4 | 30.8% | 8 | 61.5% | 1 | 7.7% | - |
| 222 | 34.0% | 123 | 18.8% | 200 | 30.6% | 80 | 12.3% | - |
| 87 | 50.9% | 15 | 8.8% | 38 | 22.2% | 24 | 14.0% | 39 |
| 42 | 8.4% | 77 | 15.5% | 283 | 56.8% | 36 | 7.2% | 87 |
| 39 | 9.0% | 112 | 25.9% | 154 | 35.6% | 34 | 7.9% | - |
| 12 | 1.7% | 47 | 6.8% | 545 | 78.8% | 70 | 10.1% | 75 |
| 13 | 3.9% | 13 | 3.9% | 268 | 79.8% | 37 | 11.0% | 53 |
| 37 | 13.4% | 44 | 15.9% | 107 | 38.8% | 35 | 12.7% | 51 |
| 43 | 8.5% | 248 | 49.0% | 114 | 22.5% | 29 | 5.7% | 46 |
| 1 | 0.3% | 29 | 7.4% | 313 | 80.3% | 42 | 10.8% | 63 |
| 24 | 1.4% | 163 | 9.6% | 1,189 | 70.0% | 141 | 8.3% | - |
| 3 | 0.6% | 36 | 7.4% | 377 | 77.7% | 50 | 10.3% | 78 |
| 179 | 15.5% | 276 | 24.0% | 403 | 35.0% | 100 | 8.7% | - |
| 7 | 1.8% | 25 | 6.5% | 302 | 78.9% | 36 | 9.4% | 69 |
| 78 | 17.5% | 56 | 12.6% | 246 | 55.2% | 42 | 9.4% | 71 |
| 114 | 36.7% | 73 | 23.5% | 64 | 20.6% | 35 | 11.3% | 56 |
| 47 | 12.1% | 85 | 21.9% | 123 | 31.6% | 43 | 11.1% | 39 |
| 3 | 0.7% | 53 | 13.1% | 302 | 74.4% | 31 | 7.6% | 22 |
| - | 0.0% | 1 | 11.1% | 7 | 77.8% | 1 | 11.1% | - |
| - | 0.0% | 1 | 25.0% | 3 | 75.0% | - | 0.0% | - |
| 8 | 5.1% | 30 | 19.1% | 99 | 63.1% | 17 | 10.8% | - |
| 18 | 2.4% | 80 | 10.8% | 457 | 61.7% | 131 | 17.7% | - |
| 5 | 12.2% | 16 | 39.0% | 5 | 12.2% | 10 | 24.4% | - |
| 1 | 14.3% | 3 | 42.9% | 2 | 28.6% | 1 | 14.3% | - |
| 119 | 23.6% | 123 | 24.4% | 181 | 35.8% | 46 | 9.1% | - |
| - | 0.0% | 11 | 12.5% | 67 | 76.1% | 9 | 10.2% | 16 |

| | | | | | | | | |
|-----|-------|-----|-------|-----|--------|-----|-------|-----|
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 5 | 8.9% | 11 | 19.6% | 38 | 67.9% | 2 | 3.6% | - |
| 1 | 11.1% | 1 | 11.1% | 4 | 44.4% | 2 | 22.2% | - |
| 34 | 12.8% | 49 | 18.5% | 140 | 52.8% | 29 | 10.9% | 54 |
| 7 | 4.2% | 8 | 4.8% | 104 | 62.3% | 28 | 16.8% | 27 |
| 36 | 9.8% | 91 | 24.7% | 174 | 47.3% | 35 | 9.5% | - |
| 62 | 8.4% | 101 | 13.7% | 421 | 57.3% | 79 | 10.7% | 6 |
| 9 | 2.3% | 35 | 9.0% | 310 | 80.1% | 28 | 7.2% | 41 |
| 1 | 7.7% | 1 | 7.7% | 8 | 61.5% | 1 | 7.7% | - |
| 7 | 1.1% | 21 | 3.3% | 335 | 53.0% | 206 | 32.6% | 103 |
| 11 | 2.9% | 23 | 6.1% | 300 | 79.2% | 38 | 10.0% | 53 |
| 20 | 6.5% | 206 | 66.9% | 57 | 18.5% | 20 | 6.5% | 52 |
| 182 | 18.3% | 351 | 35.3% | 308 | 31.0% | 72 | 7.2% | - |
| 120 | 43.6% | 71 | 25.8% | 39 | 14.2% | 33 | 12.0% | 45 |
| 16 | 3.0% | 35 | 6.6% | 302 | 56.9% | 45 | 8.5% | 102 |
| 87 | 31.9% | 82 | 30.0% | 62 | 22.7% | 37 | 13.6% | - |
| 74 | 12.6% | 137 | 23.3% | 216 | 36.8% | 76 | 12.9% | - |
| 71 | 15.7% | 39 | 8.6% | 297 | 65.7% | 35 | 7.7% | 89 |
| 1 | 9.1% | 2 | 18.2% | 6 | 54.5% | 2 | 18.2% | - |
| 72 | 15.7% | 189 | 41.3% | 137 | 29.9% | 32 | 7.0% | 68 |
| 8 | 29.6% | 4 | 14.8% | 11 | 40.7% | 4 | 14.8% | - |
| 6 | 1.0% | 45 | 7.3% | 480 | 78.3% | 67 | 10.9% | - |
| - | 0.0% | - | 0.0% | 3 | 60.0% | 1 | 20.0% | - |
| 45 | 12.3% | 154 | 42.0% | 95 | 25.9% | 48 | 13.1% | 64 |
| 6 | 2.2% | 30 | 10.9% | 200 | 73.0% | 24 | 8.8% | 24 |
| 9 | 2.6% | 29 | 8.4% | 265 | 76.4% | 33 | 9.5% | 65 |
| 10 | 1.7% | 51 | 8.8% | 428 | 73.7% | 73 | 12.6% | 45 |
| 12 | 5.9% | 20 | 9.8% | 154 | 75.5% | 13 | 6.4% | 8 |
| 104 | 19.0% | 68 | 12.5% | 314 | 57.5% | 51 | 9.3% | 71 |
| 33 | 12.1% | 39 | 14.3% | 129 | 47.4% | 32 | 11.8% | 56 |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| 6 | 0.7% | 88 | 10.7% | 557 | 67.8% | 88 | 10.7% | - |
| - | 0.0% | 3 | 75.0% | - | 0.0% | - | 0.0% | - |
| 26 | 10.9% | 68 | 28.6% | 88 | 37.0% | 16 | 6.7% | 35 |

| | | | | | | | | |
|-----|-------|-----|-------|-------|--------|-----|-------|-----|
| - | 0.0% | 1 | 20.0% | 3 | 60.0% | 1 | 20.0% | - |
| 72 | 4.7% | 135 | 8.8% | 1,148 | 74.8% | 126 | 8.2% | - |
| 9 | 2.8% | 20 | 6.2% | 250 | 77.9% | 33 | 10.3% | 23 |
| 117 | 34.9% | 68 | 20.3% | 108 | 32.2% | 31 | 9.3% | 71 |
| 23 | 7.6% | 67 | 22.3% | 114 | 37.9% | 38 | 12.6% | 54 |
| 4 | 0.7% | 39 | 7.1% | 282 | 51.5% | 77 | 14.1% | 98 |
| - | 0.0% | 3 | 15.8% | 12 | 63.2% | 1 | 5.3% | - |
| - | 0.0% | 7 | 9.7% | 47 | 65.3% | 14 | 19.4% | 11 |
| - | 0.0% | 1 | 2.5% | 22 | 55.0% | 12 | 30.0% | - |
| - | 0.0% | 2 | 1.3% | 143 | 92.9% | 7 | 4.5% | 9 |
| - | 0.0% | 5 | 2.2% | 203 | 89.8% | 17 | 7.5% | 19 |
| 7 | 1.6% | 30 | 6.9% | 365 | 83.7% | 27 | 6.2% | 48 |
| - | 0.0% | 2 | 5.1% | 36 | 92.3% | - | 0.0% | - |
| 2 | 0.5% | 35 | 8.3% | 351 | 82.8% | 19 | 4.5% | - |
| 2 | 0.3% | 125 | 18.3% | 505 | 73.9% | 37 | 5.4% | - |
| - | 0.0% | 88 | 22.2% | 287 | 72.5% | 19 | 4.8% | - |
| 8 | 2.3% | 95 | 27.7% | 223 | 65.0% | 15 | 4.4% | - |
| 1 | 0.2% | 181 | 29.5% | 405 | 66.1% | 17 | 2.8% | - |
| - | 0.0% | - | 0.0% | 6 | 100.0% | - | 0.0% | - |
| 3 | 0.8% | 88 | 23.2% | 266 | 70.2% | 20 | 5.3% | 379 |
| 7 | 0.7% | 190 | 18.6% | 763 | 74.5% | 40 | 3.9% | - |
| 4 | 0.4% | 70 | 7.7% | 780 | 85.9% | 21 | 2.3% | - |
| - | 0.0% | 15 | 23.8% | 47 | 74.6% | 1 | 1.6% | - |
| 3 | 0.3% | 189 | 20.5% | 687 | 74.4% | 35 | 3.8% | - |
| 2 | 0.4% | 102 | 18.5% | 423 | 76.8% | 22 | 4.0% | - |
| 2 | 0.4% | 37 | 8.3% | 380 | 85.2% | 17 | 3.8% | 61 |
| - | 0.0% | 59 | 13.1% | 363 | 80.3% | 15 | 3.3% | - |
| 3 | 0.8% | 28 | 7.1% | 352 | 89.6% | 8 | 2.0% | 47 |
| 4 | 1.2% | 91 | 26.5% | 236 | 68.6% | 10 | 2.9% | - |
| - | 0.0% | 29 | 7.9% | 288 | 78.0% | 37 | 10.0% | 53 |
| - | 0.0% | 32 | 10.1% | 264 | 83.3% | 12 | 3.8% | - |
| 62 | 12.8% | 259 | 53.4% | 78 | 16.1% | 31 | 6.4% | 83 |
| 51 | 11.4% | 217 | 48.7% | 95 | 21.3% | 31 | 7.0% | 70 |
| 11 | 3.2% | 153 | 43.8% | 135 | 38.7% | 27 | 7.7% | 49 |
| 102 | 21.4% | 176 | 36.9% | 91 | 19.1% | 32 | 6.7% | 86 |

| | | | | | | | | |
|-----|-------|-------|-------|-----|--------|-----|-------|-----|
| 60 | 13.0% | 230 | 49.7% | 108 | 23.3% | 41 | 8.9% | 69 |
| 126 | 17.1% | 288 | 39.2% | 143 | 19.5% | 45 | 6.1% | - |
| 99 | 24.3% | 106 | 26.0% | 85 | 20.9% | 34 | 8.4% | 56 |
| 19 | 3.5% | 106 | 19.7% | 342 | 63.5% | 47 | 8.7% | 47 |
| 4 | 2.1% | 40 | 20.5% | 111 | 56.9% | 21 | 10.8% | 28 |
| 182 | 7.2% | 1,092 | 43.2% | 820 | 32.5% | 131 | 5.2% | - |
| 22 | 11.3% | 96 | 49.5% | 61 | 31.4% | 8 | 4.1% | - |
| 68 | 7.0% | 514 | 53.0% | 222 | 22.9% | 66 | 6.8% | - |
| 9 | 9.6% | 24 | 25.5% | 50 | 53.2% | 6 | 6.4% | - |
| 50 | 14.1% | 170 | 48.0% | 87 | 24.6% | 34 | 9.6% | 60 |
| 19 | 4.3% | 238 | 54.0% | 109 | 24.7% | 35 | 7.9% | 65 |
| 5 | 1.5% | 95 | 27.7% | 191 | 55.7% | 24 | 7.0% | 55 |
| 16 | 3.6% | 92 | 20.8% | 280 | 63.3% | 29 | 6.6% | 67 |
| 11 | 1.8% | 233 | 38.7% | 279 | 46.3% | 39 | 6.5% | - |
| 72 | 14.7% | 186 | 38.0% | 89 | 18.2% | 42 | 8.6% | 74 |
| 12 | 2.6% | 256 | 54.9% | 151 | 32.4% | 20 | 4.3% | 78 |
| - | 0.0% | 23 | 9.7% | 194 | 82.2% | 16 | 6.8% | 38 |
| - | 0.0% | 15 | 9.1% | 131 | 79.9% | 15 | 9.1% | - |
| 2 | 0.5% | 25 | 6.3% | 317 | 79.3% | 33 | 8.3% | 34 |
| 1 | 0.4% | 11 | 4.7% | 205 | 86.9% | 12 | 5.1% | - |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| - | 0.0% | 16 | 8.6% | 148 | 79.6% | 16 | 8.6% | 8 |
| 1 | 0.2% | 32 | 7.0% | 384 | 84.4% | 33 | 7.3% | 60 |
| 2 | 0.6% | 34 | 9.6% | 291 | 82.2% | 22 | 6.2% | - |
| - | 0.0% | - | 0.0% | 17 | 85.0% | 1 | 5.0% | - |
| 4 | 0.6% | 448 | 65.6% | 168 | 24.6% | 10 | 1.5% | 101 |
| 8 | 1.3% | 88 | 14.0% | 444 | 70.5% | 53 | 8.4% | 100 |
| 5 | 1.8% | 32 | 11.8% | 191 | 70.2% | 26 | 9.6% | 38 |
| 7 | 2.2% | 177 | 56.6% | 96 | 30.7% | 19 | 6.1% | 53 |
| 3 | 0.9% | 52 | 15.3% | 250 | 73.5% | 21 | 6.2% | 47 |
| 13 | 2.2% | 365 | 63.0% | 117 | 20.2% | 21 | 3.6% | 97 |
| 4 | 1.0% | 61 | 15.8% | 276 | 71.7% | 17 | 4.4% | 64 |
| 7 | 0.7% | 495 | 50.1% | 396 | 40.0% | 60 | 6.1% | - |
| 4 | 1.0% | 81 | 20.5% | 272 | 68.7% | 22 | 5.6% | 61 |
| 8 | 0.9% | 137 | 15.9% | 622 | 72.2% | 59 | 6.8% | - |

| | | | | | | | | |
|----|-------|-------|-------|-------|-------|-----|------|-----|
| 2 | 0.5% | 113 | 26.9% | 261 | 62.1% | 27 | 6.4% | 82 |
| 2 | 1.0% | 91 | 45.1% | 89 | 44.1% | 7 | 3.5% | - |
| 13 | 3.7% | 83 | 23.3% | 232 | 65.2% | 12 | 3.4% | 60 |
| 6 | 1.1% | 384 | 70.8% | 121 | 22.3% | 11 | 2.0% | 74 |
| 1 | 0.4% | 45 | 19.3% | 161 | 69.1% | 21 | 9.0% | 44 |
| 6 | 1.2% | 345 | 67.6% | 94 | 18.4% | 17 | 3.3% | 84 |
| 7 | 1.7% | 220 | 52.9% | 161 | 38.7% | 11 | 2.6% | 82 |
| 5 | 0.9% | 135 | 24.4% | 352 | 63.5% | 38 | 6.9% | 75 |
| 4 | 1.0% | 281 | 67.5% | 87 | 20.9% | 20 | 4.8% | 58 |
| 5 | 1.0% | 290 | 59.1% | 150 | 30.6% | 17 | 3.5% | 67 |
| 3 | 0.6% | 226 | 44.0% | 237 | 46.1% | 38 | 7.4% | 92 |
| 4 | 0.9% | 290 | 65.2% | 116 | 26.1% | 14 | 3.1% | 70 |
| 11 | 2.9% | 207 | 54.0% | 130 | 33.9% | 14 | 3.7% | 59 |
| 11 | 2.6% | 269 | 62.9% | 115 | 26.9% | 17 | 4.0% | 60 |
| 12 | 1.1% | 670 | 63.8% | 267 | 25.4% | 33 | 3.1% | - |
| 1 | 0.6% | 14 | 8.0% | 143 | 81.3% | 11 | 6.3% | - |
| 2 | 33.3% | 1 | 16.7% | 2 | 33.3% | - | 0.0% | - |
| 1 | 1.0% | 9 | 9.2% | 78 | 79.6% | 7 | 7.1% | - |
| 22 | 2.2% | 180 | 18.2% | 650 | 65.9% | 70 | 7.1% | - |
| 3 | 0.5% | 67 | 11.7% | 422 | 73.5% | 53 | 9.2% | 85 |
| 9 | 1.3% | 339 | 47.6% | 307 | 43.1% | 35 | 4.9% | 107 |
| 3 | 0.7% | 258 | 61.7% | 126 | 30.1% | 17 | 4.1% | 68 |
| 5 | 1.1% | 326 | 69.7% | 111 | 23.7% | 12 | 2.6% | 57 |
| 2 | 0.7% | 131 | 43.5% | 137 | 45.5% | 20 | 6.6% | 50 |
| 20 | 2.6% | 262 | 33.6% | 417 | 53.5% | 43 | 5.5% | - |
| 6 | 1.6% | 63 | 16.7% | 257 | 68.2% | 30 | 8.0% | 55 |
| 37 | 1.5% | 1,520 | 63.4% | 579 | 24.1% | 58 | 2.4% | - |
| 7 | 2.1% | 66 | 19.8% | 227 | 68.0% | 25 | 7.5% | 50 |
| 18 | 0.9% | 679 | 33.0% | 1,157 | 56.2% | 132 | 6.4% | - |
| 8 | 1.9% | 173 | 41.5% | 195 | 46.8% | 20 | 4.8% | 76 |
| 7 | 1.9% | 75 | 20.1% | 240 | 64.3% | 29 | 7.8% | 52 |
| 10 | 1.9% | 143 | 26.5% | 338 | 62.6% | 37 | 6.9% | 72 |
| 30 | 1.6% | 1,026 | 56.2% | 577 | 31.6% | 76 | 4.2% | - |
| 2 | 1.5% | 10 | 7.7% | 107 | 82.3% | 7 | 5.4% | - |
| 10 | 1.4% | 421 | 59.4% | 217 | 30.6% | 29 | 4.1% | - |

| | | | | | | | | |
|----|------|-----|-------|-------|-------|-----|-------|-----|
| 14 | 2.1% | 114 | 17.1% | 441 | 66.3% | 42 | 6.3% | 136 |
| 10 | 3.2% | 174 | 55.8% | 79 | 25.3% | 17 | 5.4% | 62 |
| 10 | 2.0% | 232 | 46.3% | 215 | 42.9% | 24 | 4.8% | - |
| 11 | 3.4% | 57 | 17.8% | 220 | 68.5% | 24 | 7.5% | 42 |
| 3 | 1.8% | 43 | 26.4% | 102 | 62.6% | 6 | 3.7% | - |
| 5 | 1.0% | 55 | 10.8% | 406 | 79.9% | 24 | 4.7% | 87 |
| 2 | 0.4% | 390 | 69.9% | 99 | 17.7% | 15 | 2.7% | 86 |
| 24 | 1.2% | 479 | 24.9% | 1,166 | 60.6% | 142 | 7.4% | - |
| 27 | 1.6% | 253 | 14.7% | 1,215 | 70.7% | 121 | 7.0% | - |
| 15 | 1.3% | 766 | 68.0% | 233 | 20.7% | 39 | 3.5% | - |
| 3 | 0.5% | 126 | 19.1% | 449 | 68.2% | 43 | 6.5% | - |
| 10 | 1.9% | 52 | 9.7% | 403 | 74.9% | 26 | 4.8% | 82 |
| 7 | 1.3% | 323 | 60.0% | 139 | 25.8% | 16 | 3.0% | 87 |
| - | 0.0% | 36 | 21.7% | 111 | 66.9% | 17 | 10.2% | 28 |
| 16 | 1.5% | 740 | 71.1% | 190 | 18.3% | 22 | 2.1% | - |
| 10 | 1.5% | 206 | 30.3% | 398 | 58.6% | 44 | 6.5% | - |
| 2 | 0.5% | 299 | 78.5% | 54 | 14.2% | 9 | 2.4% | 49 |
| 2 | 0.5% | 235 | 53.7% | 153 | 34.9% | 27 | 6.2% | 57 |
| 28 | 1.6% | 355 | 20.4% | 1,163 | 67.0% | 120 | 6.9% | - |
| 7 | 0.9% | 213 | 26.5% | 515 | 64.1% | 49 | 6.1% | - |
| 5 | 1.2% | 62 | 15.3% | 287 | 70.9% | 32 | 7.9% | 51 |
| 5 | 0.9% | 378 | 68.6% | 121 | 22.0% | 20 | 3.6% | 92 |
| 79 | 2.0% | 525 | 13.5% | 2,845 | 73.2% | 322 | 8.3% | 100 |
| 6 | 2.0% | 24 | 7.9% | 248 | 81.3% | 22 | 7.2% | 37 |
| 1 | 0.4% | 19 | 7.3% | 215 | 82.4% | 18 | 6.9% | - |
| 1 | 0.3% | 36 | 9.7% | 292 | 78.3% | 39 | 10.5% | 84 |
| 1 | 4.8% | 1 | 4.8% | 19 | 90.5% | - | 0.0% | - |
| 1 | 0.2% | 48 | 9.7% | 400 | 81.1% | 30 | 6.1% | - |
| 1 | 0.5% | 19 | 8.9% | 174 | 81.7% | 14 | 6.6% | 24 |
| 8 | 1.1% | 64 | 8.8% | 591 | 81.1% | 29 | 4.0% | - |
| 1 | 0.3% | 38 | 12.0% | 255 | 80.4% | 8 | 2.5% | - |
| - | 0.0% | 1 | 8.3% | 10 | 83.3% | 1 | 8.3% | - |
| - | 0.0% | 4 | 5.4% | 66 | 89.2% | 4 | 5.4% | 7 |
| 1 | 0.5% | 11 | 5.9% | 168 | 89.4% | 7 | 3.7% | 43 |
| - | 0.0% | 30 | 9.4% | 271 | 85.2% | 11 | 3.5% | 50 |

| | | | | | | | | |
|----|------|-----|-------|-------|-------|-----|-------|-----|
| - | 0.0% | 5 | 10.6% | 40 | 85.1% | 2 | 4.3% | 6 |
| - | 0.0% | 4 | 10.8% | 33 | 89.2% | - | 0.0% | - |
| - | 0.0% | 17 | 7.3% | 199 | 85.4% | 13 | 5.6% | - |
| - | 0.0% | 9 | 6.0% | 124 | 82.7% | 12 | 8.0% | - |
| 3 | 0.7% | 117 | 29.1% | 259 | 64.4% | 13 | 3.2% | - |
| - | 0.0% | 54 | 18.1% | 228 | 76.5% | 12 | 4.0% | 48 |
| 5 | 1.1% | 159 | 35.4% | 261 | 58.1% | 11 | 2.5% | 71 |
| 1 | 0.2% | 111 | 23.7% | 334 | 71.2% | 10 | 2.1% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| - | 0.0% | 8 | 25.0% | 23 | 71.9% | 1 | 3.1% | 5 |
| 2 | 0.4% | 85 | 17.9% | 307 | 64.8% | 53 | 11.2% | 51 |
| 2 | 1.6% | 9 | 7.0% | 108 | 84.4% | 4 | 3.1% | 1 |
| 2 | 0.8% | 47 | 18.9% | 172 | 69.1% | 24 | 9.6% | - |
| - | 0.0% | 10 | 11.5% | 63 | 72.4% | 6 | 6.9% | - |
| - | 0.0% | 30 | 11.1% | 222 | 82.2% | 13 | 4.8% | 23 |
| 4 | 0.7% | 38 | 6.5% | 492 | 84.4% | 32 | 5.5% | 102 |
| 3 | 0.5% | 77 | 13.5% | 423 | 74.1% | 45 | 7.9% | 84 |
| 5 | 1.1% | 92 | 20.0% | 322 | 70.0% | 29 | 6.3% | 63 |
| 4 | 0.8% | 49 | 9.4% | 420 | 80.8% | 26 | 5.0% | - |
| 8 | 1.3% | 28 | 4.7% | 510 | 85.1% | 31 | 5.2% | 91 |
| 8 | 3.9% | 7 | 3.4% | 157 | 76.2% | 24 | 11.7% | 25 |
| 6 | 0.4% | 179 | 10.6% | 1,327 | 78.8% | 102 | 6.1% | - |
| 5 | 0.7% | 81 | 11.5% | 550 | 78.3% | 38 | 5.4% | - |
| - | 0.0% | 1 | 16.7% | 3 | 50.0% | 1 | 16.7% | - |
| - | 0.0% | 8 | 5.8% | 122 | 89.1% | 3 | 2.2% | 16 |
| - | 0.0% | 57 | 19.6% | 225 | 77.3% | 7 | 2.4% | 24 |
| - | 0.0% | 19 | 10.4% | 159 | 86.9% | 5 | 2.7% | 22 |
| - | 0.0% | 1 | 1.2% | 81 | 95.3% | 1 | 1.2% | 9 |
| 2 | 0.6% | 66 | 19.8% | 254 | 76.3% | 9 | 2.7% | 109 |
| - | 0.0% | 13 | 17.3% | 62 | 82.7% | - | 0.0% | - |
| 6 | 1.4% | 87 | 20.4% | 313 | 73.3% | 15 | 3.5% | 2 |
| 3 | 1.9% | 8 | 5.2% | 141 | 91.0% | 3 | 1.9% | 25 |
| 3 | 2.2% | 8 | 5.8% | 124 | 89.9% | 1 | 0.7% | 11 |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 12 | 0.9% | 212 | 15.9% | 1,048 | 78.6% | 29 | 2.2% | - |

| | | | | | | | | |
|---|------|-----|-------|-----|--------|----|-------|-----|
| 6 | 1.3% | 84 | 17.8% | 353 | 74.9% | 18 | 3.8% | - |
| - | 0.0% | 8 | 6.2% | 110 | 85.3% | 9 | 7.0% | 15 |
| - | 0.0% | 24 | 10.9% | 190 | 86.0% | 5 | 2.3% | 20 |
| 3 | 1.0% | 19 | 6.2% | 268 | 87.6% | 7 | 2.3% | 52 |
| 1 | 0.2% | 20 | 4.3% | 402 | 86.6% | 15 | 3.2% | - |
| 2 | 0.6% | 34 | 10.5% | 277 | 85.2% | 3 | 0.9% | - |
| 5 | 0.8% | 36 | 6.0% | 497 | 83.3% | 45 | 7.5% | 104 |
| 1 | 0.2% | 59 | 14.3% | 265 | 64.0% | 70 | 16.9% | - |
| - | 0.0% | 29 | 8.4% | 261 | 75.4% | 44 | 12.7% | - |
| - | 0.0% | 2 | 11.8% | 14 | 82.4% | 1 | 5.9% | 2 |
| 1 | 0.5% | 11 | 5.4% | 182 | 89.2% | 8 | 3.9% | 12 |
| 1 | 1.3% | 7 | 9.0% | 64 | 82.1% | 2 | 2.6% | - |
| 2 | 0.4% | 106 | 23.2% | 316 | 69.1% | 13 | 2.8% | 77 |
| - | 0.0% | - | 0.0% | 5 | 100.0% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 3 | 75.0% | 1 | 25.0% | - |
| - | 0.0% | - | 0.0% | 49 | 90.7% | 1 | 1.9% | - |
| 5 | 0.6% | 96 | 12.3% | 644 | 82.4% | 14 | 1.8% | - |
| - | 0.0% | 7 | 8.4% | 68 | 81.9% | 7 | 8.4% | 18 |
| 1 | 0.2% | 31 | 7.1% | 382 | 87.0% | 11 | 2.5% | 69 |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| - | 0.0% | 4 | 5.1% | 67 | 85.9% | 3 | 3.8% | 9 |
| 4 | 0.7% | 64 | 11.2% | 474 | 83.3% | 7 | 1.2% | - |
| - | 0.0% | 2 | 2.3% | 82 | 93.2% | 2 | 2.3% | 8 |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 1 | 100.0% | - | 0.0% | - |
| - | 0.0% | 30 | 13.7% | 166 | 75.8% | 18 | 8.2% | 23 |
| - | 0.0% | 32 | 10.4% | 239 | 77.9% | 29 | 9.4% | - |
| - | 0.0% | 35 | 10.9% | 250 | 77.6% | 31 | 9.6% | 53 |
| 1 | 0.3% | 30 | 7.7% | 318 | 81.5% | 25 | 6.4% | - |
| - | 0.0% | 19 | 6.6% | 236 | 81.9% | 26 | 9.0% | 48 |
| 1 | 0.7% | 15 | 10.7% | 107 | 76.4% | 11 | 7.9% | 18 |
| - | 0.0% | 11 | 10.0% | 85 | 77.3% | 5 | 4.5% | - |
| - | 0.0% | - | 0.0% | 7 | 87.5% | 1 | 12.5% | - |
| - | 0.0% | 3 | 10.7% | 21 | 75.0% | 3 | 10.7% | 1 |

| | | | | | | | | |
|----|------|-----|-------|-----|--------|-----|-------|----|
| - | 0.0% | 1 | 8.3% | 9 | 75.0% | 1 | 8.3% | - |
| - | 0.0% | 2 | 16.7% | 8 | 66.7% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| - | 0.0% | 9 | 22.0% | 31 | 75.6% | - | 0.0% | 1 |
| - | 0.0% | 4 | 6.5% | 50 | 80.6% | 1 | 1.6% | 3 |
| 2 | 0.8% | 22 | 8.5% | 202 | 78.0% | 23 | 8.9% | - |
| 4 | 0.7% | 168 | 28.0% | 379 | 63.2% | 38 | 6.3% | - |
| - | 0.0% | - | 0.0% | 12 | 85.7% | 2 | 14.3% | - |
| 4 | 0.8% | 116 | 22.4% | 355 | 68.7% | 31 | 6.0% | - |
| 3 | 0.8% | 92 | 23.9% | 259 | 67.3% | 23 | 6.0% | 59 |
| 3 | 0.8% | 90 | 24.3% | 253 | 68.2% | 17 | 4.6% | 68 |
| 5 | 1.3% | 77 | 20.5% | 261 | 69.4% | 26 | 6.9% | 56 |
| - | 0.0% | 24 | 20.5% | 79 | 67.5% | 9 | 7.7% | - |
| 15 | 3.5% | 145 | 33.6% | 227 | 52.5% | 32 | 7.4% | 82 |
| 16 | 2.3% | 207 | 30.3% | 374 | 54.8% | 55 | 8.1% | - |
| 2 | 7.7% | 5 | 19.2% | 18 | 69.2% | 1 | 3.8% | 1 |
| - | 0.0% | 1 | 50.0% | 1 | 50.0% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | 2 | 100.0% | - | 0.0% | - |
| - | 0.0% | 97 | 27.2% | 235 | 65.8% | 19 | 5.3% | 57 |
| 5 | 1.0% | 170 | 33.8% | 284 | 56.5% | 32 | 6.4% | 86 |
| 4 | 0.9% | 64 | 14.4% | 338 | 76.3% | 34 | 7.7% | 69 |
| 6 | 1.2% | 108 | 20.8% | 360 | 69.2% | 33 | 6.3% | 81 |
| - | 0.0% | 3 | 18.8% | 10 | 62.5% | 2 | 12.5% | - |
| 19 | 1.4% | 439 | 31.6% | 774 | 55.6% | 107 | 7.7% | - |
| - | 0.0% | 18 | 12.0% | 117 | 78.0% | 10 | 6.7% | 3 |
| 1 | 3.1% | 2 | 6.3% | 28 | 87.5% | 1 | 3.1% | - |
| 3 | 0.7% | 46 | 10.0% | 365 | 79.3% | 42 | 9.1% | 75 |
| 8 | 0.6% | 178 | 13.6% | 969 | 74.0% | 119 | 9.1% | - |
| 7 | 1.2% | 54 | 9.6% | 454 | 80.4% | 42 | 7.4% | - |
| 6 | 1.3% | 125 | 26.7% | 299 | 63.9% | 30 | 6.4% | 79 |
| - | 0.0% | 19 | 11.1% | 140 | 81.9% | 7 | 4.1% | 24 |
| - | 0.0% | - | 0.0% | 2 | 100.0% | - | 0.0% | - |
| 3 | 1.1% | 33 | 12.4% | 204 | 76.7% | 19 | 7.1% | - |
| 1 | 0.3% | 66 | 16.5% | 305 | 76.3% | 20 | 5.0% | 72 |
| 2 | 0.8% | 30 | 12.3% | 193 | 79.4% | 16 | 6.6% | 36 |

| | | | | | | | | |
|---|------|-----|-------|-----|--------|----|-------|-----|
| - | 0.0% | 7 | 11.1% | 51 | 81.0% | 4 | 6.3% | - |
| 7 | 1.4% | 68 | 13.9% | 362 | 74.2% | 47 | 9.6% | 68 |
| 8 | 1.5% | 38 | 7.0% | 455 | 84.1% | 28 | 5.2% | 62 |
| - | 0.0% | 10 | 5.4% | 170 | 91.4% | 2 | 1.1% | 28 |
| 6 | 0.7% | 90 | 10.5% | 678 | 79.1% | 62 | 7.2% | - |
| 5 | 1.1% | 42 | 9.6% | 354 | 80.8% | 30 | 6.8% | - |
| - | 0.0% | 8 | 10.8% | 60 | 81.1% | 4 | 5.4% | 2 |
| - | 0.0% | 50 | 43.9% | 62 | 54.4% | 1 | 0.9% | 15 |
| - | 0.0% | 41 | 31.8% | 86 | 66.7% | 1 | 0.8% | - |
| - | 0.0% | 112 | 53.1% | 96 | 45.5% | 3 | 1.4% | 45 |
| 3 | 1.2% | 115 | 46.0% | 121 | 48.4% | 7 | 2.8% | - |
| - | 0.0% | - | 0.0% | 6 | 100.0% | - | 0.0% | 2 |
| - | 0.0% | 44 | 10.1% | 365 | 83.9% | 20 | 4.6% | 122 |
| 1 | 0.3% | 43 | 11.4% | 292 | 77.7% | 17 | 4.5% | - |
| - | 0.0% | 23 | 11.6% | 157 | 78.9% | 12 | 6.0% | - |
| - | 0.0% | 8 | 20.5% | 25 | 64.1% | 3 | 7.7% | - |
| - | 0.0% | 33 | 10.2% | 272 | 84.0% | 14 | 4.3% | - |
| - | 0.0% | 18 | 5.4% | 290 | 86.3% | 19 | 5.7% | 39 |
| - | 0.0% | 17 | 5.0% | 309 | 90.6% | 9 | 2.6% | 46 |
| 1 | 0.7% | 5 | 3.5% | 128 | 90.8% | 6 | 4.3% | 15 |
| - | 0.0% | 14 | 4.9% | 246 | 86.0% | 22 | 7.7% | 38 |
| - | 0.0% | 10 | 7.2% | 118 | 84.9% | 10 | 7.2% | 22 |
| 2 | 0.3% | 42 | 5.9% | 620 | 86.7% | 32 | 4.5% | - |
| 1 | 0.3% | 20 | 5.5% | 316 | 87.5% | 16 | 4.4% | - |
| - | 0.0% | 15 | 15.2% | 78 | 78.8% | 4 | 4.0% | 7 |
| 3 | 0.7% | 44 | 11.0% | 319 | 79.6% | 31 | 7.7% | 82 |
| 2 | 0.5% | 28 | 6.8% | 332 | 80.4% | 43 | 10.4% | - |
| 1 | 0.3% | 49 | 13.1% | 289 | 77.5% | 28 | 7.5% | 69 |
| - | 0.0% | 31 | 13.2% | 183 | 78.2% | 14 | 6.0% | 41 |
| 1 | 0.2% | 67 | 11.3% | 486 | 81.7% | 31 | 5.2% | - |
| 8 | 2.5% | 40 | 12.6% | 240 | 75.5% | 18 | 5.7% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | - | 0.0% | - |
| 1 | 0.2% | 49 | 12.2% | 316 | 78.8% | 31 | 7.7% | - |
| 2 | 0.6% | 32 | 9.9% | 255 | 79.2% | 23 | 7.1% | - |

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|----|------|-----|-------|-------|--------|-----|--------|-----|
| - | 0.0% | 23 | 6.6% | 307 | 87.5% | 17 | 4.8% | 58 |
| 2 | 0.5% | 38 | 10.0% | 309 | 81.5% | 22 | 5.8% | 69 |
| - | 0.0% | 41 | 8.8% | 379 | 81.5% | 37 | 8.0% | - |
| 1 | 1.0% | 10 | 9.8% | 84 | 82.4% | 5 | 4.9% | 18 |
| - | 0.0% | 2 | 10.0% | 16 | 80.0% | 2 | 10.0% | - |
| - | 0.0% | 3 | 8.6% | 27 | 77.1% | 4 | 11.4% | - |
| - | 0.0% | 6 | 8.0% | 60 | 80.0% | 8 | 10.7% | 11 |
| - | 0.0% | 10 | 5.5% | 156 | 86.2% | 12 | 6.6% | - |
| 10 | 1.8% | 99 | 17.8% | 330 | 59.2% | 50 | 9.0% | 88 |
| 3 | 0.5% | 231 | 42.2% | 248 | 45.3% | 36 | 6.6% | 87 |
| 4 | 0.8% | 127 | 26.6% | 277 | 58.1% | 30 | 6.3% | 84 |
| 21 | 3.5% | 170 | 28.1% | 313 | 51.7% | 55 | 9.1% | 88 |
| 2 | 1.4% | 56 | 39.2% | 72 | 50.4% | 7 | 4.9% | - |
| 8 | 1.4% | 153 | 27.4% | 306 | 54.7% | 35 | 6.3% | 96 |
| 15 | 2.7% | 105 | 18.8% | 384 | 68.7% | 38 | 6.8% | 90 |
| 14 | 1.4% | 317 | 31.9% | 531 | 53.4% | 73 | 7.3% | - |
| 7 | 1.3% | 149 | 26.8% | 328 | 59.0% | 36 | 6.5% | 72 |
| - | 0.0% | - | 0.0% | 12 | 100.0% | - | 0.0% | - |
| 8 | 1.4% | 83 | 14.6% | 366 | 64.3% | 62 | 10.9% | 89 |
| 15 | 2.4% | 237 | 38.4% | 297 | 48.1% | 36 | 5.8% | 95 |
| 3 | 1.3% | 32 | 14.2% | 158 | 70.2% | 17 | 7.6% | 50 |
| 11 | 1.3% | 225 | 27.0% | 486 | 58.3% | 60 | 7.2% | - |
| 38 | 2.1% | 445 | 24.2% | 1,049 | 57.0% | 119 | 6.5% | - |
| 3 | 2.8% | 30 | 27.5% | 62 | 56.9% | 8 | 7.3% | - |
| 3 | 0.6% | 167 | 34.3% | 264 | 54.2% | 26 | 5.3% | 73 |
| 35 | 1.8% | 495 | 25.1% | 1,151 | 58.3% | 125 | 6.3% | - |
| 13 | 1.3% | 255 | 24.6% | 578 | 55.8% | 84 | 8.1% | - |
| 1 | 0.2% | 147 | 26.6% | 363 | 65.8% | 29 | 5.3% | - |
| - | 0.0% | 100 | 31.0% | 197 | 61.0% | 22 | 6.8% | 164 |
| 1 | 0.3% | 96 | 30.3% | 200 | 63.1% | 17 | 5.4% | - |
| 4 | 0.6% | 194 | 28.2% | 436 | 63.5% | 33 | 4.8% | - |
| 2 | 0.6% | 101 | 28.7% | 227 | 64.5% | 12 | 3.4% | - |
| - | 0.0% | - | 0.0% | - | 0.0% | 2 | 100.0% | - |
| - | 0.0% | 4 | 13.3% | 17 | 56.7% | - | 0.0% | 1 |
| 1 | 0.3% | 239 | 70.7% | 95 | 28.1% | 1 | 0.3% | - |

| | | | | | | | | |
|----|------|-----|-------|-------|-------|-----|-------|-----|
| 2 | 0.3% | 477 | 74.5% | 146 | 22.8% | 9 | 1.4% | 103 |
| 4 | 1.0% | 254 | 65.3% | 127 | 32.6% | 1 | 0.3% | - |
| - | 0.0% | 3 | 1.7% | 166 | 94.3% | 4 | 2.3% | 36 |
| 1 | 0.6% | 2 | 1.1% | 166 | 95.4% | - | 0.0% | - |
| - | 0.0% | 113 | 25.7% | 310 | 70.5% | 11 | 2.5% | 90 |
| - | 0.0% | 64 | 24.3% | 186 | 70.7% | 5 | 1.9% | - |
| 1 | 0.9% | 28 | 25.9% | 76 | 70.4% | - | 0.0% | - |
| - | 0.0% | 1 | 12.5% | 3 | 37.5% | 2 | 25.0% | - |
| - | 0.0% | 3 | 3.2% | 90 | 94.7% | - | 0.0% | - |
| - | 0.0% | 1 | 4.8% | 18 | 85.7% | - | 0.0% | 5 |
| - | 0.0% | 20 | 9.2% | 183 | 84.3% | 9 | 4.1% | 37 |
| 1 | 0.6% | 10 | 5.7% | 148 | 84.1% | 10 | 5.7% | - |
| - | 0.0% | 7 | 5.6% | 108 | 87.1% | 4 | 3.2% | - |
| - | 0.0% | 7 | 8.0% | 75 | 86.2% | 4 | 4.6% | 15 |
| - | 0.0% | 3 | 3.2% | 88 | 93.6% | 2 | 2.1% | - |
| 2 | 0.3% | 90 | 11.9% | 609 | 80.3% | 41 | 5.4% | 78 |
| - | 0.0% | 38 | 13.4% | 224 | 79.2% | 11 | 3.9% | - |
| 2 | 2.0% | 19 | 19.4% | 66 | 67.3% | 9 | 9.2% | - |
| 10 | 1.4% | 48 | 6.8% | 564 | 80.3% | 53 | 7.6% | - |
| 5 | 0.9% | 88 | 16.0% | 395 | 71.8% | 34 | 6.2% | 90 |
| 3 | 0.9% | 13 | 3.8% | 291 | 84.8% | 18 | 5.2% | 44 |
| 3 | 0.5% | 108 | 17.7% | 418 | 68.5% | 49 | 8.0% | 99 |
| 2 | 0.7% | 13 | 4.5% | 237 | 81.4% | 29 | 10.0% | 38 |
| 6 | 1.1% | 134 | 25.2% | 321 | 60.3% | 43 | 8.1% | - |
| 5 | 0.9% | 144 | 25.2% | 342 | 59.9% | 48 | 8.4% | 95 |
| 6 | 1.4% | 62 | 15.0% | 287 | 69.3% | 32 | 7.7% | - |
| 9 | 1.2% | 47 | 6.3% | 582 | 78.5% | 66 | 8.9% | - |
| 1 | 0.2% | 16 | 3.7% | 369 | 85.6% | 25 | 5.8% | 67 |
| 1 | 0.3% | 21 | 6.1% | 271 | 78.6% | 37 | 10.7% | 60 |
| - | 0.0% | 5 | 4.5% | 71 | 63.4% | 10 | 8.9% | - |
| 4 | 0.7% | 36 | 6.2% | 444 | 76.2% | 74 | 12.7% | 75 |
| 16 | 0.9% | 99 | 5.3% | 1,495 | 80.1% | 134 | 7.2% | - |
| - | 0.0% | 1 | 7.7% | 7 | 53.8% | 4 | 30.8% | - |
| 6 | 1.2% | 41 | 7.9% | 420 | 81.1% | 37 | 7.1% | 63 |
| 7 | 0.6% | 237 | 19.4% | 826 | 67.7% | 92 | 7.5% | - |

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|---|-------|-----|-------|-----|-------|----|-------|-----|
| 1 | 11.1% | - | 0.0% | 3 | 33.3% | 1 | 11.1% | - |
| - | 0.0% | - | 0.0% | 25 | 80.6% | 5 | 16.1% | - |
| - | 0.0% | 26 | 6.7% | 225 | 58.3% | 47 | 12.2% | 60 |
| 2 | 0.7% | 37 | 13.8% | 149 | 55.4% | 15 | 5.6% | - |
| 1 | 0.5% | 24 | 12.4% | 109 | 56.5% | 8 | 4.1% | - |
| 3 | 0.9% | 28 | 8.2% | 285 | 83.1% | 24 | 7.0% | 91 |
| - | 0.0% | 2 | 7.4% | 23 | 85.2% | 2 | 7.4% | - |
| 1 | 0.3% | 39 | 10.0% | 321 | 82.1% | 20 | 5.1% | - |
| 1 | 0.5% | 11 | 5.8% | 169 | 88.9% | 7 | 3.7% | 25 |
| 2 | 0.9% | 23 | 10.2% | 182 | 80.9% | 14 | 6.2% | - |
| 2 | 0.9% | 17 | 7.6% | 186 | 83.4% | 9 | 4.0% | - |
| 1 | 0.4% | 263 | 95.6% | 10 | 3.6% | 1 | 0.4% | - |
| 3 | 0.4% | 597 | 89.4% | 59 | 8.8% | 2 | 0.3% | - |
| 1 | 0.1% | 581 | 67.0% | 273 | 31.5% | 7 | 0.8% | 125 |
| 1 | 0.1% | 608 | 86.6% | 83 | 11.8% | 7 | 1.0% | 96 |
| - | 0.0% | 372 | 86.3% | 42 | 9.7% | 5 | 1.2% | 63 |
| - | 0.0% | 557 | 80.7% | 123 | 17.8% | 6 | 0.9% | - |
| - | 0.0% | 509 | 98.8% | 5 | 1.0% | 1 | 0.2% | 99 |
| 1 | 0.2% | 319 | 77.8% | 81 | 19.8% | 4 | 1.0% | - |
| 1 | 0.2% | 324 | 78.5% | 78 | 18.9% | 4 | 1.0% | - |
| - | 0.0% | 108 | 61.7% | 62 | 35.4% | 4 | 2.3% | 30 |
| - | 0.0% | 302 | 84.8% | 50 | 14.0% | 1 | 0.3% | - |
| - | 0.0% | 21 | 87.5% | 3 | 12.5% | - | 0.0% | - |
| - | 0.0% | 66 | 88.0% | 7 | 9.3% | 1 | 1.3% | - |
| 2 | 0.6% | 31 | 9.3% | 283 | 85.2% | 15 | 4.5% | 68 |
| - | 0.0% | 24 | 8.9% | 230 | 84.9% | 13 | 4.8% | - |
| 3 | 0.9% | 33 | 10.3% | 274 | 85.6% | 7 | 2.2% | - |
| 1 | 1.0% | 8 | 7.8% | 90 | 87.4% | 2 | 1.9% | 4 |
| 1 | 0.7% | 18 | 12.7% | 108 | 76.1% | 11 | 7.7% | 20 |
| - | 0.0% | 14 | 13.5% | 72 | 69.2% | 14 | 13.5% | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| - | - | - | - | - | - | 129 | 136 | - |
| - | - | - | - | - | - | - | - | - |
| 105 | 106 | 106 | 116 | 112 | 144 | 167 | 199 | 156 |
| 120 | 104 | 111 | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 22 | 22 | 23 | 23 | 27 | 21 | - | - | - |
| 1 | 6 | 4 | 4 | 5 | 5 | - | - | - |
| - | - | - | 119 | 141 | 110 | - | - | - |
| - | - | - | - | - | - | - | - | 61 |
| - | - | - | - | 54 | 65 | 63 | 56 | - |
| 44 | 50 | 51 | 53 | - | - | - | - | - |
| 74 | 85 | 81 | 85 | 88 | - | - | - | - |
| - | - | - | - | - | - | - | - | 103 |
| - | - | - | - | - | 90 | 78 | 92 | - |
| - | - | - | - | - | - | 1 | - | - |
| - | - | - | - | - | - | - | - | 467 |
| 125 | 109 | 124 | 129 | 138 | 65 | 63 | 55 | - |
| 46 | 52 | 51 | 49 | 47 | 30 | 27 | 18 | - |
| - | - | - | - | - | 111 | 112 | 115 | 133 |
| 111 | 104 | 94 | 113 | 116 | - | - | - | - |
| 110 | 110 | 113 | 111 | 112 | - | - | - | - |
| - | - | - | - | - | - | - | - | 376 |
| 1 | - | 2 | - | 4 | 1 | 2 | 1 | 2 |
| 99 | 86 | 91 | 93 | 88 | - | - | - | - |
| 115 | 100 | 110 | 112 | 108 | - | - | - | - |
| 67 | 75 | 79 | 72 | 73 | - | - | - | - |
| - | - | - | - | - | 338 | 354 | 338 | - |
| 80 | 70 | 102 | 81 | 79 | - | - | - | - |
| - | - | - | - | - | - | - | - | 5 |
| - | - | - | - | - | 315 | 331 | 338 | - |
| 77 | 85 | 80 | 89 | 96 | - | - | - | - |
| 133 | 128 | 125 | 112 | 110 | - | - | - | - |
| 79 | 82 | 71 | 82 | 75 | - | - | - | - |
| 93 | 113 | 118 | 137 | 143 | - | - | - | - |
| 64 | 66 | 63 | 62 | 71 | - | - | - | - |

| | | | | | | | | |
|----|-----|-----|-----|-----|-----|-----|-----|-----|
| - | - | - | - | - | 238 | 232 | 243 | - |
| 71 | 73 | 83 | 75 | 74 | - | - | - | - |
| 26 | 28 | 28 | 30 | 29 | - | - | - | - |
| 93 | 94 | 90 | 103 | 97 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 22 | 24 | 24 | 24 | 24 | 23 | 25 | 24 | - |
| - | - | - | - | - | - | - | - | 452 |
| 2 | 5 | 1 | - | 1 | 2 | - | - | 1 |
| 97 | 101 | 101 | 99 | 81 | - | - | - | - |
| - | - | - | - | - | 283 | 222 | 248 | - |
| 41 | 28 | 21 | 16 | - | - | - | - | - |
| 90 | 99 | 94 | 91 | 107 | - | - | - | - |
| 29 | 35 | 43 | 29 | 33 | - | - | - | - |
| - | - | - | - | - | 289 | 288 | 261 | - |
| 90 | 95 | 118 | 97 | 131 | - | - | - | - |
| 66 | 67 | 65 | 64 | 65 | - | - | - | - |
| - | - | - | - | - | - | - | - | 3 |
| - | - | - | - | - | - | - | - | 2 |
| 76 | 78 | 66 | 97 | 104 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 49 | 59 | 57 | 80 | 82 | - | - | - | - |
| - | - | - | - | - | 120 | 107 | 99 | - |
| - | - | - | - | - | - | - | - | 129 |
| 90 | 103 | 96 | 106 | 98 | - | - | - | - |
| - | - | - | - | - | - | - | - | 9 |
| - | - | - | - | - | - | - | - | 357 |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 227 | 256 | 228 | - |
| - | - | - | - | - | 234 | 230 | 219 | - |
| 84 | 82 | 91 | 65 | 87 | - | - | - | - |
| 88 | 81 | 102 | 96 | 120 | - | - | - | - |
| 80 | 85 | 92 | 98 | 98 | - | - | - | - |
| - | - | - | - | - | - | - | - | 57 |
| - | - | - | - | - | 52 | 51 | 48 | - |
| 45 | 31 | 27 | 26 | 33 | - | - | - | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 79 | 93 | 78 | 74 | 100 | - | - | - | - |
| - | - | - | - | - | 228 | 239 | 214 | - |
| - | - | - | - | - | - | - | - | 42 |
| - | - | - | - | - | - | - | - | 437 |
| 43 | 50 | 42 | 62 | 43 | 61 | 51 | 49 | - |
| 25 | 30 | 35 | 28 | 33 | 35 | 27 | 31 | - |
| 85 | 98 | 128 | 113 | 112 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 128 | 131 | 90 | - |
| 38 | 45 | 41 | 38 | 37 | - | - | - | - |
| 61 | 48 | 48 | 54 | 47 | - | - | - | - |
| 61 | 59 | 65 | 64 | 69 | - | - | - | - |
| 57 | 73 | 54 | 70 | 51 | - | - | - | - |
| - | - | 1 | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 72 | 72 | 57 | 78 | 73 | - | - | - | - |
| 80 | 87 | 81 | 94 | 92 | 85 | 96 | 95 | - |
| - | - | - | - | - | - | - | 1 | - |
| 66 | 59 | 76 | 74 | 76 | 85 | 75 | 92 | - |
| - | 1 | - | - | - | 1 | - | - | - |
| - | - | - | - | - | 153 | 124 | 148 | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 444 |
| 17 | 17 | 21 | 21 | 19 | 24 | 21 | 21 | 23 |
| 2 | 2 | 3 | 4 | 6 | 5 | 4 | - | - |
| - | - | - | - | - | 111 | 120 | 112 | - |
| - | - | - | - | - | - | - | - | 124 |
| 133 | 112 | 147 | 110 | 121 | - | - | - | - |
| 2 | 5 | - | - | 3 | 1 | 3 | - | 4 |
| 11 | 14 | 22 | 19 | 16 | 19 | 11 | 18 | 23 |
| 17 | 15 | 10 | 21 | 20 | 21 | 21 | 18 | 18 |
| - | - | - | - | - | - | 313 | 304 | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| - | - | - | - | - | - | - | - | 109 |
| - | - | - | - | - | - | - | - | 115 |
| - | - | - | - | - | 108 | 97 | 69 | - |
| 105 | 120 | 91 | 110 | 98 | - | - | - | - |
| 45 | 41 | 40 | 48 | 50 | - | - | - | - |
| 117 | 94 | 121 | 79 | 109 | - | - | - | - |
| 48 | 44 | 52 | 65 | 38 | - | - | - | - |
| - | - | - | - | - | 290 | 289 | 267 | - |
| 87 | 110 | 75 | 98 | 99 | - | - | - | - |
| - | - | - | - | - | - | - | - | 267 |
| 60 | 56 | 63 | 72 | 77 | - | - | - | - |
| 90 | 81 | 89 | 86 | 98 | - | - | - | - |
| - | - | - | - | - | 240 | 276 | 266 | - |
| 8 | 12 | 18 | 18 | 22 | 22 | 14 | 17 | 14 |
| 59 | 52 | 58 | 57 | 53 | 48 | - | - | - |
| - | - | - | - | - | - | 54 | 60 | 51 |
| 42 | 37 | 45 | 54 | 50 | - | - | - | - |
| - | - | - | - | - | - | - | - | 53 |
| - | - | - | - | - | 50 | 45 | 48 | - |
| 10 | 10 | 17 | 11 | 12 | 12 | 10 | 6 | - |
| - | - | - | - | - | - | - | - | 11 |
| 148 | 150 | 137 | - | - | - | - | - | - |
| - | - | - | - | - | - | 1 | 6 | 4 |
| - | - | - | - | - | - | - | - | 5 |
| 25 | 25 | 25 | 25 | 25 | 22 | 23 | 18 | - |
| 90 | 90 | 100 | - | - | - | - | - | - |
| - | - | - | - | - | - | - | 225 | 214 |
| - | - | - | 121 | 125 | 121 | 116 | - | - |
| - | 1 | 2 | 1 | 5 | 5 | 3 | 8 | 11 |
| - | - | - | 121 | 120 | 102 | 103 | - | - |
| - | - | - | - | - | - | 70 | 63 | 62 |
| 4 | 2 | - | - | - | - | - | - | - |
| - | 73 | 87 | 72 | 74 | 78 | - | - | - |
| 76 | - | - | - | - | - | - | - | - |
| - | - | 3 | 8 | 14 | 15 | 20 | 16 | 25 |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 83 | 82 | 98 | 95 | 95 | 121 | 105 | 90 | 97 |
| - | - | - | - | - | - | 1 | - | - |
| 80 | 86 | 76 | 67 | 71 | - | - | - | - |
| - | - | - | - | - | 213 | 205 | 186 | - |
| - | - | - | - | - | - | - | - | 292 |
| 4 | 6 | 4 | 3 | 4 | 3 | 5 | 8 | 4 |
| - | - | - | - | - | - | - | - | 227 |
| 28 | 30 | 30 | 31 | 31 | 60 | 45 | 52 | - |
| 72 | 86 | 76 | 78 | 60 | - | - | - | - |
| 51 | 78 | 77 | 68 | 76 | - | - | - | - |
| 17 | 20 | 18 | 20 | 19 | - | - | - | - |
| 55 | 48 | 69 | 45 | 70 | - | - | - | - |
| 72 | 65 | 49 | 56 | 61 | - | - | - | - |
| - | - | - | - | - | 274 | 226 | 249 | - |
| 50 | 58 | 39 | 60 | 56 | - | - | - | - |
| 61 | 72 | 60 | 77 | 87 | - | - | - | - |
| - | - | - | - | - | - | - | - | 3 |
| 19 | 19 | 17 | 22 | 24 | 22 | 27 | 23 | 27 |
| 106 | 88 | 103 | 113 | 112 | - | - | - | - |
| - | - | - | - | - | - | - | - | 104 |
| - | - | - | - | - | 98 | 103 | 92 | - |
| - | 2 | 1 | - | 1 | 1 | 1 | 1 | 2 |
| 95 | 101 | 101 | 108 | 123 | - | - | - | - |
| 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | - |
| - | - | - | - | - | - | - | - | 221 |
| - | - | - | - | - | 210 | 213 | 185 | - |
| - | - | 3 | - | - | - | 1 | 1 | 2 |
| 85 | 89 | 102 | 105 | 112 | - | - | - | - |
| 1 | 5 | 6 | 1 | 2 | 1 | 1 | 1 | - |
| - | - | - | - | - | - | - | - | 6 |
| 21 | 22 | 24 | 28 | 18 | 24 | 22 | 20 | - |
| - | - | - | - | - | - | - | - | - |
| 23 | 11 | 13 | 27 | 18 | 12 | - | - | - |
| - | - | - | - | - | - | 19 | 12 | 25 |
| 44 | 41 | 57 | 54 | 53 | - | - | - | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| - | - | - | - | - | - | - | - | 48 |
| - | - | - | - | - | 56 | 57 | 57 | - |
| 26 | 25 | 24 | 20 | 19 | 24 | 17 | 14 | - |
| - | - | - | - | - | - | - | - | 244 |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 239 | 232 | 217 | - |
| 24 | 24 | 23 | 21 | 21 | 22 | 14 | 14 | - |
| 97 | 107 | 100 | - | - | - | - | - | - |
| 109 | 80 | 102 | - | - | - | - | - | - |
| - | - | - | - | - | - | 3 | 3 | 3 |
| - | - | - | 202 | 217 | - | - | - | - |
| - | - | - | - | - | 267 | 239 | 240 | - |
| 29 | 29 | 26 | 25 | 27 | - | - | - | - |
| 72 | 75 | 72 | 80 | 67 | - | - | - | - |
| - | - | - | - | - | - | - | - | 763 |
| 4 | 7 | 4 | 12 | 10 | 7 | 15 | 16 | 13 |
| 63 | 78 | 85 | 67 | 67 | - | - | - | - |
| - | - | - | - | - | 271 | 250 | 226 | - |
| 100 | 103 | 103 | 101 | 92 | - | - | - | - |
| 100 | 93 | 88 | 103 | 110 | - | - | - | - |
| 94 | 94 | 108 | 104 | 99 | - | - | - | - |
| 76 | 66 | 74 | 73 | 73 | - | - | - | - |
| 81 | 87 | 78 | 76 | 91 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 301 | 280 | 253 | - |
| - | - | - | - | 2 | - | 1 | 1 | 1 |
| 60 | 52 | 68 | 73 | 75 | - | - | - | - |
| 57 | 57 | 76 | 75 | 80 | - | - | - | - |
| 64 | 81 | 69 | 81 | 76 | - | - | - | - |
| - | - | - | - | - | - | - | - | 71 |
| - | - | - | - | - | 76 | 79 | 91 | - |
| 2 | 5 | 3 | 3 | 5 | 1 | 4 | 4 | 5 |
| 1 | - | - | 1 | 1 | 1 | - | - | - |
| 1 | - | 1 | - | 1 | - | - | - | - |
| 13 | 10 | 13 | 11 | 11 | 10 | 14 | 18 | 15 |

| | | | | | | | | |
|----|-----|----|-----|-----|-----|-----|-----|-----|
| 59 | 58 | 63 | 88 | 74 | - | - | - | - |
| - | - | - | - | - | - | - | - | 116 |
| - | - | - | - | - | 129 | 147 | 116 | - |
| 1 | 1 | 1 | 3 | 3 | 3 | 2 | 5 | 4 |
| 66 | 68 | 71 | 53 | 58 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 76 | 80 | 65 | 59 | 56 | 49 | 35 | 46 | 75 |
| 93 | 71 | 84 | 72 | 80 | - | - | - | - |
| - | - | - | - | - | 155 | 149 | 128 | - |
| 72 | 72 | 89 | 72 | 75 | - | - | - | - |
| - | - | 2 | - | 1 | - | 4 | - | 2 |
| 80 | 83 | 83 | 70 | 62 | - | - | - | - |
| - | - | - | - | - | 168 | 167 | 174 | - |
| 49 | 58 | 56 | 72 | 78 | - | - | - | - |
| 68 | 70 | 68 | 73 | 64 | - | - | - | - |
| 60 | 60 | 59 | 54 | 58 | - | - | - | - |
| 24 | 19 | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 283 |
| 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | - |
| 22 | 25 | 30 | 37 | 38 | - | - | - | - |
| 55 | 53 | 63 | 66 | 85 | - | - | - | - |
| 52 | 45 | 58 | 59 | 61 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 4 | 8 | 7 | 6 | 5 | 5 | 3 | 5 | 2 |
| 24 | 26 | 30 | 25 | 28 | - | - | - | - |
| 80 | 76 | 82 | 101 | 105 | - | - | - | - |
| 76 | 102 | 82 | 102 | 105 | - | - | - | - |
| 73 | 92 | 72 | 88 | 91 | - | - | - | - |
| - | 1 | - | 1 | - | - | - | - | - |
| - | - | - | - | - | 164 | 130 | 108 | - |
| - | - | - | - | - | 123 | 130 | 123 | - |
| - | - | - | - | - | - | - | - | 1 |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 124 | 152 | 141 | - |
| 54 | 62 | 56 | 57 | 60 | - | - | - | - |

| | | | | | | | | |
|-----|----|----|----|----|-----|-----|-----|-----|
| - | - | - | - | - | 216 | 191 | 168 | - |
| - | - | - | - | - | - | 6 | 5 | 20 |
| - | - | - | - | - | - | - | - | 1 |
| - | - | - | - | - | - | - | - | 257 |
| 30 | 29 | 28 | 29 | 29 | 27 | 21 | 24 | - |
| - | - | - | - | - | - | 1 | - | 2 |
| 80 | 62 | 67 | 61 | 32 | - | - | - | - |
| - | - | - | - | - | 198 | 178 | 202 | - |
| 1 | - | - | - | 1 | - | 1 | - | - |
| - | - | - | - | - | - | - | - | 358 |
| - | - | - | - | - | - | - | - | 407 |
| - | - | - | - | - | 141 | 134 | 154 | - |
| 44 | 58 | 42 | 47 | 53 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 38 | 31 | 37 | 46 | 47 | - | - | - | - |
| - | - | - | - | - | - | - | - | 2 |
| 22 | 24 | 26 | 26 | 26 | 25 | 26 | 27 | - |
| - | - | - | - | - | - | - | - | 1 |
| 84 | 87 | 79 | 81 | 89 | - | - | - | - |
| 50 | 58 | 53 | 48 | 57 | - | - | - | - |
| 11 | 19 | 13 | 9 | 11 | 27 | 16 | 10 | - |
| - | - | - | - | - | - | - | - | 18 |
| - | 1 | - | - | 1 | - | - | - | - |
| 46 | 33 | 37 | 51 | 58 | - | - | - | - |
| - | - | - | - | - | - | - | - | 107 |
| - | - | - | - | - | 124 | 132 | 111 | - |
| - | 1 | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 1 |
| - | - | - | - | - | - | - | - | 1 |
| 62 | 61 | 54 | 50 | 76 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 2 |
| 100 | 68 | 68 | 60 | - | - | - | - | - |
| 47 | 57 | 51 | 53 | - | - | - | - | - |
| 56 | 58 | 66 | 69 | 53 | 56 | - | - | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 43 | 45 | 47 | 77 | - | - | - | - | - |
| 22 | 22 | 26 | 26 | 26 | 27 | 27 | 26 | - |
| - | - | - | - | - | - | - | - | 464 |
| - | - | - | - | 1 | - | 1 | 1 | 1 |
| 87 | 110 | 92 | 98 | - | - | - | - | - |
| 96 | 111 | 86 | 85 | - | - | - | - | - |
| - | - | - | - | - | - | 468 | 426 | - |
| - | - | - | - | - | 3 | 7 | 5 | 5 |
| - | - | - | - | 409 | 371 | - | - | - |
| 95 | 100 | 90 | 86 | 89 | 78 | 61 | 53 | 5 |
| - | - | - | - | - | 1 | 1 | 1 | - |
| 46 | 47 | 46 | 44 | 35 | 46 | 37 | 28 | 17 |
| 38 | 44 | 25 | 44 | 55 | 39 | - | - | - |
| - | - | - | - | - | - | 48 | 51 | 47 |
| 19 | 11 | 17 | 14 | 29 | 43 | 44 | 44 | 39 |
| 62 | 71 | 64 | 70 | 72 | - | - | - | - |
| - | - | - | - | - | - | - | - | 74 |
| - | - | - | - | - | 77 | 84 | 79 | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 185 |
| - | - | - | - | - | - | - | - | - |
| 138 | 139 | 143 | 148 | 167 | - | - | - | - |
| - | - | - | 3 | - | - | - | - | - |
| - | - | - | - | - | 182 | 136 | 149 | - |
| - | - | - | - | - | - | - | - | 23 |
| 20 | 19 | 19 | 16 | 21 | 29 | 25 | 30 | - |
| 58 | 53 | 59 | 67 | 57 | 62 | - | - | - |
| - | - | - | - | - | - | - | - | 56 |
| - | - | - | - | - | - | 63 | 50 | - |
| 75 | 75 | 74 | 88 | 91 | - | - | - | - |
| - | - | - | - | - | - | - | - | 521 |
| 11 | 12 | 5 | 10 | 8 | 3 | 5 | 11 | 6 |
| 70 | 69 | 76 | 84 | 91 | - | - | - | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 75 | 69 | 73 | 71 | 81 | - | - | - | - |
| - | - | - | - | - | 283 | 244 | 273 | - |
| 74 | 70 | 70 | 77 | 73 | - | - | - | - |
| 76 | 87 | 75 | 94 | 86 | - | - | - | - |
| 58 | 69 | 75 | 55 | 71 | - | - | - | - |
| - | - | - | - | - | 235 | 211 | 226 | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 232 | 216 | 204 | - |
| - | - | 37 | 52 | 53 | - | - | - | - |
| 128 | 122 | - | - | - | - | - | - | - |
| 74 | - | - | - | - | - | - | - | - |
| 2 | 2 | 8 | 4 | 9 | 7 | 3 | 4 | 5 |
| 62 | 63 | 57 | 58 | 56 | - | - | - | - |
| 50 | 55 | 61 | 64 | 66 | - | - | - | - |
| - | - | - | - | - | 220 | 177 | 195 | - |
| 25 | 28 | 55 | 55 | 53 | - | - | - | - |
| - | - | - | - | - | 202 | 200 | 200 | - |
| 53 | 50 | 55 | 49 | 56 | - | - | - | - |
| - | 82 | 55 | 77 | 53 | - | - | - | - |
| 73 | 66 | 76 | 78 | 88 | - | - | - | - |
| - | - | - | - | - | - | - | - | 369 |
| 78 | 80 | 68 | 67 | 69 | - | - | - | - |
| 54 | 59 | 49 | 49 | 72 | - | - | - | - |
| 41 | 56 | - | - | - | - | - | - | - |
| 25 | 23 | 19 | 27 | 19 | - | - | - | - |
| - | - | 105 | 122 | 125 | 126 | 132 | 128 | - |
| 32 | 54 | 40 | 37 | 52 | - | - | - | - |
| - | - | - | - | - | - | - | - | 365 |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 215 | 213 | 227 | - |
| 44 | 44 | 52 | 29 | 47 | 53 | 51 | 59 | - |
| - | - | - | - | - | 168 | 167 | 178 | - |
| 54 | 61 | 61 | 70 | 67 | - | - | - | - |
| 86 | 76 | 85 | 84 | 90 | - | - | - | - |
| - | - | - | - | - | 289 | 288 | 262 | - |

| | | | | | | | | |
|----|----|-----|-----|-----|-----|-----|-----|-----|
| 30 | 30 | 30 | 30 | 21 | - | - | - | - |
| - | - | - | - | - | - | - | - | 378 |
| - | - | - | - | - | - | - | - | - |
| 64 | 81 | 64 | 79 | 55 | - | - | - | - |
| 93 | 81 | 91 | 77 | 75 | - | - | - | - |
| 92 | 83 | 86 | 99 | 99 | - | - | - | - |
| 77 | 78 | 74 | 69 | 80 | - | - | - | - |
| 76 | 99 | 94 | 83 | 92 | - | - | - | - |
| 53 | 44 | 44 | 41 | 42 | 37 | 41 | 23 | - |
| 1 | - | - | 4 | 3 | 3 | 9 | 15 | 31 |
| 77 | 95 | 83 | 85 | 91 | - | - | - | - |
| 68 | 84 | 81 | 86 | 73 | - | - | - | - |
| - | - | - | - | - | - | - | - | 2 |
| - | - | - | - | - | - | - | - | 469 |
| - | - | - | - | - | - | - | - | 49 |
| 40 | 50 | 55 | 46 | 51 | - | - | - | - |
| - | - | - | - | - | 164 | 172 | 137 | - |
| - | - | - | - | - | - | - | - | 65 |
| 82 | 68 | 64 | 71 | 71 | - | - | - | - |
| - | - | - | - | - | 71 | 71 | 58 | - |
| 11 | 8 | 5 | 15 | 12 | 13 | 10 | 19 | - |
| 34 | 32 | 26 | 24 | 25 | 19 | 23 | 10 | 18 |
| - | - | - | - | - | - | - | - | 21 |
| 8 | 8 | 5 | 8 | 7 | 4 | 3 | 8 | 8 |
| 56 | 76 | 72 | 40 | 66 | - | - | - | - |
| - | - | - | - | - | - | - | - | 61 |
| - | - | - | - | - | 63 | 56 | 64 | - |
| 17 | 10 | 12 | 22 | 19 | 13 | 15 | 18 | 15 |
| - | - | - | - | - | 267 | 264 | 261 | - |
| 97 | 97 | 94 | 106 | 102 | - | - | - | - |
| - | - | - | - | - | - | - | - | 445 |
| - | - | - | - | - | 1 | - | - | - |
| 71 | 73 | 100 | 69 | 89 | - | - | - | - |
| 88 | 71 | 84 | 79 | 89 | - | - | - | - |
| - | - | - | - | - | 205 | 188 | 178 | - |

| | | | | | | | | |
|----|-----|----|----|-----|----|-----|-----|-----|
| 97 | 101 | 91 | 99 | 100 | - | - | - | - |
| 87 | 105 | 94 | 99 | 102 | - | - | - | - |
| - | 1 | - | - | 1 | 2 | - | - | - |
| 57 | 46 | 42 | 57 | 48 | 35 | - | - | - |
| 49 | 68 | 60 | 65 | 56 | 50 | - | - | - |
| - | - | - | - | - | - | - | - | 417 |
| 24 | 24 | 24 | 22 | 24 | 24 | 13 | 11 | - |
| 58 | 67 | 58 | 65 | 66 | 61 | - | - | - |
| - | - | - | - | - | - | 390 | 419 | - |
| 47 | 43 | 44 | 52 | 38 | 43 | - | - | - |
| 55 | 51 | 50 | 48 | 60 | 55 | - | - | - |
| - | - | - | - | - | - | - | - | 383 |
| 23 | 22 | 21 | 27 | 33 | 28 | 13 | 20 | - |
| - | - | - | - | - | - | - | - | 333 |
| 2 | 5 | 12 | 9 | 15 | 14 | 11 | 21 | 18 |
| - | - | - | - | - | - | 1 | 2 | 24 |
| 77 | 72 | 71 | 83 | 81 | 70 | - | - | - |
| 58 | 57 | 76 | 75 | 77 | 79 | - | - | - |
| - | - | - | - | - | - | 381 | 375 | - |
| 72 | 75 | 82 | 89 | 90 | 82 | - | - | - |
| 79 | 66 | 81 | 74 | 83 | 96 | - | - | - |
| 60 | 84 | 65 | 79 | 55 | 63 | - | - | - |
| - | - | - | - | - | - | - | - | 399 |
| 67 | 58 | 62 | 60 | 78 | 67 | - | - | - |
| 71 | 57 | 67 | 53 | 75 | 83 | - | - | - |
| 64 | 64 | 62 | 60 | 59 | 59 | - | - | - |
| 56 | 52 | 53 | 69 | 55 | 43 | - | - | - |
| 77 | 99 | 92 | 97 | 91 | 92 | - | - | - |
| 79 | 71 | 60 | 62 | 75 | 56 | - | - | - |
| 76 | 74 | 78 | 68 | 65 | 71 | - | - | - |
| - | - | - | - | - | - | 341 | 390 | - |
| 36 | 27 | 35 | 44 | 41 | 37 | - | - | - |
| 51 | 55 | 60 | 75 | 53 | 83 | - | - | - |
| - | - | - | - | - | - | 343 | 357 | - |
| 66 | 68 | 48 | 80 | 71 | 57 | - | - | - |

| | | | | | | | | |
|----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 1 | 1 | 1 | - | - | - | - | - |
| 2 | - | 1 | 1 | - | - | 1 | - | - |
| 11 | 21 | 19 | 17 | 29 | 18 | 17 | 17 | 22 |
| 1 | - | - | - | - | 1 | - | - | - |
| - | - | - | - | 1 | - | - | - | - |
| - | - | - | - | - | - | - | - | 148 |
| 93 | 112 | 100 | 110 | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 1 |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | 112 | 126 | 127 | 133 | - |
| 27 | 26 | 22 | 23 | 21 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | 1 | - | - | - | - | - | 1 | - |
| 21 | 40 | 48 | 23 | 35 | 31 | - | - | - |
| - | - | - | - | - | - | 42 | 35 | 29 |
| - | - | - | - | - | - | 177 | 205 | - |
| 32 | 32 | 28 | 22 | 31 | 29 | - | - | - |
| - | - | - | - | - | - | 18 | 29 | 24 |
| - | - | - | - | - | - | - | 3 | 1 |
| 78 | 79 | 72 | 73 | 84 | 60 | - | - | - |
| 3 | - | 4 | - | - | - | - | - | - |
| 16 | 15 | 21 | 15 | 20 | 21 | - | - | - |
| - | - | - | - | - | - | 19 | 14 | 10 |
| 67 | 84 | 80 | 88 | 84 | 81 | - | - | - |
| - | - | - | - | - | - | - | - | 201 |
| - | - | - | - | - | - | 198 | 170 | - |
| 20 | 30 | 40 | 33 | 41 | 15 | - | - | - |
| 18 | 15 | 17 | 13 | 19 | 12 | 9 | 18 | 4 |
| - | - | - | - | - | - | 38 | 35 | 39 |
| 19 | 17 | 23 | 16 | 25 | 20 | - | - | - |
| - | - | - | - | - | - | - | - | 189 |
| 27 | 17 | 21 | 17 | 18 | 24 | - | - | - |
| 78 | 114 | 80 | 97 | 92 | 95 | - | - | - |
| 8 | 6 | 2 | 6 | 3 | 12 | 9 | 5 | - |
| 65 | 75 | 77 | 90 | 72 | 73 | - | - | - |

| | | | | | | | | |
|----|----|-----|-----|-----|-----|-----|-----|-----|
| 47 | 52 | 45 | 50 | 57 | 52 | - | - | - |
| - | - | - | - | - | - | - | - | 37 |
| 75 | 63 | 62 | 70 | 56 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | 1 | - | - | - | 3 | 5 |
| - | - | - | - | - | - | - | - | 171 |
| - | 2 | 4 | 1 | 2 | 4 | 2 | 5 | - |
| 61 | 69 | 67 | 58 | 59 | - | - | - | - |
| 39 | 35 | 23 | 51 | 53 | - | - | - | - |
| - | - | - | - | - | 218 | 217 | 217 | - |
| 67 | 70 | 70 | 51 | 64 | - | - | - | - |
| 42 | 41 | 35 | 39 | 49 | 37 | 44 | 37 | - |
| - | - | - | - | - | - | - | - | 39 |
| 96 | 79 | 72 | 82 | 86 | - | - | - | - |
| 52 | 50 | 50 | 55 | 54 | - | - | - | - |
| 53 | 49 | 53 | 55 | 55 | - | - | - | - |
| - | - | - | - | - | - | - | - | 152 |
| - | - | - | - | - | 192 | 158 | 185 | - |
| 1 | - | - | 2 | 1 | 1 | 2 | 4 | 8 |
| 3 | - | 3 | 2 | 2 | 5 | 2 | 1 | 2 |
| - | - | - | - | - | - | 65 | 52 | - |
| 50 | 55 | 42 | 57 | 51 | 54 | - | - | - |
| - | - | - | - | - | - | - | - | 59 |
| 10 | 10 | 5 | 4 | 10 | 3 | - | - | - |
| 70 | 66 | 71 | 83 | 75 | - | - | - | - |
| 68 | 80 | 81 | 66 | 93 | - | - | - | - |
| 68 | 59 | 79 | 70 | 68 | - | - | - | - |
| - | - | - | - | - | 283 | 267 | 310 | - |
| - | - | - | - | 1 | 2 | - | - | 4 |
| - | - | - | - | - | - | - | - | 326 |
| - | - | - | - | - | - | - | - | 319 |
| - | - | - | - | - | 263 | 289 | 295 | - |
| 83 | 93 | 97 | 109 | 122 | - | - | - | - |
| 77 | 98 | 105 | 103 | 81 | - | - | - | - |
| 64 | 77 | 83 | 75 | 86 | - | - | - | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | - | 3 | 4 | 8 | 9 | 10 | 8 | - |
| - | - | - | - | - | - | - | - | - |
| 50 | 48 | 41 | 48 | 58 | 36 | - | - | - |
| 46 | 49 | 48 | 42 | 53 | 37 | - | - | - |
| 36 | 32 | 38 | 34 | 35 | 37 | 43 | 29 | - |
| 29 | 23 | 21 | 20 | 30 | 28 | 30 | 22 | - |
| 2 | 1 | 1 | 2 | 3 | 1 | 3 | 7 | 26 |
| - | - | - | - | - | - | - | - | 316 |
| 51 | 59 | 42 | 60 | 59 | 51 | - | - | - |
| 79 | 60 | 63 | 73 | 77 | - | - | - | - |
| 43 | 45 | 41 | 36 | 29 | 30 | 31 | 33 | - |
| - | - | - | - | - | 133 | 267 | 202 | - |
| 43 | 39 | 53 | 42 | 65 | 43 | - | - | - |
| 17 | 15 | 20 | 8 | 16 | 19 | 18 | 21 | 17 |
| - | - | - | - | - | - | - | - | 10 |
| - | - | - | - | - | - | - | - | 167 |
| - | - | - | - | - | 186 | 154 | 146 | - |
| 114 | 129 | - | - | - | - | - | - | - |
| - | 2 | 1 | 1 | 2 | - | - | - | - |
| - | - | 160 | 169 | 147 | - | - | - | - |
| - | - | - | - | - | - | - | - | 14 |
| 16 | 9 | 12 | 21 | 19 | 14 | 12 | 11 | - |
| - | - | 136 | 128 | 131 | 156 | - | - | - |
| - | - | - | - | - | - | - | - | 126 |
| - | - | - | - | - | - | 119 | 138 | - |
| 55 | 59 | 57 | 62 | 64 | 73 | - | - | - |
| - | - | - | - | - | - | 56 | 56 | - |
| - | - | - | - | - | - | - | - | 57 |
| - | - | - | - | - | - | - | - | 55 |
| - | - | - | - | - | - | 41 | 36 | - |
| 135 | 147 | - | - | - | - | - | - | - |
| - | 2 | 1 | - | - | 1 | 2 | 6 | 14 |
| 2 | 1 | - | - | - | - | - | - | - |
| - | - | - | 1 | - | - | 1 | 1 | 1 |
| 1 | 1 | - | 3 | 2 | 1 | 3 | 3 | 2 |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 41 | 29 | 30 | 29 | 28 | 29 | 24 | 26 | 24 |
| - | - | - | - | - | - | 35 | 16 | 26 |
| - | 2 | - | - | 1 | - | - | 1 | - |
| 22 | 17 | 20 | 28 | 17 | 29 | - | - | - |
| 16 | 16 | 15 | 16 | 16 | 13 | 17 | 13 | - |
| - | - | - | - | - | - | - | - | - |
| - | 1 | - | - | - | 1 | - | 1 | - |
| 7 | 12 | 12 | 12 | 6 | 15 | - | - | - |
| - | - | - | - | - | - | 14 | 9 | 14 |
| 27 | 22 | 17 | 20 | 24 | 27 | - | - | - |
| - | - | - | - | - | - | 22 | 18 | 13 |
| 38 | 37 | 38 | 27 | 32 | 21 | 24 | 11 | 16 |
| - | - | - | - | - | - | - | - | - |
| 15 | 16 | 16 | 15 | 9 | 17 | 15 | 20 | 16 |
| 81 | 82 | 56 | 78 | 89 | - | - | - | - |
| - | - | - | - | - | 287 | 247 | 228 | - |
| 67 | 83 | 79 | 105 | 110 | - | - | - | - |
| - | - | - | - | - | - | - | - | 531 |
| 102 | 99 | 105 | 102 | 114 | - | - | - | - |
| 85 | 84 | 87 | 95 | 92 | - | - | - | - |
| - | - | - | - | - | 297 | 305 | 243 | - |
| 69 | 76 | 77 | 95 | 88 | - | - | - | - |
| 64 | 62 | 71 | 61 | 74 | - | - | - | - |
| 78 | 74 | 79 | 99 | 81 | 63 | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 83 | 95 | 67 | 86 | 89 | 64 | - | - | - |
| - | - | - | - | - | 112 | 434 | 472 | - |
| 110 | 105 | 91 | 124 | 116 | 62 | - | - | - |
| 59 | 59 | 68 | 69 | 65 | 54 | - | - | - |
| 66 | 41 | 57 | 52 | 53 | 39 | - | - | - |
| 58 | 58 | 55 | 55 | 57 | 52 | - | - | - |
| 73 | 65 | 75 | 47 | 71 | 58 | - | - | - |
| 76 | 96 | 81 | 88 | 78 | 59 | - | - | - |
| 50 | 48 | 50 | 49 | 49 | 50 | 39 | 41 | - |
| 85 | 77 | 76 | 72 | 79 | 82 | 62 | 68 | 64 |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 73 | 103 | 87 | 79 | 99 | 82 | - | - | - |
| 26 | 27 | 25 | 26 | 27 | 26 | 26 | 19 | - |
| - | - | - | - | - | 77 | 436 | 382 | - |
| 18 | 35 | 33 | 31 | 33 | 23 | 24 | 27 | 26 |
| - | - | - | - | - | - | - | - | 477 |
| 81 | 82 | 92 | 75 | 72 | 55 | - | - | - |
| 64 | 43 | 66 | 57 | 65 | 56 | - | - | - |
| 17 | 29 | 15 | 40 | 21 | 24 | 28 | 19 | - |
| - | - | - | - | - | - | - | - | 529 |
| - | - | - | - | - | 42 | 41 | 37 | - |
| 47 | 56 | 51 | 59 | 53 | 62 | - | - | - |
| 79 | 76 | 82 | 73 | 86 | 53 | - | - | - |
| - | - | - | - | - | 136 | 143 | 142 | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | 130 | 147 | - | - | - | - |
| 120 | 139 | 146 | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 139 |
| 9 | 1 | 5 | 5 | 7 | 10 | 7 | 17 | - |
| - | - | - | - | - | - | - | - | 8 |
| - | - | - | - | - | - | 10 | 31 | 30 |
| 1 | 4 | 2 | 4 | - | 2 | 3 | 2 | 5 |
| 29 | 30 | 27 | 26 | 27 | - | - | - | - |
| 79 | 64 | 71 | 73 | 78 | - | - | - | - |
| - | - | - | - | - | - | - | - | 202 |
| 24 | 25 | 23 | 18 | 22 | 28 | 22 | 18 | - |
| - | - | - | - | - | 189 | 182 | 168 | - |
| - | - | 1 | - | - | - | 1 | - | - |
| 43 | 51 | 42 | 58 | 52 | - | - | - | - |
| - | - | - | 9 | 12 | 16 | 15 | 11 | 10 |
| 43 | 38 | 41 | 41 | 39 | - | - | - | - |
| 25 | 28 | 34 | 22 | 43 | 25 | 31 | 30 | - |
| - | - | - | - | - | - | - | - | 33 |
| 2 | 5 | 3 | 4 | 6 | 5 | - | 2 | 5 |
| 72 | 66 | 66 | - | - | - | - | - | - |

| | | | | | | | | |
|-----|----|----|----|----|-----|-----|-----|----|
| 27 | 27 | 23 | 30 | 26 | 23 | - | - | - |
| - | - | - | - | - | - | 17 | 29 | 31 |
| - | - | - | 81 | 75 | 61 | - | - | - |
| - | - | - | - | - | - | 77 | 65 | 56 |
| 1 | - | 5 | 2 | 1 | 2 | 1 | 6 | 9 |
| - | - | - | - | - | - | 3 | 2 | 1 |
| - | - | - | - | - | - | 71 | 74 | 74 |
| 88 | 89 | 80 | - | - | - | - | - | - |
| - | - | - | 95 | 90 | 104 | - | - | - |
| - | - | - | - | - | - | - | - | 37 |
| - | - | - | - | - | 65 | 53 | 77 | - |
| 58 | 51 | 70 | 52 | 72 | - | - | - | - |
| - | - | - | 1 | 1 | - | - | 1 | - |
| - | - | - | - | - | - | 1 | 5 | 4 |
| - | - | 1 | - | 2 | - | 3 | - | 5 |
| - | - | 2 | - | 1 | - | - | 1 | - |
| - | - | - | - | - | - | 2 | 2 | 1 |
| 2 | 4 | 2 | - | 3 | 7 | 8 | 7 | 5 |
| - | - | 1 | - | - | - | - | 2 | 1 |
| - | - | 2 | - | - | 1 | - | - | - |
| 3 | 5 | 14 | 18 | 12 | 13 | 9 | 18 | 17 |
| 39 | 45 | 41 | 41 | 52 | 44 | - | - | - |
| - | - | - | - | - | - | 46 | 36 | 27 |
| 25 | 34 | 26 | 34 | 34 | - | - | - | - |
| - | - | - | - | - | - | - | - | 50 |
| - | - | - | - | - | 67 | 81 | 68 | - |
| 22 | 33 | 31 | 33 | 39 | - | - | - | - |
| - | - | - | - | - | - | 28 | 42 | 40 |
| 43 | 29 | 41 | 33 | 39 | 33 | - | - | - |
| 66 | 78 | 69 | 77 | 94 | - | - | - | - |
| - | - | - | - | - | 221 | 203 | 195 | - |
| 39 | 37 | 44 | 52 | 52 | - | - | - | - |
| 102 | 85 | 96 | 98 | 93 | - | - | - | - |
| 27 | 29 | 40 | 33 | 42 | - | - | - | - |
| 48 | 66 | 52 | 55 | 51 | - | - | - | - |

| | | | | | | | | |
|----|-----|-----|-----|-----|-----|-----|-----|-----|
| 65 | 77 | 75 | 70 | 81 | - | - | - | - |
| - | - | - | - | - | 192 | 152 | 181 | - |
| - | - | - | - | - | - | - | - | 393 |
| 87 | 71 | 73 | 78 | 81 | - | - | - | - |
| - | 2 | - | - | - | 1 | 1 | 3 | - |
| 84 | 76 | 72 | 79 | 100 | - | - | - | - |
| - | - | - | - | - | 175 | 210 | 172 | - |
| - | - | - | - | - | - | - | - | 209 |
| 85 | 90 | 123 | 108 | 123 | 136 | 164 | 211 | 148 |
| - | - | - | - | - | 298 | 328 | 332 | - |
| 68 | 77 | 70 | 68 | 67 | - | - | - | - |
| 56 | 82 | 81 | 59 | 75 | - | - | - | - |
| 25 | 24 | 25 | 22 | 24 | 26 | 19 | 21 | - |
| - | - | - | - | - | - | - | - | 668 |
| - | - | - | - | - | - | - | - | 55 |
| 8 | 11 | 6 | 15 | 19 | 15 | 26 | 51 | 70 |
| 54 | 57 | 52 | 55 | 29 | - | - | - | - |
| 67 | 72 | 72 | 72 | 76 | - | - | - | - |
| - | - | - | - | - | 394 | 397 | 346 | - |
| 67 | 48 | 54 | 61 | 67 | - | - | - | - |
| 43 | 56 | 48 | 54 | 52 | - | - | - | - |
| - | - | - | - | - | - | - | - | 89 |
| 20 | 30 | 21 | 31 | 30 | - | - | - | - |
| - | - | - | - | - | - | - | - | 203 |
| 56 | 63 | 66 | 55 | 75 | - | - | - | - |
| - | - | - | - | - | - | - | - | 13 |
| - | - | - | 1 | - | - | 2 | 5 | - |
| 51 | 53 | 62 | 57 | 58 | - | - | - | - |
| 78 | 118 | 93 | 89 | 95 | - | - | - | - |
| - | - | - | - | - | - | - | - | 316 |
| 63 | 67 | 60 | 67 | 90 | - | - | - | - |
| - | - | - | - | - | 311 | 291 | 297 | - |
| - | - | - | - | - | 286 | 266 | 239 | - |
| 72 | 86 | 100 | 93 | 96 | - | - | - | - |
| 27 | 28 | 28 | 29 | 27 | - | - | - | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 75 | 73 | 99 | 89 | 101 | - | - | - | - |
| 107 | 91 | 82 | 112 | 78 | - | - | - | - |
| 88 | 112 | 99 | 94 | 119 | - | - | - | - |
| 72 | 78 | 68 | 58 | 90 | - | - | - | - |
| 41 | 48 | 65 | 69 | 99 | - | - | - | - |
| 27 | 28 | 28 | 18 | 33 | 37 | 29 | 35 | - |
| - | - | - | - | - | - | - | - | 19 |
| 10 | 11 | 14 | 19 | 15 | 19 | 20 | 20 | 19 |
| - | - | - | - | - | - | - | - | 163 |
| - | - | 138 | 125 | 140 | - | - | - | - |
| - | - | - | - | - | 158 | 165 | 159 | - |
| 111 | 128 | - | - | - | - | - | - | - |
| 17 | 18 | 16 | 17 | 23 | 21 | 26 | 23 | 26 |
| 22 | 22 | 28 | 21 | 27 | 24 | 21 | 24 | - |
| 91 | 89 | 88 | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 209 |
| - | - | - | 110 | 121 | 98 | 131 | 129 | - |
| 36 | 43 | 41 | 38 | 45 | 52 | 35 | 44 | - |
| 77 | 75 | 69 | 81 | 89 | - | - | - | - |
| 48 | 53 | 46 | 60 | 72 | - | - | - | - |
| 1 | - | - | 1 | - | - | - | - | - |
| 75 | 74 | 91 | 59 | 88 | - | - | - | - |
| 22 | 22 | 22 | 30 | 24 | 18 | 22 | 21 | - |
| - | - | - | - | - | - | - | - | 2 |
| - | - | - | - | - | - | - | - | 217 |
| - | - | - | - | - | 188 | 233 | 192 | - |
| - | - | - | - | - | - | - | - | 6 |
| - | - | - | - | - | - | - | 11 | 12 |
| - | 1 | - | - | - | - | 3 | - | 2 |
| 3 | 3 | 3 | 6 | 1 | 5 | 7 | 13 | 30 |
| 96 | 96 | 91 | 103 | 90 | - | - | - | - |
| - | - | - | - | - | - | - | - | 98 |
| - | - | - | - | - | 94 | 89 | 80 | - |
| - | - | - | - | 46 | 52 | 52 | 59 | - |
| 35 | 44 | 41 | 48 | - | - | - | - | - |

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|----|----|----|----|----|-----|-----|-----|-----|
| - | - | - | - | - | - | - | - | 51 |
| - | - | - | - | - | - | - | - | - |
| 52 | 36 | 52 | 51 | 56 | 44 | - | - | - |
| - | - | - | - | - | - | - | - | 35 |
| - | - | - | - | - | - | 53 | 57 | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | 2 | 2 |
| - | - | - | - | - | - | - | 4 | 5 |
| - | - | - | - | - | - | - | - | 2 |
| - | - | - | - | - | - | - | 1 | 1 |
| - | - | - | - | - | - | 1 | 3 | 3 |
| - | - | - | - | - | - | - | - | 3 |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | 1 | 5 |
| - | - | - | - | - | - | 1 | 1 | 1 |
| - | - | - | - | - | - | 1 | 1 | 1 |
| - | - | - | - | - | - | - | 1 | 3 |
| - | - | - | - | - | - | - | 1 | 2 |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 7 |
| - | - | - | - | - | - | - | - | 3 |
| - | - | - | - | - | - | - | 3 | 4 |
| 46 | 41 | 50 | 56 | 46 | - | - | - | - |
| 44 | 53 | 50 | 55 | 63 | 77 | - | - | - |
| 23 | 19 | 27 | 26 | 27 | - | - | - | - |
| 44 | 38 | 40 | 53 | 56 | 103 | - | - | - |
| - | - | - | - | - | - | - | - | 169 |
| - | - | - | - | - | - | 189 | 169 | - |
| 3 | 2 | 8 | - | 3 | 3 | - | - | 3 |
| 20 | 22 | 29 | 22 | 18 | - | - | - | - |
| 17 | 20 | 15 | 31 | 31 | 29 | 35 | 38 | 43 |

| | | | | | | | | |
|-----|----|-----|-----|-----|-----|-----|-----|-----|
| 89 | 89 | 86 | 99 | 96 | - | - | - | - |
| - | - | 60 | 67 | 74 | - | - | - | - |
| - | - | - | - | - | - | - | 36 | 56 |
| 92 | 89 | 92 | 102 | 83 | - | - | - | - |
| - | - | - | - | - | 290 | 301 | 260 | - |
| 90 | 84 | 99 | 96 | 108 | - | - | - | - |
| 73 | 69 | - | - | - | - | - | - | - |
| 115 | 84 | 102 | 116 | 105 | - | - | - | - |
| - | - | - | - | - | 318 | 296 | 269 | - |
| 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 3 |
| - | - | - | - | - | - | - | - | 532 |
| - | - | - | - | - | - | - | - | 20 |
| 96 | 88 | 85 | 87 | 92 | - | - | - | - |
| 24 | 23 | 21 | 24 | 24 | 22 | 16 | 20 | - |
| 23 | 24 | 23 | 24 | 23 | - | - | - | - |
| 40 | 25 | 26 | 27 | 27 | 30 | 27 | 27 | 22 |
| 2 | - | 8 | 2 | 7 | 5 | 18 | 8 | 7 |
| 22 | 22 | 24 | 24 | 23 | 23 | 21 | 22 | - |
| 36 | 37 | 38 | 30 | 40 | 31 | 19 | 16 | - |
| - | - | - | - | - | 153 | 155 | 136 | - |
| - | - | - | - | - | 140 | 138 | 142 | - |
| 66 | 75 | 51 | 63 | 75 | - | - | - | - |
| 50 | 58 | 53 | 65 | 62 | - | - | - | - |
| 79 | 54 | 67 | 64 | 65 | - | - | - | - |
| 28 | 28 | 28 | 28 | 27 | 24 | 28 | 20 | 6 |
| 4 | 6 | 10 | 6 | 5 | 7 | 14 | 11 | - |
| 59 | 63 | 55 | 62 | 65 | - | - | - | - |
| - | - | - | - | - | - | - | - | 341 |
| 40 | 36 | 35 | 35 | 45 | - | - | - | - |
| - | - | - | - | - | 38 | 27 | 37 | - |
| 17 | 28 | 13 | 18 | 24 | 20 | 24 | 21 | 5 |
| - | - | - | - | - | - | - | - | 242 |
| - | - | - | - | - | 249 | 261 | 242 | - |
| - | - | 2 | 2 | 2 | 1 | 1 | - | 1 |
| 54 | 48 | 54 | 58 | 50 | - | - | - | - |

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|----|----|----|----|-----|-----|-----|-----|-----|
| 60 | 54 | 71 | 72 | 69 | - | - | - | - |
| 54 | 44 | 57 | 69 | 54 | - | - | - | - |
| 51 | 58 | 48 | 62 | 58 | - | - | - | - |
| - | - | - | - | - | - | - | - | 3 |
| - | - | - | - | - | - | - | - | 1 |
| 59 | 44 | 59 | 48 | 55 | - | - | - | - |
| - | - | - | - | - | - | - | - | 16 |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 249 |
| - | - | - | - | - | - | - | - | - |
| 86 | 88 | 94 | 93 | 89 | - | - | - | - |
| - | - | - | - | - | 271 | 270 | 236 | - |
| 88 | 81 | 84 | 87 | 83 | - | - | - | - |
| 23 | 25 | 24 | 23 | 25 | 22 | 24 | 23 | 25 |
| 3 | 4 | 7 | 12 | - | - | - | - | - |
| 90 | - | - | - | - | - | - | - | - |
| 18 | 14 | 17 | 18 | 19 | 20 | 16 | 12 | 14 |
| - | 92 | 84 | 95 | 107 | - | - | - | - |
| - | - | - | - | - | - | - | - | 122 |
| - | - | - | - | - | 110 | 127 | 125 | - |
| - | - | - | - | - | - | - | - | 15 |
| 70 | 75 | 66 | 69 | 65 | - | - | - | - |
| 67 | 54 | 69 | 67 | 61 | - | - | - | - |
| - | - | - | - | - | - | - | - | 164 |
| - | - | - | - | - | - | - | 3 | - |
| 70 | 68 | 89 | 72 | 71 | - | - | - | - |
| - | - | - | - | - | 208 | 198 | 187 | - |
| 19 | 17 | 23 | 23 | 22 | - | - | - | - |
| - | - | - | - | - | 28 | 28 | 31 | 24 |
| 1 | 1 | - | 2 | - | 3 | - | 1 | - |
| 22 | 17 | 19 | 11 | 16 | 11 | 20 | 14 | 21 |
| 1 | 3 | 4 | 4 | 1 | - | - | - | - |
| 63 | 66 | 68 | 75 | 77 | - | - | - | - |
| - | - | - | - | - | 85 | 99 | 80 | 90 |
| 2 | - | 1 | - | - | - | - | - | - |

| | | | | | | | | |
|----|-----|-----|----|----|-----|-----|-----|-----|
| - | - | - | - | - | 190 | 193 | 159 | - |
| 69 | 60 | 65 | 57 | 64 | - | - | - | - |
| - | - | - | - | - | 187 | 141 | 163 | - |
| 63 | 73 | 72 | 71 | 75 | 90 | 76 | 66 | - |
| 87 | 101 | 101 | 82 | 85 | 30 | 27 | 23 | - |
| - | - | - | - | - | 217 | 186 | 185 | - |
| 58 | 62 | 62 | 44 | 56 | - | - | - | - |
| - | - | - | - | - | 267 | 261 | 219 | - |
| 57 | 54 | 42 | 62 | 61 | - | - | - | - |
| - | - | - | - | - | - | 1 | - | 2 |
| - | - | - | - | - | - | - | - | 161 |
| 46 | 34 | 30 | 17 | 5 | - | - | - | - |
| 73 | 74 | 86 | 91 | 87 | - | - | - | - |
| - | - | - | - | - | 151 | 153 | 129 | - |
| 87 | 79 | 77 | 74 | 79 | 74 | 75 | 72 | - |
| 53 | 52 | 63 | 43 | 34 | 28 | 10 | - | - |
| 41 | 45 | 49 | 48 | 42 | - | - | - | - |
| 53 | 55 | 60 | 56 | 66 | 57 | 54 | 59 | - |
| 65 | 74 | 65 | 62 | 61 | - | - | - | - |
| - | - | - | - | - | - | - | - | 414 |
| 89 | 74 | 95 | 72 | 77 | - | - | - | - |
| - | - | - | - | - | - | - | - | 322 |
| 62 | 64 | 71 | 64 | 53 | - | - | - | - |
| 77 | 75 | 69 | 82 | 72 | - | - | - | - |
| 56 | 56 | 43 | 49 | 51 | - | - | - | - |
| 46 | 42 | 59 | 41 | 52 | 35 | 34 | 41 | - |
| 26 | 26 | 26 | 28 | 26 | 49 | 51 | 51 | 27 |
| - | - | - | - | - | - | 1 | 2 | 2 |
| - | - | - | - | - | - | - | - | 1 |
| - | - | - | - | - | - | - | - | 17 |
| - | - | - | - | - | 269 | 229 | 243 | - |
| - | - | - | - | - | - | - | - | 2 |
| - | - | - | - | - | 1 | - | - | 2 |
| - | - | - | - | - | 160 | 149 | 196 | - |
| 15 | 16 | 15 | 14 | 12 | - | - | - | - |

| | | | | | | | | |
|-----|-----|-----|-----|----|-----|-----|-----|-----|
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 4 | 1 | 2 | 5 | 4 | 2 | 6 | 5 | 9 |
| - | - | - | - | - | 2 | 1 | 4 | 2 |
| 41 | 46 | 42 | 43 | 39 | - | - | - | - |
| 29 | 25 | 30 | 28 | 28 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 36 | 32 | 59 | 65 | 78 | 66 | 65 | 82 | 33 |
| 44 | 52 | 43 | 49 | 49 | 31 | 46 | 32 | - |
| - | - | - | - | - | - | - | - | - |
| 109 | 109 | 110 | 102 | 99 | - | - | - | - |
| 61 | 78 | 58 | 58 | 71 | - | - | - | - |
| 49 | 57 | 49 | 53 | 48 | - | - | - | - |
| - | - | - | - | - | - | - | - | 314 |
| 39 | 49 | 46 | 45 | 51 | - | - | - | - |
| 95 | 80 | 85 | 87 | 82 | - | - | - | - |
| - | - | - | - | - | 3 | 12 | 4 | 12 |
| - | - | - | - | - | 235 | 188 | 164 | - |
| 65 | 68 | 77 | 86 | 67 | - | - | - | - |
| - | - | - | - | - | - | - | - | 3 |
| 80 | 74 | 80 | 84 | 72 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 206 | 207 | 200 | - |
| - | - | 1 | - | - | - | 2 | - | - |
| 57 | 61 | 64 | 74 | 47 | - | - | - | - |
| 28 | 24 | 31 | 39 | 31 | 33 | 41 | 23 | - |
| 59 | 54 | 60 | 63 | 46 | - | - | - | - |
| 54 | 63 | 60 | 74 | 67 | 59 | 74 | 85 | - |
| 19 | 18 | 18 | 15 | 14 | 17 | 18 | 22 | 7 |
| 60 | 67 | 69 | 57 | 71 | 58 | 51 | 42 | - |
| 34 | 52 | 30 | 43 | 57 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 281 | 270 | 271 | - |
| - | - | - | - | - | - | - | - | - |
| 47 | 36 | 42 | 38 | 40 | - | - | - | - |

| | | | | | | | | |
|-----|----|-----|-----|-----|-----|-----|-----|-----|
| - | - | - | - | - | - | - | 2 | 1 |
| - | - | - | - | - | - | - | - | 413 |
| 24 | 26 | 24 | 26 | 29 | 50 | 60 | 59 | - |
| 58 | 48 | 52 | 54 | 52 | - | - | - | - |
| 55 | 56 | 50 | 44 | 42 | - | - | - | - |
| 92 | 95 | 84 | 89 | 90 | - | - | - | - |
| - | - | - | - | - | - | 4 | 1 | 2 |
| 11 | 6 | 7 | 16 | 8 | 13 | - | - | - |
| - | - | - | - | - | - | 10 | 7 | 2 |
| 12 | 9 | 9 | 8 | 9 | 13 | 14 | 12 | 8 |
| 17 | 14 | 20 | 18 | 22 | 13 | 17 | 25 | 17 |
| 52 | 55 | 56 | 84 | 78 | 63 | - | - | - |
| - | - | - | - | - | - | 2 | 3 | 2 |
| - | - | - | - | - | - | 74 | 64 | 70 |
| - | - | - | - | - | 237 | 227 | 219 | - |
| 81 | 81 | 70 | 84 | 80 | - | - | - | - |
| 58 | 68 | 59 | 90 | 68 | - | - | - | - |
| - | - | - | - | - | 203 | 214 | 196 | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 271 |
| - | - | - | - | - | 102 | 101 | 102 | 149 |
| - | - | - | - | - | - | 4 | 1 | 1 |
| - | - | - | - | - | - | - | - | 247 |
| 129 | 92 | 120 | 117 | 93 | - | - | - | - |
| 64 | 55 | 54 | 63 | 69 | 34 | 29 | 17 | - |
| 74 | 88 | 96 | 94 | 100 | - | - | - | - |
| 55 | 58 | 42 | 53 | 47 | 31 | 30 | 30 | - |
| 48 | 72 | 66 | 82 | 76 | - | - | - | - |
| 55 | 50 | 47 | 66 | 51 | 47 | - | - | - |
| - | - | - | - | - | - | 50 | 38 | 59 |
| 83 | 80 | 84 | 71 | 84 | - | - | - | - |
| 76 | 75 | 66 | 68 | 91 | - | - | - | - |
| 48 | 65 | 56 | 52 | 79 | - | - | - | - |
| 84 | 78 | 66 | 77 | 86 | - | - | - | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 84 | 62 | 78 | 88 | 82 | - | - | - | - |
| - | - | - | - | - | 240 | 276 | 219 | - |
| 71 | 59 | 73 | 66 | 82 | - | - | - | - |
| 49 | 48 | 49 | 48 | 47 | 88 | 90 | 73 | - |
| 30 | 27 | 27 | 27 | 31 | 25 | - | - | - |
| - | - | - | - | - | - | - | - | 643 |
| - | - | - | - | - | - | - | - | 4 |
| - | - | - | - | - | 322 | 323 | 325 | - |
| - | 1 | 2 | - | - | 1 | 1 | 3 | 2 |
| 53 | 53 | 48 | 62 | 44 | 34 | - | - | - |
| 70 | 70 | 71 | 79 | 86 | - | - | - | - |
| 47 | 59 | 63 | 60 | 59 | - | - | - | - |
| 68 | 76 | 90 | 73 | 68 | - | - | - | - |
| - | - | - | - | - | 195 | 220 | 187 | - |
| 84 | 74 | 79 | 91 | 88 | - | - | - | - |
| 65 | 67 | 64 | 106 | 86 | - | - | - | - |
| 37 | 27 | 33 | 39 | 27 | 35 | - | - | - |
| - | - | - | - | - | - | 30 | 23 | 32 |
| 30 | 37 | 46 | 48 | 51 | 49 | 50 | 55 | - |
| - | - | - | - | - | - | - | - | 56 |
| - | - | - | - | - | - | 1 | - | - |
| 18 | 11 | 13 | 4 | 9 | 13 | 5 | 9 | 12 |
| 71 | 47 | 67 | 68 | 72 | 70 | - | - | - |
| - | - | - | - | - | - | 66 | 58 | 52 |
| - | - | - | - | 1 | - | 1 | 3 | 1 |
| 103 | 120 | 113 | 115 | 131 | - | - | - | - |
| 96 | 110 | 110 | 107 | 107 | - | - | - | - |
| 40 | 43 | 47 | 55 | 49 | - | - | - | - |
| 61 | 58 | 52 | 51 | 38 | - | - | - | - |
| 67 | 60 | 52 | 55 | 59 | - | - | - | - |
| 100 | 96 | 91 | 99 | 96 | - | - | - | - |
| 68 | 72 | 61 | 57 | 63 | - | - | - | - |
| - | - | - | - | - | 349 | 312 | 328 | - |
| 64 | 65 | 64 | 61 | 81 | - | - | - | - |
| - | - | - | - | - | 290 | 301 | 271 | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 65 | 60 | 64 | 79 | 70 | - | - | - | - |
| - | - | - | - | - | - | - | - | 61 |
| 54 | 54 | 71 | 62 | 55 | - | - | - | - |
| 79 | 75 | 103 | 88 | 123 | - | - | - | - |
| 32 | 42 | 35 | 38 | 42 | - | - | - | - |
| 66 | 97 | 91 | 75 | 97 | - | - | - | - |
| 70 | 67 | 73 | 53 | 71 | - | - | - | - |
| 93 | 94 | 107 | 95 | 90 | - | - | - | - |
| 78 | 54 | 75 | 62 | 89 | - | - | - | - |
| 78 | 81 | 85 | 89 | 91 | - | - | - | - |
| 86 | 76 | 73 | 92 | 95 | - | - | - | - |
| 73 | 72 | 70 | 78 | 82 | - | - | - | - |
| 60 | 57 | 65 | 75 | 67 | - | - | - | - |
| 71 | 72 | 75 | 75 | 75 | - | - | - | - |
| - | - | - | - | - | 357 | 367 | 326 | - |
| - | - | - | - | - | 61 | 59 | 56 | - |
| - | - | - | - | - | - | - | 1 | 2 |
| - | - | - | - | - | 33 | 33 | 32 | - |
| - | - | - | - | - | 335 | 344 | 308 | - |
| 88 | 85 | 92 | 96 | 128 | - | - | - | - |
| 108 | 123 | 124 | 119 | 131 | - | - | - | - |
| 51 | 62 | 67 | 82 | 88 | - | - | - | - |
| 92 | 70 | 95 | 77 | 77 | - | - | - | - |
| 49 | 52 | 44 | 64 | 42 | - | - | - | - |
| - | - | - | - | - | 270 | 266 | 244 | - |
| 64 | 60 | 65 | 68 | 65 | - | - | - | - |
| - | - | - | - | - | - | - | - | 657 |
| 49 | 51 | 55 | 63 | 66 | - | - | - | - |
| - | - | - | - | - | - | - | - | 573 |
| 66 | 70 | 71 | 67 | 67 | - | - | - | - |
| 53 | 70 | 59 | 74 | 65 | - | - | - | - |
| 82 | 86 | 106 | 88 | 106 | - | - | - | - |
| - | - | - | - | - | - | - | - | 530 |
| 27 | 26 | 26 | 26 | 25 | - | - | - | - |
| - | - | - | - | - | 265 | 228 | 216 | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 125 | 97 | 97 | 106 | 104 | - | - | - | - |
| 42 | 65 | 31 | 56 | 56 | - | - | - | - |
| - | - | - | - | - | - | 1 | 8 | 19 |
| 47 | 65 | 49 | 50 | 68 | - | - | - | - |
| - | 1 | 1 | 1 | 3 | 1 | 2 | 3 | 2 |
| 79 | 74 | 94 | 87 | 87 | - | - | - | - |
| 83 | 91 | 96 | 100 | 102 | - | - | - | - |
| - | - | - | - | - | - | - | - | 521 |
| - | - | - | - | - | - | - | - | 474 |
| - | - | - | - | - | 387 | 383 | 357 | - |
| - | - | - | - | - | 246 | 192 | 220 | - |
| 88 | 79 | 105 | 84 | 100 | - | - | - | - |
| 83 | 82 | 103 | 98 | 85 | - | - | - | - |
| 28 | 28 | 28 | 27 | 27 | - | - | - | - |
| - | - | - | - | - | 364 | 384 | 293 | - |
| - | - | - | - | - | 215 | 249 | 215 | - |
| 71 | 59 | 63 | 75 | 64 | - | - | - | - |
| 74 | 73 | 73 | 71 | 90 | - | - | - | - |
| - | - | - | - | - | - | - | - | 437 |
| - | - | - | - | - | 263 | 273 | 267 | - |
| 69 | 79 | 60 | 67 | 79 | - | - | - | - |
| 79 | 86 | 101 | 99 | 94 | - | - | - | - |
| 122 | 126 | 148 | 161 | 187 | 236 | 339 | 411 | 519 |
| 41 | 45 | 43 | 46 | 46 | 47 | - | - | - |
| - | - | - | - | - | - | 41 | 54 | 52 |
| 101 | 94 | 94 | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 2 |
| - | - | - | 169 | 155 | 169 | - | - | - |
| 24 | 24 | 24 | 24 | 24 | 24 | 23 | 22 | - |
| - | - | - | - | - | - | - | - | 187 |
| - | - | - | - | - | - | 145 | 172 | - |
| - | - | - | 1 | 2 | 5 | 2 | 2 | - |
| 11 | 7 | 12 | 11 | 6 | 10 | 5 | 5 | - |
| 46 | 50 | 49 | - | - | - | - | - | - |
| 44 | 57 | 56 | 56 | 55 | - | - | - | - |

| | | | | | | | | |
|----|-----|----|----|-----|-----|-----|-----|-----|
| - | - | - | - | - | 150 | 171 | 150 | - |
| 15 | 16 | 18 | 17 | 12 | 17 | 12 | 7 | - |
| 21 | 27 | 22 | 24 | 23 | 28 | 26 | 30 | - |
| 65 | 58 | 79 | 52 | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 115 |
| - | - | - | - | 84 | 85 | 73 | 83 | - |
| 79 | 104 | 95 | 94 | 121 | - | - | - | - |
| - | - | - | - | - | - | - | - | 109 |
| - | - | - | - | - | 118 | 124 | 104 | - |
| 1 | 3 | 1 | 3 | 1 | 3 | 2 | 1 | - |
| 20 | 17 | 20 | 21 | 20 | 20 | 22 | 17 | 11 |
| - | - | - | - | - | - | - | - | - |
| 85 | 83 | 65 | 62 | 85 | - | - | - | - |
| - | - | - | - | - | - | 2 | 1 | - |
| - | - | - | - | - | 1 | 2 | - | 1 |
| - | - | - | - | - | 5 | 7 | 3 | 9 |
| - | - | - | - | - | - | - | - | 228 |
| 11 | 6 | 11 | 14 | 8 | 3 | 5 | 7 | - |
| 83 | 71 | 67 | 63 | 86 | - | - | - | - |
| - | - | 1 | - | - | - | - | - | - |
| 14 | 12 | 16 | 9 | 18 | - | - | - | - |
| - | - | - | - | - | 206 | 183 | 180 | - |
| 12 | 11 | 13 | 9 | 8 | 5 | 10 | 12 | - |
| - | - | - | - | - | - | - | - | - |
| - | - | 1 | - | - | - | - | - | - |
| - | - | - | - | - | 1 | - | - | - |
| 24 | 27 | 28 | 28 | 22 | 20 | 21 | 26 | - |
| - | - | - | - | - | 102 | 99 | 106 | - |
| 60 | 51 | 49 | 57 | 52 | - | - | - | - |
| - | - | - | - | - | - | - | - | 119 |
| 55 | 46 | 48 | 41 | 50 | - | - | - | - |
| 20 | 19 | 16 | 19 | 27 | 21 | - | - | - |
| - | - | - | - | - | - | 15 | 19 | 25 |
| 2 | 1 | 2 | 1 | 2 | - | - | - | - |
| 5 | 6 | 2 | 2 | 6 | 4 | 2 | - | - |

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|----|----|----|----|----|-----|-----|-----|-----|
| - | - | - | - | - | - | 2 | 3 | 5 |
| - | - | - | - | - | - | 3 | 4 | 1 |
| - | - | - | - | - | - | - | - | - |
| 1 | 3 | - | 4 | - | 1 | 8 | 3 | 2 |
| 4 | 2 | 4 | 4 | 5 | 1 | 7 | 6 | 6 |
| - | - | - | - | - | - | - | - | 43 |
| - | - | - | - | - | 217 | 187 | 196 | - |
| - | 2 | - | 2 | 2 | 1 | 2 | 2 | 2 |
| - | - | - | - | - | 193 | 170 | 154 | - |
| 62 | 66 | 61 | 63 | 74 | - | - | - | - |
| 59 | 77 | 53 | 62 | 52 | - | - | - | - |
| 72 | 54 | 55 | 63 | 76 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 58 | 77 | 74 | 69 | 72 | - | - | - | - |
| - | - | - | - | - | 232 | 225 | 226 | - |
| 2 | 2 | 4 | 6 | 7 | 2 | 2 | - | - |
| - | - | - | - | - | - | - | 1 | - |
| - | - | - | - | - | - | - | - | - |
| 53 | 67 | 68 | 53 | 59 | - | - | - | - |
| 78 | 80 | 81 | 88 | 90 | - | - | - | - |
| 73 | 62 | 71 | 75 | 93 | - | - | - | - |
| 85 | 98 | 86 | 84 | 86 | - | - | - | - |
| 1 | 1 | 3 | 5 | 1 | 3 | 1 | 1 | - |
| - | - | - | - | - | - | - | - | 405 |
| 2 | 2 | 2 | 4 | 3 | 2 | 5 | 7 | 7 |
| 2 | 6 | 9 | 3 | 4 | 4 | 4 | - | - |
| 71 | 78 | 70 | 89 | 77 | - | - | - | - |
| - | - | - | - | - | - | - | - | 325 |
| - | - | - | - | - | 186 | 196 | 183 | - |
| 74 | 81 | 78 | 74 | 82 | - | - | - | - |
| 28 | 25 | 26 | 34 | 34 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 22 | 46 | 62 | 37 |
| 66 | 60 | 61 | 73 | 68 | - | - | - | - |
| 36 | 31 | 27 | 32 | 43 | 38 | - | - | - |

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|-----|-----|----|-----|-----|-----|-----|-----|-----|
| - | - | - | - | - | - | - | - | 2 |
| 58 | 58 | 76 | 79 | 82 | 67 | - | - | - |
| 66 | 77 | 80 | 84 | 88 | 84 | - | - | - |
| 28 | 30 | 26 | 26 | 22 | 26 | - | - | - |
| - | - | - | - | - | - | - | - | 240 |
| - | - | - | - | - | - | 215 | 223 | - |
| 7 | 8 | 9 | 9 | 7 | 6 | 2 | 5 | 1 |
| 15 | 15 | 14 | 17 | 16 | 22 | - | - | - |
| - | - | - | - | - | - | 20 | 18 | 20 |
| 34 | 34 | 25 | 37 | 36 | - | - | - | - |
| - | - | - | - | - | 35 | 44 | 38 | 36 |
| 1 | 1 | - | 1 | - | - | - | 1 | - |
| 109 | 115 | 89 | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 111 |
| - | - | - | - | - | - | 101 | 98 | - |
| - | - | - | - | - | - | - | 3 | 1 |
| - | - | - | 107 | 114 | 103 | - | - | - |
| 54 | 56 | 44 | 50 | 46 | 47 | - | - | - |
| 44 | 46 | 54 | 49 | 52 | 50 | - | - | - |
| 19 | 19 | 17 | 21 | 23 | 27 | - | - | - |
| 39 | 35 | 46 | 45 | 44 | 39 | - | - | - |
| 22 | 19 | 24 | 18 | 16 | 18 | - | - | - |
| - | - | - | - | - | - | - | - | 199 |
| - | - | - | - | - | - | 199 | 162 | - |
| 8 | 12 | 8 | 16 | 13 | 13 | 12 | 10 | - |
| 71 | 81 | 83 | 84 | - | - | - | - | - |
| - | - | - | - | - | 151 | 145 | 117 | - |
| 59 | 65 | 58 | 63 | 59 | - | - | - | - |
| 34 | 31 | 40 | 41 | 47 | - | - | - | - |
| - | - | - | - | - | - | - | - | 172 |
| - | - | - | - | - | - | - | - | 77 |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | 145 | 130 | 126 | - |
| - | - | - | - | 85 | 90 | 70 | 77 | - |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 58 | 56 | 44 | 63 | 72 | - | - | - | - |
| 59 | 61 | 68 | 61 | 61 | - | - | - | - |
| - | - | - | - | - | - | - | - | 132 |
| 17 | 15 | 22 | 14 | 16 | - | - | - | - |
| - | - | - | - | - | - | - | - | 1 |
| - | - | - | - | - | - | 2 | 1 | 1 |
| 12 | 6 | 15 | 13 | 18 | - | - | - | - |
| 24 | 25 | 26 | 22 | 26 | 27 | 18 | 13 | - |
| 90 | 86 | 101 | 83 | 109 | - | - | - | - |
| 94 | 97 | 84 | 103 | 83 | - | - | - | - |
| 83 | 73 | 81 | 83 | 73 | - | - | - | - |
| 103 | 108 | 80 | 101 | 125 | - | - | - | - |
| - | - | - | - | - | - | - | - | 6 |
| 104 | 89 | 79 | 80 | 111 | - | - | - | - |
| 84 | 96 | 92 | 100 | 97 | - | - | - | - |
| - | - | - | - | - | 311 | 339 | 345 | - |
| 95 | 102 | 99 | 88 | 100 | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| 103 | 83 | 106 | 98 | 90 | - | - | - | - |
| 97 | 103 | 104 | 112 | 107 | - | - | - | - |
| 38 | 31 | 39 | 28 | 17 | - | 9 | 13 | - |
| - | - | - | - | - | 309 | 282 | 243 | - |
| - | - | - | - | - | - | - | - | 452 |
| - | - | - | - | - | - | 1 | - | 1 |
| 76 | 86 | 86 | 85 | 81 | - | - | - | - |
| - | - | - | - | - | - | - | - | 504 |
| - | - | - | - | - | 347 | 346 | 342 | - |
| - | - | - | 203 | 181 | 168 | - | - | - |
| 159 | - | - | - | - | - | - | - | - |
| - | 159 | 158 | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | 180 |
| - | - | - | - | - | - | 179 | 173 | - |
| - | - | - | 1 | 1 | - | - | - | - |
| 1 | 2 | - | 1 | 1 | 3 | 2 | - | 4 |
| - | - | - | - | - | 129 | 114 | 95 | - |

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| - | - | - | - | - | - | - | - | - |
| 1 | 5 | 2 | 1 | 7 | 6 | 4 | 2 | |
| 64 | 60 | 62 | 69 | 71 | - | - | - | |
| - | - | - | - | - | - | - | 75 | |
| - | - | - | - | - | 67 | 65 | 61 | |
| 87 | 75 | 90 | - | - | - | - | - | |
| - | - | - | - | - | - | - | 2 | |
| - | - | - | - | - | - | - | 101 | |
| 20 | 28 | 28 | 23 | 39 | 27 | - | - | |
| - | - | - | 69 | 76 | 80 | - | - | |
| - | - | - | - | - | - | 117 | 106 | |
| - | - | - | - | - | - | - | 86 | |
| - | - | - | - | - | 225 | 221 | 222 | |
| 141 | 150 | 142 | 155 | 154 | - | - | - | |
| 107 | 118 | 107 | 127 | 147 | - | - | - | |
| 68 | 73 | 80 | 69 | 78 | - | - | - | |
| - | - | - | - | - | 226 | 228 | 236 | |
| 73 | 72 | 90 | 89 | 92 | - | - | - | |
| - | - | - | - | - | - | - | 110 | |
| - | - | - | - | - | - | - | 113 | |
| 30 | 29 | 30 | 29 | 27 | - | - | - | |
| - | - | - | - | - | - | - | 98 | |
| - | - | - | - | - | - | - | - | |
| - | - | - | - | - | - | - | - | |
| 69 | 71 | 67 | 57 | - | - | - | - | |
| - | - | - | - | - | - | - | 68 | |
| - | - | - | - | 81 | 75 | 91 | 73 | |
| 11 | 7 | 14 | 15 | 10 | 14 | 10 | 12 | |
| 16 | 15 | 12 | 7 | 18 | 14 | 22 | 18 | |
| - | - | - | - | - | - | - | 21 | |

| 2018-19 Grade Ten | 2018-19 Grade Eleven | 2018-19 Grade Twelve |
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| 21 | 26 | 17 |
| 23 | 19 | 33 |
| - | - | - |
| 73 | 56 | 70 |
| - | - | - |
| 4 | 8 | 9 |
| - | - | - |
| 7 | 2 | - |
| 13 | 9 | 12 |
| - | - | - |
| 249 | 268 | 236 |
| - | - | - |
| - | - | 13 |
| - | - | - |
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| - | - | - |
| - | - | - |
| - | - | - |
| 1 | - | 2 |
| 144 | 143 | 140 |
| - | - | - |
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| - | - | - |
| 42 | 41 | 44 |
| 56 | 131 | 121 |
| 116 | 114 | 108 |

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| - | - | - |
| 89 | 85 | 78 |
| - | - | - |
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| - | - | - |
| 115 | 63 | 85 |
| - | - | - |
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| - | - | - |
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| - | - | - |
| 498 | 390 | 5 |
| - | - | - |
| - | - | - |
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| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 43 | 42 | 31 |
| 1 | - | - |
| - | - | - |
| 350 | 292 | 428 |
| - | - | - |
| - | - | - |
| 534 | 473 | 546 |
| - | - | - |
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| 605 | 627 | 649 |

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| 6 | 45 | 65 |
| - | - | - |
| 442 | 414 | 435 |
| - | 1 | - |
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| - | - | - |
| 7 | 11 | 14 |
| 3 | 6 | 1 |
| - | - | - |
| 3 | 7 | 6 |
| - | - | - |
| - | - | - |
| 106 | 101 | 96 |
| - | - | - |
| 39 | 41 | 52 |
| 358 | 358 | 320 |
| 10 | 42 | 89 |
| - | - | - |
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| 27 | - | - |
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| 36 | - | - |
| 413 | 391 | 308 |
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| 2 | 1 | 4 |
| 1 | 1 | - |
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| - | - | - |
| 11 | 30 | 58 |
| - | 2 | - |
| 4 | 11 | 13 |
| - | - | - |
| - | - | - |
| 1 | 1 | 3 |
| - | - | - |
| - | - | - |
| - | - | - |
| 1 | 1 | 6 |
| 395 | 351 | 318 |
| 13 | 5 | 17 |
| - | - | - |
| - | - | - |
| 120 | 112 | 134 |
| - | - | - |
| 10 | 13 | 8 |
| 14 | 21 | 9 |
| 13 | 13 | 18 |
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| 364 | 363 | 328 |
| 1 | - | - |
| - | - | - |
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| - | - | - |
| - | - | - |
| 6 | 19 | 24 |
| 184 | 154 | 172 |
| - | - | - |
| - | - | - |
| - | - | - |
| 432 | 408 | 410 |
| - | - | - |
| 21 | 30 | 73 |
| 6 | 8 | 51 |
| - | - | - |
| - | - | - |
| 33 | 27 | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 44 | 38 | 41 |
| - | - | - |
| - | - | - |
| 48 | 59 | 51 |
| - | - | - |
| 2 | 3 | 2 |
| 109 | 91 | 118 |

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| 117 | 96 | 103 |
| 108 | 117 | 106 |
| - | - | - |
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| - | - | - |
| 241 | 234 | 240 |
| - | - | - |
| - | - | - |
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| 14 | 19 | 49 |
| - | - | - |
| 73 | 49 | 57 |
| - | - | - |
| 56 | 31 | 54 |
| - | - | - |
| - | - | - |
| 12 | 7 | 6 |
| - | - | - |
| 2 | 2 | 2 |
| 14 | 16 | 36 |
| - | - | - |
| - | - | - |
| 197 | 193 | 184 |
| - | - | - |
| 14 | 11 | 16 |
| - | - | - |
| 65 | 49 | 45 |
| - | - | - |
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| - | - | - |
| 40 | 65 | 101 |

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| 86 | 101 | 87 |
| - | - | - |
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| - | - | - |
| 309 | 290 | 328 |
| - | 3 | 17 |
| 240 | 238 | 290 |
| - | - | - |
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| - | - | - |
| 3 | 3 | 5 |
| 27 | 18 | 29 |
| - | - | - |
| 88 | 75 | 94 |
| - | - | - |
| - | 1 | 1 |
| - | - | - |
| - | - | - |
| 200 | 183 | 155 |
| - | - | - |
| 3 | 7 | 6 |
| - | - | - |
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| 13 | 9 | 19 |
| - | - | - |
| 2 | 14 | 14 |
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| 14 | 20 | 34 |
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| 55 | 49 | 50 |
| - | - | - |
| - | - | - |
| 220 | 228 | 205 |
| - | 16 | 42 |
| - | - | - |
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| - | - | - |
| 4 | 1 | 1 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 748 | 694 | 754 |
| 10 | 13 | 68 |
| - | - | - |
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| 5 | - | 1 |
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| - | - | - |
| 89 | 72 | 96 |
| - | - | - |
| 2 | 2 | 3 |
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| - | - | - |
| 25 | 14 | 20 |

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| 4 | 29 | 31 |
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| - | - | - |
| - | - | - |
| 46 | 52 | 64 |
| 7 | 10 | 8 |
| 20 | 7 | 7 |
| 376 | 363 | 370 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 30 | 19 | 27 |
| 42 | 29 | 39 |
| 285 | 258 | 254 |
| - | - | - |
| 2 | 5 | 1 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 3 | 9 | 30 |
| - | - | - |
| 22 | 15 | 24 |
| 39 | 25 | 20 |
| - | - | - |
| 26 | 22 | 19 |
| - | - | - |
| 28 | 38 | 42 |

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| - | - | - |
| 139 | 111 | 116 |
| - | - | - |
| 6 | 2 | 6 |
| - | - | - |
| 3 | 34 | 137 |
| 126 | 193 | 164 |
| - | - | - |
| - | - | - |
| - | - | - |
| 3 | - | 2 |
| - | - | - |
| - | - | - |
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| - | - | - |
| 282 | 262 | 293 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 8 | 41 | 119 |
| 8 | 13 | 66 |
| - | - | - |
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| 2 | - | 1 |
| 1 | 5 | 3 |
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| - | - | - |
| 33 | 23 | 30 |
| 1 | 4 | 12 |
| 269 | 229 | 209 |
| - | - | - |
| 5 | 3 | 4 |
| - | - | - |
| - | - | - |
| - | - | - |
| 365 | 350 | 356 |
| 395 | 350 | 343 |
| - | - | - |
| - | - | - |
| 2 | 1 | 4 |
| - | - | - |
| 8 | 15 | 8 |
| - | - | - |
| 7 | 4 | 11 |
| - | - | - |
| - | - | - |
| - | - | - |
| 20 | 19 | 23 |
| - | - | 2 |
| - | - | - |
| 95 | 109 | 82 |
| - | - | - |
| - | - | - |
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| - | 1 | - |
| - | - | - |
| - | - | - |
| 16 | 15 | 40 |
| - | - | - |
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| - | - | - |
| - | - | - |
| 467 | 458 | 497 |
| - | 9 | 20 |
| - | - | - |
| - | - | - |
| - | - | - |
| 9 | 6 | 5 |
| - | - | - |
| 1 | 6 | 3 |
| - | - | - |
| 12 | 11 | 12 |
| - | - | - |
| 53 | 47 | 51 |
| 27 | - | - |
| - | - | - |
| 94 | 59 | 68 |
| - | - | - |
| 3 | 5 | 20 |
| - | - | 3 |
| - | - | - |
| 153 | 168 | 152 |
| - | - | 3 |
| - | - | - |
| - | - | - |
| - | - | - |
| 20 | 28 | 29 |
| - | - | - |
| - | - | - |
| 62 | 52 | 47 |
| - | - | - |
| - | - | - |
| 488 | 428 | 462 |
| 6 | 5 | 17 |
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| - | - | - |
| 397 | 349 | 368 |
| - | - | 40 |
| - | - | - |
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| - | - | - |
| - | - | - |
| - | - | - |
| 79 | 142 | 234 |
| - | - | - |
| - | - | - |
| 13 | 34 | 86 |
| 457 | 363 | 332 |
| 49 | 46 | 49 |
| - | - | - |
| - | - | - |
| 50 | 68 | 51 |
| - | - | - |
| - | - | - |
| - | - | - |
| 14 | 5 | 3 |
| 17 | 17 | 11 |
| 13 | 8 | 12 |
| - | - | - |
| 62 | 68 | 63 |
| - | - | - |
| 11 | 9 | 16 |
| - | - | - |
| - | - | - |
| 418 | 373 | 419 |
| - | - | - |
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| - | 2 | 9 |
| - | - | - |
| 323 | 326 | 372 |
| - | - | - |
| - | - | - |
| - | - | - |
| 3 | 5 | 2 |
| - | - | - |
| - | - | - |
| 9 | 11 | 9 |
| 25 | 16 | 22 |
| - | - | - |
| 17 | 14 | 12 |
| - | - | - |
| 20 | 35 | 66 |
| - | - | - |
| - | - | - |
| - | - | - |
| 173 | 146 | 140 |
| - | - | - |
| - | - | - |
| - | - | - |
| 67 | 66 | 66 |
| - | - | - |
| 8 | 14 | 12 |
| 38 | 44 | 43 |
| - | - | - |
| - | - | - |
| - | - | - |
| 6 | 8 | 10 |

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| - | - | - |
| - | - | - |
| 18 | 15 | 15 |
| - | 1 | - |
| - | - | - |
| 135 | 149 | 117 |
| - | - | - |
| - | - | - |
| 1 | 1 | - |
| - | - | - |
| - | - | - |
| - | 2 | 1 |
| - | - | - |
| - | - | - |
| 22 | 27 | 32 |
| - | - | - |
| - | - | - |
| 18 | 14 | 22 |
| 10 | 27 | 43 |
| - | - | - |
| - | - | - |
| - | - | - |
| 14 | 11 | 16 |
| - | - | - |
| 157 | 172 | 150 |
| - | - | - |
| - | - | - |
| 7 | 5 | 35 |
| 28 | 38 | 42 |
| - | - | - |
| 205 | 156 | 154 |
| - | - | - |
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| - | - | - |
| 65 | 40 | 47 |
| - | - | - |
| - | - | 8 |
| 11 | 28 | 41 |
| 165 | 144 | 143 |
| 4 | - | 1 |
| - | - | - |
| - | - | - |
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| - | - | - |
| - | - | - |
| 33 | 32 | 35 |
| - | - | - |
| - | - | - |
| - | - | - |
| 157 | 183 | 148 |
| - | - | - |
| 3 | 1 | 2 |
| - | 2 | - |
| - | - | - |
| - | - | - |
| 53 | 54 | 74 |
| - | - | - |
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| - | - | - |
| - | - | - |
| - | - | - |
| 2 | 2 | 43 |
| 298 | 326 | 327 |
| 277 | 280 | 281 |
| - | - | - |
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| - | 1 | 31 |
| - | 1 | 1 |
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| 30 | 63 | 71 |
| 292 | 310 | 277 |
| - | - | - |
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| - | - | - |
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| 11 | 12 | 7 |
| 12 | 11 | 18 |
| 149 | 156 | 186 |
| - | - | - |
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| - | - | - |
| - | - | - |
| 20 | 21 | 17 |
| - | - | - |
| - | - | - |
| 112 | 124 | 115 |
| - | - | - |
| - | - | - |
| - | - | - |
| 67 | 46 | 45 |
| 44 | 44 | 41 |
| - | - | - |
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| 16 | 15 | 5 |
| - | - | - |
| 1 | 1 | 1 |
| 6 | 7 | 3 |

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| - | - | - |
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| - | - | - |
| 33 | 22 | 65 |
| 447 | 365 | 364 |
| - | - | - |
| - | - | - |
| - | - | - |
| 423 | 450 | 379 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
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| - | - | - |
| - | - | - |
| 129 | 144 | 125 |
| - | - | - |
| 15 | 15 | - |
| 56 | 59 | 119 |
| 5 | 7 | 6 |
| - | - | - |
| - | - | - |
| 176 | 171 | 213 |
| - | - | - |
| - | - | - |
| 4 | 1 | 16 |
| - | - | - |
| 9 | 10 | 4 |
| - | - | - |
| - | - | - |
| 31 | 21 | 31 |
| 5 | 5 | 4 |
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| - | - | - |
| 391 | 409 | 393 |
| - | - | - |
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| - | - | - |
| - | - | - |
| 225 | 191 | 196 |
| 169 | 219 | 259 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 661 | 631 | 604 |
| 91 | 94 | 57 |
| 54 | 88 | 82 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 87 | 62 | 63 |
| - | - | - |
| 208 | 198 | 219 |
| - | - | - |
| 17 | 57 | 57 |
| 5 | 3 | 43 |
| - | - | - |
| - | - | - |
| 309 | 283 | 265 |
| - | - | - |
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| - | - | - |
| 21 | 24 | 18 |
| 20 | 25 | 15 |
| 160 | 141 | 157 |
| - | - | - |
| - | - | - |
| - | - | - |
| 23 | 20 | 21 |
| - | - | - |
| - | - | - |
| 174 | 176 | 159 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 3 | 6 | 13 |
| 218 | 201 | 198 |
| - | - | - |
| 16 | 17 | 21 |
| 24 | 19 | 2 |
| - | - | - |
| 18 | 27 | 25 |
| - | - | - |
| 75 | 83 | 90 |
| - | - | - |
| - | - | - |
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|-----|-----|-----|
| 58 | 56 | 37 |
| - | - | - |
| - | - | - |
| 45 | 26 | 31 |
| - | - | - |
| - | - | - |
| 1 | 1 | 2 |
| 6 | 22 | 14 |
| 3 | 5 | 5 |
| - | 3 | 2 |
| 1 | 2 | - |
| 2 | 2 | 2 |
| - | 1 | 1 |
| 1 | 1 | 5 |
| 3 | 5 | 3 |
| 3 | 4 | 8 |
| 2 | 5 | 4 |
| 2 | 3 | 4 |
| 3 | 3 | 11 |
| 8 | 17 | 50 |
| - | 1 | 3 |
| - | - | 6 |
| - | 1 | 6 |
| 7 | 11 | 17 |
| 2 | 7 | 24 |
| 18 | 24 | 70 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 161 | 157 | 174 |
| - | - | - |
| 11 | 11 | 21 |
| - | - | - |
| 35 | 32 | 31 |

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| - | - | - |
| - | - | - |
| 36 | 37 | 29 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 7 | 6 | 22 |
| 525 | 437 | 490 |
| 38 | 55 | 69 |
| - | - | - |
| - | - | - |
| - | - | - |
| 20 | 23 | - |
| 10 | 20 | 24 |
| - | - | - |
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| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 7 | 14 | 6 |
| - | - | 13 |
| - | - | - |
| 340 | 347 | 369 |
| - | - | - |
| - | - | - |
| 9 | 10 | 10 |
| 250 | 222 | 234 |
| - | - | - |
| 4 | - | 14 |
| - | - | - |

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| - | - | - |
| 11 | 16 | 27 |
| 2 | 5 | 12 |
| - | - | - |
| 24 | 19 | 19 |
| - | - | - |
| 195 | 187 | 210 |
| - | - | - |
| - | - | - |
| - | - | - |
| 24 | 23 | 24 |
| - | - | - |
| - | - | - |
| 18 | 13 | 5 |
| - | - | - |
| 131 | 111 | 121 |
| - | - | - |
| 18 | 25 | 23 |
| - | - | - |
| - | - | - |
| 164 | 155 | 167 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 27 | 30 | 26 |
| - | - | - |
| 18 | 11 | 16 |
| - | - | - |
| - | - | - |
| 87 | 91 | 79 |
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| 11 | 13 | 13 |
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| - | - | - |
| 13 | 37 | 140 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 273 | 249 | 226 |
| - | - | - |
| - | - | - |
| - | 3 | 1 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 402 | 402 | 405 |
| - | - | - |
| - | - | - |
| - | - | - |
| 1 | 2 | 2 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 494 | 408 | 405 |
| - | - | - |
| - | - | - |
| 402 | 378 | 388 |

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| - | - | - |
| 4 | 2 | 4 |
| 217 | 138 | 137 |
| - | - | - |
| - | - | - |
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| - | - | - |
| - | - | - |
| - | - | - |
| 407 | 435 | 442 |
| - | - | - |
| 281 | 264 | 285 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 27 | 31 | 16 |
| - | 2 | 2 |
| 1 | - | 2 |
| 36 | 50 | 54 |
| - | - | - |
| 16 | 8 | 15 |
| 3 | - | 1 |
| - | - | - |
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| - | - | - |
| - | - | - |
| 11 | 4 | 3 |
| - | - | - |
| - | - | - |
| - | - | - |
| 5 | 69 | 294 |
| 34 | 25 | 154 |
| - | - | - |
| - | - | 13 |
| - | - | - |
| - | - | - |
| - | - | - |
| 264 | 216 | 200 |
| - | - | - |
| - | - | - |
| 37 | 64 | 141 |
| - | - | - |
| - | - | - |
| 4 | 4 | - |
| - | - | - |
| 1 | 5 | 21 |
| - | - | - |
| - | - | 2 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 11 | 20 | 17 |
| - | - | - |
| - | - | - |
| - | 1 | - |
| - | - | - |
| 1 | 1 | 2 |
| - | - | - |

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| 1 | 1 | - |
| 403 | 400 | 318 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 2 | 6 | 4 |
| - | - | - |
| 4 | 6 | 11 |
| 17 | 23 | 11 |
| 19 | 13 | 12 |
| - | - | - |
| 6 | 10 | 16 |
| 59 | 73 | 84 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | 6 |
| - | - | - |
| 257 | 262 | 234 |
| 141 | 152 | 161 |
| 3 | 9 | 45 |
| 256 | 206 | 215 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 53 | 58 | 59 |
| - | - | - |
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| 56 | 39 | 46 |
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| - | - | - |
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| - | - | - |
| - | - | - |
| 610 | 573 | 558 |
| - | - | - |
| 543 | 506 | 435 |
| - | - | - |
| - | - | - |
| - | - | - |
| 464 | 414 | 419 |
| - | - | - |
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| - | - | - |
| - | - | - |
| 66 | 131 | 276 |
| - | - | - |
| - | 1 | 148 |
| - | - | - |
| - | - | - |
| 516 | 454 | 434 |
| 447 | 410 | 387 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 457 | 428 | 415 |
| - | - | - |
| - | - | - |
| - | - | - |
| 514 | 475 | 548 |
| - | - | - |
| 30 | 39 | 45 |
| - | - | - |
| 6 | 5 | 8 |
| - | - | - |
| - | - | - |
| 173 | 195 | 174 |
| - | - | - |
| - | - | - |
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| - | - | - |
| 4 | 5 | 14 |
| 53 | 62 | 60 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 112 | 105 | 125 |
| - | - | - |
| - | - | - |
| - | - | - |
| 17 | 16 | 42 |
| 63 | 60 | 61 |
| 10 | 9 | 4 |
| 13 | 23 | 22 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 420 | 434 | 422 |
| - | - | - |
| - | 5 | 1 |
| - | - | - |
| - | - | - |
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| - | - | - |
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| - | - | - |
| 350 | 313 | 326 |

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| - | - | - |
| - | - | - |
| 109 | 103 | 137 |
| - | - | - |
| - | - | - |
| 101 | 92 | 112 |
| - | - | - |
| - | - | - |
| 13 | 8 | 3 |
| 4 | 29 | 45 |
| - | - | - |
| 2 | - | - |
| - | - | - |
| 9 | 9 | 12 |
| 201 | 189 | 164 |
| - | - | - |
| - | - | - |
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| - | - | - |
| - | - | - |
| - | - | - |
| - | - | 1 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 94 | 95 | 82 |
| - | - | - |
| - | - | - |
| 21 | 15 | 15 |
| - | - | - |
| - | - | - |

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|-----|-----|-----|
| 2 | - | - |
| 2 | 1 | 1 |
| - | - | - |
| 2 | 8 | 8 |
| 8 | 6 | 6 |
| 75 | 50 | 91 |
| - | - | - |
| - | - | 1 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 20 | 43 | 54 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | 1 |
| 1 | - | 1 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 337 | 343 | 306 |
| 10 | 10 | 93 |
| - | - | - |
| - | - | - |
| 334 | 316 | 335 |
| - | - | - |
| - | - | - |
| - | - | - |
| 1 | 1 | - |
| 39 | 29 | 31 |
| - | - | - |
| - | - | - |

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| 13 | 18 | 30 |
| - | - | - |
| - | - | - |
| - | - | - |
| 203 | 187 | 227 |
| - | - | - |
| 4 | 4 | 10 |
| - | - | - |
| 22 | 26 | 23 |
| - | - | - |
| 32 | 33 | 32 |
| - | - | - |
| - | - | - |
| 86 | 97 | 82 |
| - | - | - |
| 12 | 9 | 14 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 159 | 188 | 169 |
| - | - | - |
| - | - | - |
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| - | - | - |
| - | - | - |
| 146 | 136 | 141 |
| 79 | 93 | 69 |
| - | - | - |
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| - | - | - |
| - | - | - |
| 110 | 116 | 107 |
| - | - | - |
| 2 | 7 | 10 |
| 11 | 7 | 13 |
| - | - | - |
| - | - | - |
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| - | - | - |
| 21 | 52 | 64 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 6 | 3 | 3 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 457 | 450 | 480 |
| 2 | 14 | 91 |
| - | - | - |
| 504 | 490 | 476 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 177 | 158 | 172 |
| - | - | - |
| - | - | - |
| 4 | 7 | 4 |
| - | - | - |

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|-----|-----|-----|
| - | - | - |
| 103 | 99 | 97 |
| - | - | - |
| 26 | 35 | 28 |
| - | - | - |
| 79 | 67 | 55 |
| - | - | - |
| 3 | 2 | 3 |
| - | - | - |
| - | - | - |
| - | - | - |
| 33 | 52 | 48 |
| - | - | - |
| - | - | - |
| 19 | 10 | 19 |
| - | - | - |
| 64 | 68 | 74 |
| 20 | 34 | 44 |
| - | - | - |
| - | - | - |
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| - | - | - |
| - | - | - |
| 489 | 452 | 440 |
| - | - | 13 |
| - | - | - |
| 299 | 291 | 301 |

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|-----|----|-----|
| - | - | 9 |
| 1 | 1 | 1 |
| - | - | - |
| 68 | 54 | 72 |
| - | - | - |
| - | - | - |
| 2 | 6 | 17 |
| 116 | 91 | 83 |
| - | - | - |
| - | - | - |
| - | - | - |
| 71 | 73 | 45 |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| - | - | - |
| 101 | 99 | 100 |
| 119 | 92 | 89 |
| - | - | - |
| 92 | 92 | 74 |
| - | 1 | 23 |
| 12 | 22 | 41 |
| - | - | - |
| 71 | 66 | 66 |
| - | - | - |
| 1 | 2 | 3 |
| - | - | - |
| 26 | 28 | 29 |

Fall Membership Report

| Key to no |
|------------------------------|
| -- |
| Opened mid-year |
| Change of Admin in 18-19 |
| Opened 18-19 |
| Reopened |
| Closed |
| ID Change |
| Tuitioned Students Elsewhere |
| Merged |
| Merged with HS |
| Closed Program ID |
| Converted |

Fall Membership 2018-19 enrollment in
and districts submitted in the 2018-19 1
Funded (i.e. Program Based), and Privat

The county identified on the district pag

Non-numerical values in the Total Enrollment columns of the District and School tabs

No data submitted.

The school was open during the year identified but was not open as of the first school day in October.

The school existed in 2017-18 but their administration was under a different district than identified in 2018-19.

There are no data indicated for the 2017-18 school year because the institution did not open until 2018-19.

There are no data indicated for the 2017-18 school year because the institution was closed and reopened in 2018-19.

Institution was closed in 2018-19.

The institution existed in both years but under different institution IDs.

Institution transferred students to another school for 2018-19.

The institution has no data for the 2018-19 school year because it merged with another school and is reported under that school's ID number.

The institution merged with a high school in the same district to create a combined and/or charter school.

Due to a policy change, programs are no longer identified with a unique ID.

The institution changed from a program to a school or vice versa.

cludes all students (regardless of funding source) in grades K-12 on October 1, 2018 for all attending programs, schools, .st Period Cumulative ADM data collection. Funding sources includes State School Fund Formula Based, Fully State e Tuition.

ge is the county in which the District/ESD office is located. Some Districts and ESDs span multiple counties.

Appendix 5.1B

Oregon Extended Assessment Decision Making Guidance

Students with the Most Significant Cognitive Disabilities

Students with the most significant cognitive disabilities are typically characterized by significantly below average general cognitive functioning. This commonly includes a student with intelligence test scores two or more standard deviations below the mean on a standardized individually administered intelligence test, occurring with commensurate deficits in adaptive behavior that are frequently also evident in early childhood. Further, the cognitive disability must significantly impact the child's educational performance and ability to generalize learning from one setting to another. Students with the most significant cognitive disabilities in general, require highly specialized education and/or social, psychological, and medical services to access an educational program. These students may also rely on adults for personal care and have medical conditions that require physical/verbal supports, and assistive technology devices. These intensive and on-going supports and services are typically provided directly by educators and are delivered across all educational settings.

Starting 9/2015, Oregon Individual Education Plan (IEP) teams will be required to select the Oregon's Extended Assessment as the *only* option for all subject areas assessed. Students who participate in Oregon's Extended Assessment **will not** participate in Oregon's general assessments. This reflects a significant change from previous policy which permitted a student to participate in either test or both. This change in criteria is intended to take into account the pervasive nature of a *significant* cognitive disability and allows the state's assessment models to appropriately measure the student populations they were designed to measure.

Unacceptable Considerations

The following are **unacceptable** reasons for considering participation in Oregon's Extended Assessment:

1. Disability category or label
2. Expected poor performance on the general education assessment
3. Expected difficulties meeting the essential skills requirements through the state's general assessment
4. Poor attendance or extended absences
5. Native language/social/cultural or economic difference
6. English Language Learner (ELL) status
7. Percent of time served in special education
8. Low reading level or achievement level
9. Anticipated disruptive behavior during testing
10. Impact of student's scores on district's/school's accountability results
11. Administrator decision
12. Anticipated emotional duress/anxiety around or during testing
13. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

Eligibility and Participation Criteria

To assist in decision making, IEP teams may use the Oregon Extended Assessment Decision Making Checklist to determine whether or not a student should participate in the Oregon Extended Assessment.

Oregon Extended Assessment Decision Making Checklist

This checklist is ***not*** a required document. It is to be a tool that can be used to assist IEP teams in making individual decisions regarding participation in the Oregon's Extended Assessment. Extended Assessment participation can only be determined by the student's IEP team. **The IEP team for a student with a disability MUST answer "YES" to ALL of the following questions for the student to be eligible to participate in Oregon's Extended Assessment.**

Students Name: _____ School: _____ Date: _____

| ELIGIBILITY CRITERIA | | |
|---|------------------------------|-----------------------------|
| 1. Student has been evaluated, found eligible under IDEA, and has an IEP. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> The student has an identified disability under IDEA. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> The student has an Individualized Education Plan. | | |
| 2. The student demonstrates significant cognitive disabilities with commensurate delayed adaptive skills. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The student has been determined to have significant cognitive disabilities based on the level of on-going supports needed for the student to access his or her educational program and difficulty generalizing learning from one setting to another. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> The student demonstrates adaptive skills that are substantially limited compared to same age peers and skills are commensurate with the student's cognitive ability. | | |
| 3. The significant cognitive disability impacts the student's access to the general education curriculum and requires individualized instruction. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> The student requires a highly specialized educational program with intensive and on-going supports, modifications, accommodations and/or adaptations to allow access to the general education curriculum. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> The student consistently requires individualized instruction in core academic and functional life skills at a substantially low level relative to other peers with disabilities. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> The student requires alternate methods or significant supports to communicate. | | |
| 4. The significant cognitive disability impacts the student's post-school outcomes. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> The student's post-secondary outcomes will likely require supported or assisted living and continued supervision and support into adulthood provided through adult service providers such as Oregon Department of Disability Services (ODDS) and/or Vocational Rehabilitation (VR). | | |
| 5. Additional factors considered for the student. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> The student's inability to participate in the state's general assessment is primarily the result of the significant cognitive disability and <u>NOT</u> excessive absences; other disabilities; or social, cultural, language or economic differences. | | |

Oregon Extended Assessment Decision Making Checklist Guidance

The following guidance is provided to assist IEP teams in determining eligibility for participation in the Extended Assessment when using the checklist. It is important to remember that the team must determine that the student meets all of the criteria included in the checklist for the student to be considered for the Oregon's Extended Assessment.

1. The student has been evaluated and found eligible under the IDEA.

Only students who have been identified under the Individuals with Disabilities Education Act (IDEA) are eligible to participate in the Oregon Extended Assessment. The IEP team for a student must make an individualized decision regarding the student's participation in the Extended Assessment. Students who only have a medical diagnosis or are found eligible for a 504 plan are **NOT** eligible to participate in the Oregon Extended Assessment.

If the IEP team determines that the student will take the Extended Assessment, then the IEP must include a statement of why the student cannot participate in the general assessment and why the Extended Assessment has been selected and is appropriate for the student.

2. The student demonstrates significant cognitive disabilities with commensurate delayed adaptive skills.

Intelligence refers to general mental capability and involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience. Studies show that somewhere between 1% and 3% of Americans have an intellectual disability. There are many causes of intellectual disability--factors may include but are not limited to physical, genetic, and/or social causes.

The most significant cognitive disabilities can be evidenced by (a) standardized assessment results, (b) the intensity and pervasiveness of needed supports, and (c) significant difficulty generalizing learning from one setting to another. In addition to demonstrating significant cognitive disabilities, the student must also demonstrate significantly limited adaptive skills relative to same-age peers and commensurate with the student's cognitive ability.

Although an IQ score is not the sole criterion to determine participation in the Oregon Extended Assessment, it is expected that students taking the Extended Assessment score significantly lower than their same age peers on standardized tests of ability, or that these students may not be capable of achieving a valid score on a standardized cognitive measure. It is strongly recommended that IEP teams refer to the test manual of individual cognitive assessments for guidance on what would be considered significant cognitive disability for a particular test.

If the results from a standardized cognitive assessment instrument cannot be used with a student, documentation must be provided and reviewed that demonstrates the student requires intensive and on-going levels of support across multiple settings (e.g., home, school, community). This information must come from multiple sources and should include both skills the student can perform as well as those the student has difficulty performing. This documentation needs to include specific information for the following: communication; self-care; daily living skills; social skills; community access; self-direction; health and safety; functional academics; leisure and work.

In addition to the above criteria, the student also **must** demonstrate significant delays in adaptive skills as measured by a standardized measure of adaptive ability.

3. The significant cognitive disability impacts the student's access to the general education curriculum and requires individualized instruction.

The student requires intensive supports in the school setting as evidenced by the level of individualized instruction and adult supervision and assistance provided throughout the school day. The student is taught using a substantially modified curriculum that may consist of functional life skills such as pre-academics, communication, self-care, daily living skills, and social skills. Subsequently, the student may obtain information primarily through methods other than reading due to limited reading skill and may use alternative methods to express or share oral or written ideas and information with others.

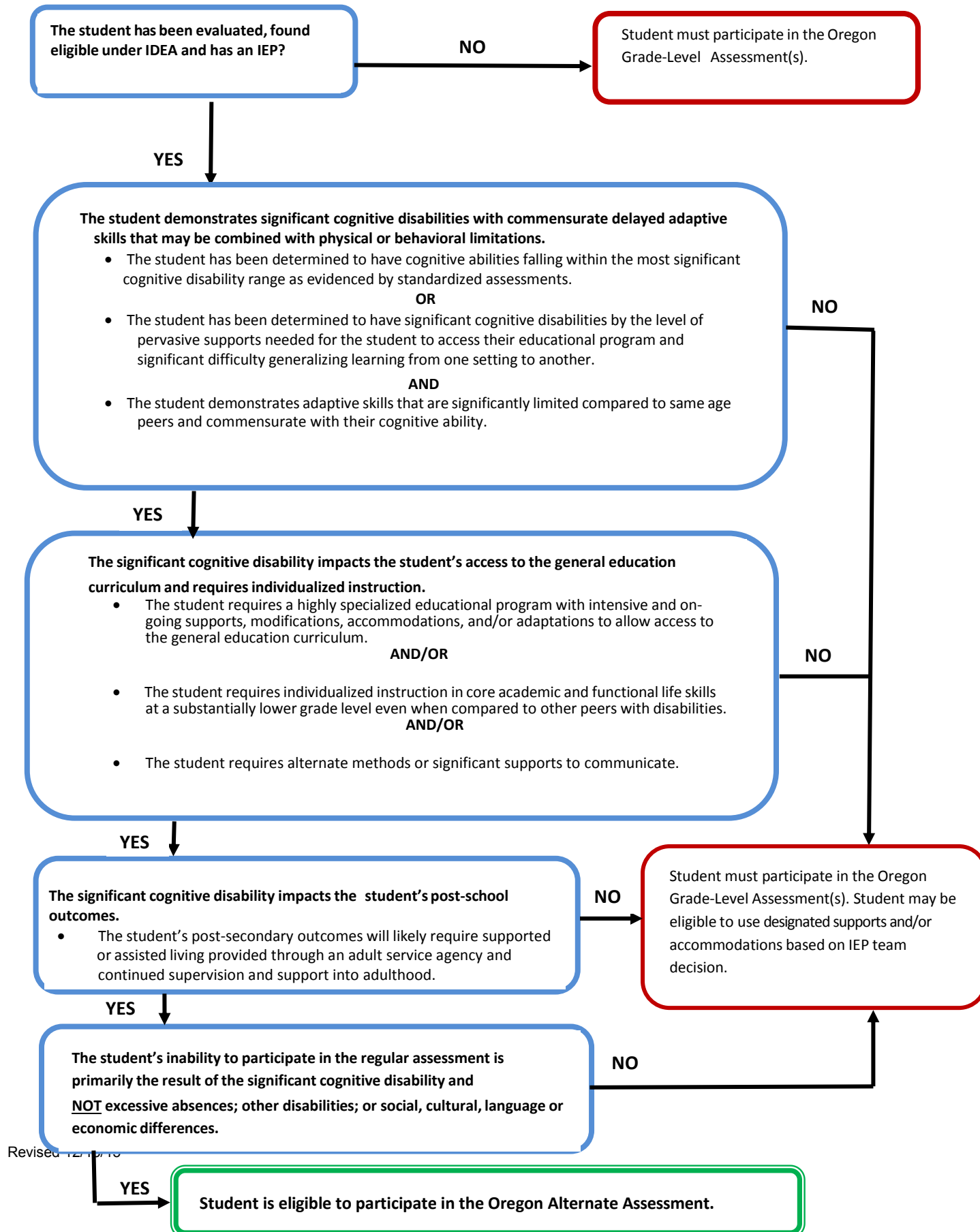
4. The significant cognitive disability impacts the student's post-school outcomes.

The student's post-secondary outcomes for independent living likely will require supported or assisted living and may involve a guardian when the student turns 18. The student will require continued supervision and support into adulthood provided through an adult service agency in order to access the community for recreation, employment, and daily living. The student's post-secondary outcomes for employment will likely result in individualized supports provided by adult agencies for success in accessing competitive integrated employment.

5. Additional factors considered for the student.

To be eligible to participate in Oregon's Extended Assessment the student's difficulties in the general educational setting **CANNOT** be primarily the result of excessive absences; mild disability, social or cultural differences; or economic disadvantages or differences.

To be eligible to participate in Oregon's Extended Assessment the student's difficulties in the general educational setting must be directly related to the impact of the student's cognitive disability and limited adaptive skills.

Oregon Extended Assessment Decision Making Flow Chart: DRAFT

Appendix 5.1D

2019 Oregon Observational Rating Assessment Results



Abstract

In the spring of 2016, Behavioral Research and Teaching (BRT) at the University of Oregon developed a new assessment for the Oregon Department of Education (ODE), called the Oregon Observational Rating Assessment (ORora). The purpose of the ORora was to allow for the review of progress for students with significant cognitive disabilities (SWSCD) who were unable to access the academic content of the Oregon Extended Assessments (ORExt), despite the reduction in depth, breadth, and complexity and the increased access to test content supported by the ORExt test design. BRT reviewed the research for assessing attention, basic math skills, and receptive and expressive language. Consultation with experts, including teachers of SWSCD and speech-language pathologists, as well as internal staff, was effected. The result was the ORora. A summary of the results from the second administration of the ORora is provided in this report.

Background

The Oregon Observation Rating Assessment (ORora) is an observational rating assessment for students with significant cognitive disabilities (SWSCD) who are unable to access the ORExt. SWSCD who do not meet the minimum participation rule on the ORExt are required to be administered the ORora. The ORora is used for descriptive purposes and is not part of public accountability report related to Annual Measurable Objectives.

Student performance is rated with four-point rating scales that are specific to each sub-domain. The ORora includes four sub-domain scores: a) Attention, b) Basic Math Skills, c) Receptive Language, and d) Expressive Language. Each sub-domain includes five items and each item is worth four points. Thus, each sub-domain has a maximum score of 20, each domain has a maximum score of 40, and the Total Score for the ORora has a maximum of 80. The minimum score for the ORora is 20, as students cannot receive a zero score on any items. Attention and Basic Math skills are combined into the Level of Independence domain, while Receptive and Expressive language are combined into a Communication domain score. The two domain scores, LOI and COM, are combined to provide an overall summary score. The ORora also includes a text entry domain where QAs can describe the students' current levels of functioning across all relevant domains for future reference.

The complete ORora is provided in *Appendix A*. The ORora is completed by a qualified assessor (QA) who knows the student best. Administration and scoring instructions are provided in *Appendix B*.

Methods

Participants

Responses to ORora items were received for 850 students, with approximately 100 students per grade level. Table 1 includes all grade level *n*-sizes for participation and a comparison to the ORExt *n*-sizes to allow for interpretation of what percentage of the SWSCD population who took the ORExt participated in the ORora. Overall, 22.9% of SWSCD who participated in the ORExt also participated in the ORora; however, some qualified assessors elected to participate while others were required to participate due to the minimum participation rule. The sample was 67% male and 33% female. The sample was 54% White, 24% Hispanic, 4% Asian, 3% African-American, and 1% American Indian/Alaskan Native.

Procedure

The ORora were distributed via BRT's Secure website (<https://or.k12.test.com>) along with secure ORExt test materials. The ORora, as a non-secure assessment, was also made available on the or.k12.test.com website to all Qualified Trainers. Assessment results were downloaded in an Excel comma separated values file and analyzed descriptively in Excel.

Results

In what follows, quantitative and qualitative results from the 2018-2019 ORora are presented, respectively. The overall results suggest that students who participated in the ORora have very complex support needs and often have multiple disabilities and medical complications that prohibit participation in a performance-based assessment.

Quantitative

The ORora score structure includes 80 total points possible, with 40 points possible for each of two domains and 20 for each of four sub-domains. The average Total Score for the ORora was 20.1 (47.2%). The average Level of Independence with sub-domain scores in Attention at 13.48 (67.40%) and Basic Math Skills at 12.75 (63.75%). The average Communication, which was composed of an average Receptive Language sub-domain score average of 14.09 (70.45%) and an Expressive Language sub-domain score average of 12.62 (63.10%). Complete score results are presented in Table 2. The average item means ranged from 2.18 on Item #3 to 3.16 on Basic Math Skills Item #7. Average item means are presented in Table 3.

Qualitative

The narrative summary section was designed for teachers to explain their students' access to the instruction, sensory needs, assistive technology, development of functional skills, and any areas of growth. Teachers were also encouraged to provide summary statements of student performance for future growth determinations, as well.

Consistent with prior results, narrative summaries of the 2017-18 ORora indicated that most students had multiple diagnoses, were non-ambulatory, and required full or partial physical assistance. Students had very low receptive communication, and very low receptive and expressive verbal skills. Multiple verbal prompts were required to focus student attention, as well as redirection and reduced task demands. Token boards and other reinforcements were

commonly used as rewards for work completion. Frequent breaks were often required during test administration due to student anxiety and behaviors.

Most students were non-verbal and required one-on-one classroom instruction. These students were in Life Skills programs and most communicated using assistive technology. Means of communication for these students included iPads, switch devices, vocal output devices, GoTalk Communication devices, Proloquo2Go, picture communication such as PECS, symbol and gestural communication, eye gaze, sign language, and multi-modal communication systems.

“[Student’s] disability impacts her receptive and expressive communication along with behavior. She struggles with communicating her wants and desires, which impacts her academic learning. She is also severely impacted by the need for extensive sensory input throughout her school day and has access to a variety of sensory tools to help keep her in a calm state. [Student] has a behavior plan that clearly outlines staff response to her behavioral outbursts. Historically [Student] has struggled with being part of a large or small or individual instruction in the area of academics. Within the past year, she has gradually been taking a greater interest in being part of a group (large or small) and has been starting to work with answering comprehension questions. She has a tendency to jab or hit the answer sheet, which proves to be difficult in deciphering if this is her answer. When [Student] is clearly finished with a task, she will either leave the area or hit/pinch/scream/scratch the person working with her. These behaviors have impacted her assessment taking abilities.”

Comments submitted by QAs also demonstrated that they are beginning the process of comparing this year’s ORora results to last year’s, focusing on change over time,

“The student’s Total ORora Score increased from 34/80 in 2015-16 to 48/80 in 2016-17. His total LOI score increased from 17/40 to 23/40. His Attention score increased from 8/20 to 11/20. His math concepts score increased from 9/20 to 12/20. His total communication score increased from 17/40 to 25/40. His receptive communication increased from 11/20 to 12/20 and his expressive communication increased from 5/20 to 10/20. [Student’s] increasing skills in using his AAC (iPad with Proloquo2Go) are a significant factor in his increased scores in communication and level of attention. He is able to access instruction in early math concepts and demonstrate his understanding.”

Discussion

Qualitative results from the second administration of the ORora demonstrate that most students who participated in the ORora had very complex support needs, as evidenced by concomitant disabilities, orthopedic support needs and need for full or partial physical assistance. Students' communication skills were extremely limited. Multiple verbal prompts were required as well as redirection and reduced task demands. Token boards and other reinforcements were commonly used as rewards for work completion. Frequent breaks were often required during test administration due to student anxiety and behaviors.

Quantitative results indicate that a total of 850 students across all tested grades were also administered the ORora. Response patterns on the ORExt were compared to ORora results to determine what percentages of QAs were administering the ORora due to the minimum participation rule and what percentage were administering the ORora of their own volition. Analyses showed that 416 students were eligible to take the ORora in English language arts, 320 students were eligible to take the ORora in mathematics, and 114 were eligible to take the ORora in science. This means that about 30 students per grade, per content area received five or fewer correct responses within the first 15 items administered on the ORExt. Of the 932 test records that met ORora eligibility requirements, 82 were not administered the ORora. In addition, there were 52 students in ELA and Math, respectively, who were administered the ORora without having participated in the ORExt (44 of those students were the same students, across each content area, with eight students unique to each content area, respectively).

Table 1

2018-19 ORora Participation

| Grade | <i>n</i> | ORExt ELA <i>n</i> | % SWSCD |
|--------------|-----------------|---------------------------|----------------|
| 3 | 113 | 607 | 16.64 |
| 4 | 113 | 583 | 17.50 |
| 5 | 120 | 595 | 20.84 |
| 6 | 116 | 524 | 25.19 |
| 7 | 113 | 510 | 20.59 |
| 8 | 136 | 506 | 21.94 |
| 11 | 130 | 576 | 13.50 |
| Total | 850 | 3,910 | 19.28 |

Note. The percentages listed above are based upon overall grade level sample for the 2018-19 ORExt ELA assessments.

Table 2

2018-19 ORora Test, Domain, and Subdomain Average Scores and Percentages

| Domain Score | Sub-domain Score | avg | % |
|----------------------------|--------------------------|--------------|--------------|
| Level of Independence | | 26.23 | 65.54 |
| | <i>Attention</i> | 13.48 | 67.40 |
| | <i>Basic Math Skills</i> | 12.75 | 63.75 |
| Communication | | 26.72 | 66.78 |
| | <i>Receptive</i> | 14.09 | 70.45 |
| | <i>Expressive</i> | 12.62 | 63.10 |
| Average Total ORora | | 52.97 | 66.22 |

Note. Sub-domain score max = 20. Domain max score = 40. Total max score = 80. Results above may not add to 100 due to rounding.

Table 3

2018-19 ORora Average Item Means

| Domain | Sub-domain | <i>m</i> |
|-----------------------|--------------------------|-----------------|
| Level of Independence | | 2.62 |
| | <i>Attention</i> | 2.70 |
| | <i>Basic Math Skills</i> | 2.55 |
| Communication | | 2.67 |
| | <i>Receptive</i> | 2.82 |
| | <i>Expressive</i> | 2.52 |

Note. The means listed above are inclusive of all grade levels. Scores were rated on a four-point rating scale that was domain-specific.

Appendix A

Oregon Extended Assessment: 2018-19 Oregon Observational Rating Assessment (ORora)

The Oregon Observational Rating Assessment (ORora) provides instructional and functional information for teachers and parents in four domains: attention, math concepts, and communication (expressive and receptive). It is administered to students with significant cognitive disabilities (SWSCDs) who are not able to access the academic demands of the Oregon Extended Assessment (ORExt), despite the provision of extensive supports and test design features founded in the concepts of universal design for assessment.

Qualified Assessors are to use the following decision rule in determining whether or not to complete the ORora:

If testing for an ORExt content area assessment is discontinued in English language arts, Mathematics, or Science, QAs must complete the ORora (only one ORora per student must be completed).

The educator(s) responsible for the student's instruction should complete this assessment, which is comprised of 10 **Level of Independence** items (5 - Attention Sub-domain and 5 - Math Concepts Sub-domain) and 10 **Communication** items (5 - Expressive Sub-domain and 5 – Receptive Sub-domain) using the following rating scales (1-4). These ratings can be summarized within and across domains to define and track student progress. A total of 80 points are possible on this assessment (20 points for each sub-domain).

Level of Independence (LOI) Domain

Attention Sub-domain

| Sub-domain prompt/question Student sustains attention in.... | Level 1 Full Physical | Level 2 Partial Physical | Level 3 Verbal/ Gestural | Level 4 Indep- endent |
|---|--------------------------------|--------------------------------|--------------------------------|-----------------------------|
| 1. one-on-one instructional contexts. | 1 | 2 | 3 | 4 |
| 2. multiple environments (home, school, community). | 1 | 2 | 3 | 4 |
| 3. completing preferred activities. | 1 | 2 | 3 | 4 |
| 4. settings with limited /few distractions. | 1 | 2 | 3 | 4 |
| 5. settings with multiple/different distractions. | 1 | 2 | 3 | 4 |
| Total | Attention Points: _____ | | | |

Math Concepts Sub-domain

| Sub-domain prompt/question Student... | Level 1 <i>Full Physical</i> | Level 2 <i>Partial Physical</i> | Level 3 <i>Verbal/ Gestural</i> | Level 4 <i>Indep- endent</i> |
|---|---|--|--|---|
| 6. orients to math objects (e.g., manipulatives, shapes, measurement tools) | 1 | 2 | 3 | 4 |
| 7. recognizes concepts of <i>less, same, and more</i> . | 1 | 2 | 3 | 4 |
| 8. uses a schedule/routine to identify activities. | 1 | 2 | 3 | 4 |
| 9. matches similar objects by characteristics, such as size, shape, and/or color. | 1 | 2 | 3 | 4 |
| 10. identifies common geometric shapes (i.e., circle, square, triangle, rectangle). | 1 | 2 | 3 | 4 |
| Total | Math Concepts Points: _____ | | | |

Level of Independence Domain Summary

| Domain | Points Achieved |
|-------------------------------|----------------------------|
| 1. Attention Sub-domain | _____ |
| 2. Math Concepts Sub-domain | _____ |
| Total LOI Score: _____ | |

Communication (COM) Domain

Receptive Sub-domain

| Sub-domain prompt/question Student is able to... | Level 1 <i>Reactive</i> | Level 2 <i>Proactive</i> | Level 3 <i>Unconventional</i> | Level 4 <i>Conventional</i> |
|---|------------------------------------|---|--|---|
| 11. attend to desired objects (e.g., food, toys, persons). | 1 attends to object | 2 reach and capture | 3 exploratory actions with objects | 4 conventional use of objects |
| 12. follow one-step directions. | 1 orients to speaker | 2 simple imperatives (e.g., stop, no, give, look) | 3 self-care directions (e.g., pick up, turn off, clean your, etc.) | 4 one- step, one-object directions (e.g., open the, go to, bring me, get your)] objects |
| 13. anticipate/predict coming events. | 1 conveys discomfort | 2 anticipates routine events | 3 predicts routine event | 4 uses schedule to predict routine event |
| 14. direct attention to object identified by communication partner. | 1 orients to object | 2 alternates attention | 3 imitates actions on objects or tools | 4 uses objects or tools in conventional manner |
| 15. understand gestures/ utterances. | 1 reacts to intonation | 2 with routine utterance | 3 with conventional gestures | 4 with 1-2 labels |
| Total | Receptive Points: _____ | | | |

Expressive Sub-domain

| Sub-domain prompt/question Student is able to _____ at this level. | Level 1 <i>Reactive</i> | Level 2 <i>Proactive</i> | Level 3 <i>Unconventional</i> | Level 4 <i>Conventional</i> |
|---|------------------------------------|-------------------------------------|--|--|
| 16. request/protest an object/action | 1 | 2 | 3 | 4 |
| 17. indicate need for a social routine | 1 | 2 | 3 | 4 |
| 18. indicate need for comfort | 1 | 2 | 3 | 4 |
| 19. request permission/information | 1 | 2 | 3 | 4 |
| 20. convey messages | 1 | 2 | 3 | 4 |
| Total | Expressive Points: _____ | | | |

Communication Summary

| Domain | Points Achieved |
|-------------------------------|------------------------|
| 1. Receptive Sub-domain | _____ |
| 2. Expressive Sub-domain | _____ |
| Total COM Score: _____ | |

Oregon Observational Rating Assessment (ORora) Summary

| Domain | | Points Achieved |
|---|-----------------------------|------------------------|
| Level of Independence (LOI) | 1. Attention Sub-domain | _____ |
| | 2. Math Concepts Sub-domain | _____ |
| | LOI Total | _____ |
| Communication (COM) | 3. Receptive Sub-domain | _____ |
| | 4. Expressive Sub-domain | _____ |
| | COM Total | _____ |
| Total ORora Score (LOI Total + COM Total): | | _____ |
| ORora Percentage (Total ORA Score/80): | | _____ |

ORora Narrative Summary

(*Suggested content:* access to instruction/sensory support needs, use of Assistive Technology, development of functional skills, any areas of growth, comparison to previous ORora scores)

Appendix B

Oregon Observational Rating Assessment (ORora)

2018-19 Administration Instructions

ORora Purpose

The ORora provides instructional and functional information for teachers and parents in four domains: attention, basic math concepts, and receptive and expressive communication. It is administered to students with significant cognitive disabilities (SWSCD) who are not able to access the academic demands of the Oregon Extended Assessment (ORExt), despite the provision of extensive supports and test design features founded in the concepts of universal design for assessment. Assessor(s) responsible for student's instruction should complete this rating scale.

Qualified Assessors (QAs) are to use the following decision rule in determining whether or not to complete the ORora:

If testing for an ORExt content area assessment is discontinued in English language arts, Mathematics, or Science, QAs must complete the ORora (only one ORora per student must be completed).

Consequences of Discontinuing the ORExt

Students must complete 10 items on the ORExt to count for Annual Measurable Objective (AMO) participation. QAs should consider discontinuation of the ORExt administration if a student misses 10 items at any point within the administration of the first 15 items. If ORExt testing is discontinued, QAs must administer the ORora. However, teachers may elect to complete a full test administration in order to generate performance scores and still complete the ORora. Discontinuing the administration of the ORExt is a serious decision with many potential consequences; however, administering the ORExt when a valid score is not feasible is also an inefficient use of teacher and student time.

Two ORora Domains: LOI and Communication

This assessment includes both a level of independence (LOI) and a communication domain (COM), each with their own respective rating scales. The LOI scale helps stakeholders to define how much support a student needs from a teacher in order to become successful in specific areas. The COM scale helps to define the level of the student's functioning in terms of both understanding the intent of others as well as conveying their needs or wants to those around them.

Level of Independence (LOI)

In the LOI domain, the teacher rates how much assistance the student requires in order to bring them to success in a particular area, using a system of least prompts approach (Wolery, Ault, & Doyle, 1992), beginning with independent function, proceeding to the remaining levels of support only when needed, including verbal/gestural, partial physical, and/or full physical.

Level of Independence Rating Scale (LOI)

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|--|---|
| Full Physical Requires use of full physical supports from teacher (e.g., holding the elbow/hand) in order to attend to a task, as well as to complete the task. | Partial Physical Requires use of partial physical supports from teacher (e.g., touching the hand/shoulder) in order to attend to a task, as well as to complete the task. | Verbal/Gestural Requires use of verbal/gestural supports from teacher in order to attend to a task, as well as to complete the task. | Independent Able to complete task without direct support from teacher. |

Clarifying Example

Here is an example of how a QA would work through a classroom activity using a system of least prompts. In a testing context, we are defining the level of support needed for different types of activities.

Level 4: Independent

Place preferred drink in front of student and wait 3-5 seconds to see if the student responds independently.

Level 3: Verbal/Gestural

If the student does not respond at Level 4 in 3-5 seconds, direct the child to the drink by pointing or providing a verbal prompt (*Indirect*: Are you thirsty? or *Direct*: Pick up your beverage so you can drink.)

Level 2: Partial Physical

If the student does not respond to Level 3 support in 3-5 seconds, use tactile physical assistance to prompt the student's hand, but do not use full physical assistance. Partial physical support can be paired with verbal prompting, as well.

Level 1: Full Physical

If the student does not respond to Level 2 support in 3-5 seconds, use full physical support (e.g., hand-over-hand) to fully assist the student to grab the beverage. Full physical support can be paired with verbal prompting, as well.

Communication (COM)

The **COM** rating is based on the following scale: 1 = Reactive, 2 = Proactive, 3 = Unconventional, 4 = Conventional. The COM rating captures communication behaviors below the pre-symbolic and symbolic levels assessed on the ORExt. The lowest functioning SWSCD likely have skills somewhere along this continuum—from staying awake and attending to functional and/or instructional objects in the classroom to beginning to work with objects and images. The COM rating scale is supported by a wide research base (Browder & Spooner, 2011; Browder, Wakeman, & Flowers, 2008; Browder, Wood, Thompson, & Ruboffo, 2011; McLean, Snyder-McLean, & Rowland, 1981; Rowland & Schweigert, 1990; Rowland, 2013).

Communication Rating Scale (COM)

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| Reactive Student's behavior is not purposeful, but may be reflective of the student's current status (e.g., level of comfort/energy, thirst, hunger). Teachers and parents are able to interpret the student's needs and wants by observing the behaviors (e.g., noises, facial expressions, moving body parts) and making inferences about what the student needs. | Proactive Student behaves purposefully, but does not realize that s/he can influence the behaviors of others by communicating needs at this level. Teachers and parents interpret the student's needs and wants by observing behaviors and making inferences. | Unconventional Student uses unconventional pre-symbolic communication. No use of symbols is included, nor does the student follow existing social communication norms. The student is attempting to interact with others to meet personal needs by making noises, facial expressions, and/or moving body parts. | Conventional Student uses conventional pre-symbolic behaviors to communicate with purpose. They are still below symbolic communication with abstract symbols (e.g., letters, numerals), but are communicating needs and wants in order to influence those around them in a socially accepted manner. Students may communicate by nodding, pointing, waving, hugging, looking toward a desired object, or using other socially appropriate gestures. |

ORora Narrative Summary

In the open-ended narrative section, teachers can address or identify: (a) prerequisite skills that allow her/him to access instruction, (b) sensory support needs (hearing, vision, orthopedic, medical), (c) effective use of Assistive Technology (AT) (e.g., alternative communication devices), (d) relevant functional skills have developed over the past year, and, generally, (e) areas of growth that educators have noted in the prior year (e.g., comparing current to prior ORora scores, if available, or any context for determining the Present Levels of Academic and Functional Performance [PLAAFP] for SWSCDs).

Using Scores from the ORora

The ORora yields four sub-domain scores (Attention, Basic Math Concepts, Receptive Communication, and Expressive Communication), domain summary scores for the LOI and COM domains, and a summary score composed of both domain scores. These scores can be used for diagnostic purposes to represent student learning and change across time. Individualized Education Program (IEP) teams are encouraged to use the ORora results as one data source to develop appropriate and meaningful Present Levels of Academic and Functional Performance (PLAAFP) descriptions, as well as IEP goals and objectives. Here is an example of a student's ORora results reflected in a PLAAFP statement:

"Student achieved a total score of 70/80 on the ORora this year (87.5%), with a score of 19 in the Attention sub-domain, 18 in the Basic Math Concepts sub-domain, an 18 in the Receptive Communication sub-domain, and a 15 in the Expressive Communication sub-domain. These results reflect overall growth compared to last year's results, where s/he earned a 64/80 (80%). Student made impressive gains in communication, increasing by 4 points in the Expressive sub-domain and 2 points in the Receptive sub-domain."

IEP goals can also target overall improvement on the ORora, using other sources of data for assessment of objectives. Resources related to increasing student communication level will be published on BRT's curriculum and instruction website.

NOTE: ORA scores are entered on the BRT secure website at <https://or.k12test.com>

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Appendix 6.1A.1



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Agenda

Thursday, June 25, 2015

251B Public Service Building

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to Jessica Nguyen-Ventura at 503-947-5991, at least 48 hours before the meeting.

Please note: Times are approximate and items may be taken out of order.

Preliminary Business

Call to Order, Roll Call, Flag Salute

Present: Henry, Summer, Martinez, Colonna, Veliz, Schild

Excused: Morton, Bowen.

Board Member Reports

Dr. Samuel gave an update about NASBE.

Summer told the board that she and Henry met with the new deputy Super Intendant. She is excited for the new deputy superintendent and his vision.

Martinez had no update to provide. Colonna shared a book with the board as well as read an article on assessment. Schild gave some additional thoughts on the article that Colonna shared. Schild gave an update on the COSA conference. Veliz congratulated the graduates from middle school, high school, college and universities. Veliz also took a trip to Yoncolla. Veliz saw some unacceptable facilities. Henry agreed with Veliz. Veliz also had an informational meeting with the president of Concordia to discuss their P3-PhD partnership track with Fabian.

Cindy Hunt gave the Deputy Superintendent's report. She gave an high level overview of the ODE budget which was just approved yesterday by the Ways & Means Sub on Education.

Public Comment

The board invited public comment at this time.

Adoption/Consent Agenda

The following were adopted on the consent agenda:

- May 21st meeting minutes
- Sheltered Workshop Definition Changes: OAR 581-015-2000 (33)
- State Board Advisor Nominations

Staff respectfully requests that you submit 20 collated copies of written materials at the time of your testimony. If you plan on using video, DVD, PowerPoint or overhead projection equipment, please contact committee staff 24 hours prior to the meeting.

- Long-Term Care & Treatment (LTCT) Education Program Funding Formula OAR 581-015-2572
- Leadership and Entrepreneurship Public Charter School High School (LEP) Charter School Asset Distribution
- Educator Evaluation System: 581-022-1723
- Rimrock Expeditionary Alternative Learning Middle School (REALMS) – Charter Option Charter School Asset Distribution
- Corbett Close & Asset Distribution

Chair Henry asked the board if there was a consent agenda that they would like to remove. None.

Chair Henry asked for a motion to adopt the consent agenda.

Vice-Chair Summer moved the motion.

2nd Vice-Chair Second.

Adopted.

Information/First Read/Second Read

Nancy Carr provided a first reading on the arts standards. They will be coming back in September for an adoption.

Break

Adoption

Four Rivers Community School (State Sponsored Charter School) Renewal Request

Kate Pattison & Chelle Robins are presenting on the renewal request. Staff recommendation is to renew Four Rivers for 10 years, with a mid-point review.

Henry asked for a motion to accept the recommendation.

Colonna moves,
Martinez, seconds.

Aye: Colonna, Martinez, Summer, Henry, Veliz

Nay: 0

Excused: Bowen

OAR Revision for Beginning Teacher and Administrator Mentoring Program

Cindy Hunt and Tanya Frisendahl presented a temporary rule. Hunt explained that it is imperative to get the funds out to districts so that district can start connecting mentors and mentees. Hunt explained what is the temporary rule covers 180 days. They would come back in the future for a permanent rule.

Frisendahl walked board through the temporary amendments. Section 10 of OAR 541- 329-815 and section 1 plus section 2 (a) (b) & section 3. for OAR 581-018-0145

Aye: Colonna, Martinez, Summer, Henry, Veliz

Nay: 0

Excused: Bowen

Temporary Rule Adopted

Information/First Read/Second Read/Adoption continue

Second Reading/Adoption: Procedure to Request Charter School Waivers

Kate Pattison has presented on the charter sub-committee

Martinez had an amendment to the adoption. Section 6.

Chair Henry asked for a motion for staff recommendations with amendment.

Colonna moved,

Veliz seconded.

Ayes: Colonna, Martinez, Summer, Henry, Veliz

Nay: 0

Excused: Bowen.

Adopted.

First Reading/Adoption: Charter School Sub-Committee Organization, Calendar, Application for Members, and Process to Approve Members

Kate Pattison explained the Charter School Sub-committee.

Policy #101 in the SBE Policy & Procedure Manual will be amended.

Henry asked for a motion.

Martinez moves a motion with the amendment and also changes to policy Manual procedure.

Colonna moved.

Veliz second.

Aye: Summer, Henry, Martinez, Colonna, Veliz.

Nay: 0

Excused: Bowen

Adopted.

Lunch**Adoption Cont.****Alternate Achievement Standards**

Brad Lenhardt, Mitch Kruska, Steve Slateer, Jerry Tindal, Dan Farley

Summer moves

Veliz seconds.

No discussion

Aye: all

Nay: 0

Excused: Bowen.

Adopted.

The Ivy School (State Sponsored Charter School) Contract

Kate Pattison

Charles moved. Colonna second.

Aye: All

Nay: 0

Excused: Bowen.

Adopted.

Insight School of Oregon – Charter Option Charter School Asset Distribution

The board is having difficulty with the staff recommendation.

Bigger issues have been ID

Martinez moves a motion that the public school have first choice.

Summer second.

2 nay: Colonna, Veliz

3:Aye: Martinez, Summer, Henry

After clarification, Martinez reintroduced the motion to allow the public school

Aye: 4

Nay: 1

Excused: Bowen.

Information / First Read/ Second Read Cont.**Information: Legislative Update**

Jan McComb, Emily Nazarov, Cindy Hunt all provided information on the legislative session.

Staff respectfully requests that you submit 20 collated copies of written materials at the time of your testimony. If you plan on using video, DVD, PowerPoint or overhead projection equipment, please contact committee staff 24 hours prior to the meeting.

Information: Early Learning Division Update

David Mandell provided the board with information on the Early Learning Division and the legislative session.

Break**Information/First Read/Second Read Cont.**Information: 2015 Summer Retreat Agenda

State Board Administrator Jessica Nguyen-Ventura provided an draft overview of the retreat.

Information: State Board of Education Policy & Procedure Manual Updates

State Board Administrator provided a First Read to the 2016 Board Calendar and asked members to review. A formal adoption will be asked of members in September.

NASBE Annual Conference in Baltimore, OCT 22nd – 24th

Board member Anthony Veliz asked to be sent to the NASBE Annual Conference. Board Administrator asked the board's approval to send board member to NASBE. The board approved.

Graduation Standards Timeline Adoption

Derek Brown provided the board with a timeline of new graduation standards. This is an overview that the agency is providing. New standards will be coming to the board in the next few months.

Youth Development Council Community Investments for the 2015-2017 Biennium.

Iris Bell presented on the legislative session and the budget introduced to legislators.

Adjourn @ 5:00 PM

Staff respectfully requests that you submit 20 collated copies of written materials at the time of your testimony. If you plan on using video, DVD, PowerPoint or overhead projection equipment, please contact committee staff 24 hours prior to the meeting.

Appendix 6.1A.2

Extended Assessment

Alternate Achievements Standards: English/Language Arts (ELA)



Oregon Department of Education

Achievement Level Descriptors: Overview

Oregon's Alternate Achievement Standards describe what students know and can do based on their performance on the state's alternate assessments in the various content areas. These Descriptors may be used by educators to target instruction and inform parents and students of the range of expectations for students with significant cognitive disabilities to be considered proficient at a particular grade level.

The Alternate Achievement Standards are based on a sampling of a larger set of content outlined in the Oregon Content Standards. Results for individual students are only one indicator of student ability as measured at the time of testing. These statements give a general description of what most students know and can do within a particular band of achievement based on a particular subset of content aligned to the general content standards but reduced in depth, breadth, and complexity. Students who score at or within a particular level of achievement possess the bulk of the abilities described at that level.

The Alternate Achievement Level Descriptors (ALD) for each subject area were developed to parallel the Achievement Level Descriptors for the general education population while capturing an alternate set of expectations based on grade level content that has systematically been reduced in depth, breadth, and complexity. Category descriptions align to those used in the general education population: Level 1-Level 4. Expectations for this population reflect the state's commitment to holding all students to high standards of academic achievement.

The Alternate Achievement Level Descriptors do not represent academic expectations that are identical to the general Achievement Level Descriptors. While the state's general Achievement Level Descriptors refer and align to the grade level content standards directly, the Alternate Achievement Level Descriptors refer to the state's grade level content that is reduced in depth, breadth, and complexity via a process (i.e., essentialization) incorporated at the assessment development level.

Level expectations were developed by specialists at the department and were modeled on the format, language structure, and design of the general Achievement Level Descriptors. The draft ALDs were circulated for initial review of structure, form, and essence. These edited ALDs were incorporated for thorough review by educators in conjunction with the standard setting session for the state's alternate assessment. In this session, educators familiar with the content expectations of this population (these individuals are described in the Standard Setting Report) were given authorship responsibility for the draft ALDs and invited to recommend content changes that adequately captured the expectations associated with each of the described categories (Level 1 – Level 4). During this level of the review, educators recommended changes to develop consistency between the grade levels. The general structure, form, and essence (as linked to the general Achievement Level Descriptors) was not significantly impacted by this level of review.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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TABLE 1: CATEGORY DESCRIPTIONS

| Category | Description |
|-----------------|--|
| Level 4 | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Level 3 | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . |
| Level 2 | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . |
| Level 1 | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . |

TABLE 2: ENGLISH/LANGUAGE ARTS (ELA)**Ranges of Scale Scores by Category**

| 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 |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Alternate Achievement Level Descriptors: ELA

The Alternate Achievement Level Descriptors reflect expectations for students with the most significant cognitive disabilities as reflected by performance on academic assessments that are reduced in depth, breadth, and complexity (*Oregon's Extended Assessments).

**Oregon's Extended Assessments are created by linking assessment items to the state's grade level content standards while reducing the assessed content (i.e., essentialization) in depth, breadth, and complexity. Reduced depth, breadth, and complexity items reflect simplified grammatical structures, simplified vocabulary, shortened length (reduced wordiness), increased inclusion of and reference to prerequisite skills, and increased scaffolding and support.*

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

THIRD GRADE ELA**Achievement Level Descriptors (ALDs)****General and Content-Specific Policy ALDs**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: English Language Arts | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 3 English Language Arts ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------|--------------------|---|--|---|--|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| English Language Arts | Reading Literature | <ul style="list-style-type: none"> Answer questions about a literature text that is read to them. | <ul style="list-style-type: none"> Answer questions about a text; identify a character, word of 4 letters or less, word meaning, setting, illustration, or main idea in a sentence of 5 words or less read to them. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, word of 4-5 letters, word meaning, setting, illustrations, or main idea in a sentence of 6 words or more read to them, or that they read independently. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, word of 5-6 letters, word meaning, setting, illustration, or main idea in a sentence of 7 words or more read to them, or that they read independently. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|-----------------------------|--|---|---|---|
| | Reading Informational Text | <ul style="list-style-type: none"> • Answer questions about an informational text read to them. | <ul style="list-style-type: none"> • Answer questions about a text; identify an individual, word meaning, event, idea, the beginning, ending, and main idea in a sentence of 5 words or less read to them. | <ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, word meaning, event, idea, the beginning, ending, and main idea in a sentence of 6 words or more read to them, or that they read independently. | <ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, word meaning, event, idea, the beginning, ending, and main idea in a sentence of 7 words or more read to them, or that they read independently. |
| | Reading Foundational Skills | <ul style="list-style-type: none"> • Identify common words, including when used in a sentence. | <ul style="list-style-type: none"> • Identify common words of 4 letters or less, and a word used in a sentence of 5 words or less read to them. | <ul style="list-style-type: none"> • Identify common words of 4-5 letters, as well as a word used in a sentence of 6 words or more read to them. | <ul style="list-style-type: none"> • Identify common words of 5-6 letters, as well as a word used in a sentence of 7 words or more read to them. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|----------|---|---|--|--|
| | Writing | <ul style="list-style-type: none"> • Write copy or trace their name or 1-2 common words. | <ul style="list-style-type: none"> • Identify a topic, fact, person, event, beginning, ending, detail, and word in a sentence of 5 words or less read to them. Low ability to trace or copy their first name or 1 word. | <ul style="list-style-type: none"> • Identify a topic, fact, person, event, beginning, ending, detail, and word in a sentence of 6 words or more read to them; can copy or write their first and last name or 2 words. | <ul style="list-style-type: none"> • Identify a topic, fact, person, event, beginning, ending, detail, and word in a sentence of 7 words or more read to them; can write their first and last name or 2 words or more from dictation. |
| | Language | <ul style="list-style-type: none"> • Identify a letter, common word of 4 letters, and meanings of 3-4 letter words, including when used in a sentence. | <ul style="list-style-type: none"> • Identify a letter, common words of 4 letters or less, meanings of 3-4 letter words, capitalized words, and identify a word (noun, pronoun, verb, adjective, or adverb) in a sentence of 5 words or less read to them. | <ul style="list-style-type: none"> • Identify common words of 4-5 letters, meanings of words of 4-5 letters, capitalized words, and identify a word (noun, pronoun, verb, adjective, or adverb) used in a sentence of 6 words or more read to them. | <ul style="list-style-type: none"> • Identify common words of 5-6 letters, meanings of words of 5-6 letters, capitalized words, and identify a word (noun, pronoun, verb, adjective, or adverb) used in a sentence of 7 words or more read to them. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

FOURTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: English Language Arts | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 4 English Language Arts ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------|--------------------|---|--|---|--|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| English Language Arts | Reading Literature | <ul style="list-style-type: none"> Answer questions about a literature text that is read to them. | <ul style="list-style-type: none"> Answer questions about a text, identify a character, narrator, words of 4-5 letters and the meanings of those words, a setting, event, illustration, or main idea in a sentence of 6 words or less read to them. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, narrator, words of 5-6 letters and the meanings of those words, a setting, event, illustration, or main idea in a sentence (or two) of 7 words or more read to them, or that they read independently. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, narrator, words of 7 letters and the meanings of those words, a setting, event, illustration, or main idea in 2 or more sentences read to them, or that they read independently. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|-----------------------------|--|---|--|---|
| | Reading Informational Text | <ul style="list-style-type: none"> • Answer questions about an informational text that is read to them. | <ul style="list-style-type: none"> • Answer questions about a text, identify an individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in a sentence of 6 words or less read to them. | <ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in a sentence (or two) of 7 words or more read to them, or that they read independently. | <ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in 2 or more sentences read to them, or that they read independently. |
| | Reading Foundational Skills | <ul style="list-style-type: none"> • Identify common words, including when used in a sentence. | <ul style="list-style-type: none"> • Identify common words of 4-5 letters, and a word used in a sentence of 6 words or less read to them. | <ul style="list-style-type: none"> • Identify common words of 5-6 letters, as well as a word used in a sentence (or two) of 7 words or more read to them. | <ul style="list-style-type: none"> • Identify common words of 7 letters, as well as a word used in 2 or more sentences read to them. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|----------|--|--|--|--|
| | Writing | <ul style="list-style-type: none"> • Write copy or trace their name or 1-2 common words. | <ul style="list-style-type: none"> • Identify a topic or what a text is about, facts, person, setting, event, detail in a sentence of 6 words or less read to them; trace or copy their first and last name or 2 words. | <ul style="list-style-type: none"> • Identify a topic or what a text is about, facts, person, setting, event, detail, beginning, and ending in a sentence (or two) of 7 words or more read to them; can copy or write 3 words. | <ul style="list-style-type: none"> • Identify a topic or what a text is about, facts, person, setting, event, detail, beginning, and ending, and word in 2 or more sentences read to them; can write 3 words from dictation. |
| | Language | <ul style="list-style-type: none"> • Identify a word of 2 letters, and meanings of 4 letter words, including when used in a sentence. | <ul style="list-style-type: none"> • Identify a correctly spelled word of 2 letters, meanings of 4 letter words, capitalized words, common punctuation in a sentence of 6 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) in a sentence of 6 words or less read to them. | <ul style="list-style-type: none"> • Identify a correctly spelled word of 3-4 letters, meanings of words of 4 letters, capitalized words, common punctuation in a sentence (or two) of 7 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) in a sentence (or two) of 7 words or more read to them. | <ul style="list-style-type: none"> • Identify a correctly spelled word of 4 letters, meanings of words of 4 letters, capitalized words, common punctuation in a sentence (or two) of 8 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) in 2 or more sentences of 7 words or more read to them. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

FIFTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: English Language Arts | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 5 English Language Arts ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------|--------------------|---|---|--|--|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| English Language Arts | Reading Literature | <ul style="list-style-type: none"> Answer questions about a literature text that is read to them. | <ul style="list-style-type: none"> Answer questions about a text, identify a character, narrator, words of 5-6 letters and the meanings of those words, meanings of metaphors, similes, setting, events, or main idea in a sentence of 7 words or less read to them. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, narrator, words of 7 letters and the meanings of those words, meanings of metaphors and similes, setting, events, or main idea in 2 sentences read to them, or that they read independently. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, narrator, words of 8 letters or more and the meanings of those words, meanings of metaphors and similes, a setting, events, or main idea in 2 or more sentences read to them, or that they read independently. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|-----------------------------|--|--|--|--|
| | Reading Informational Text | <ul style="list-style-type: none"> • Answer questions about an informational text that is read to them. | <ul style="list-style-type: none"> • Answer questions about a text, identify an individual, speaker, meanings of general academic or domain-specific words, an event, idea, information, and main idea in a sentence of 7 words or less read to them. | <ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, speaker, meanings of general academic or domain-specific words, an event, idea, information, and main idea in 2 sentences read to them, or that they read independently. | <ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, speaker, meanings of general academic or domain-specific words, an event, idea, information, and main idea in 2 or more sentences read to them, or that they read independently. |
| | Reading Foundational Skills | <ul style="list-style-type: none"> • Identify common words, including when used in a sentence. | <ul style="list-style-type: none"> • Identify common words of 5 letters, words with prefixes and suffixes of 5 letters, and words used in a sentence of 7 words or more read to them. | <ul style="list-style-type: none"> • Identify common words of 6 letters, words with prefixes and suffixes of 6 letters, and words used in 2 sentences read to them. | <ul style="list-style-type: none"> • Identify common words of 7 letters or more, words with prefixes and suffixes of 7 letters, and words used in 2 or more sentences read to them. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|---------|---|--|---|---|
| | Writing | <ul style="list-style-type: none"> • Write copy or trace 3 common words. | <ul style="list-style-type: none"> • Identify a topic or what a text is about, fact, character, setting, event, detail, beginning, ending, and word in a sentence of 7 words or more read to them; trace or copy 3 words. | <ul style="list-style-type: none"> • Identify a topic or what a text is about, fact, character, setting, event, detail, beginning, ending, and word in 2 sentences read to them; can copy or write 3 words from dictation. | <ul style="list-style-type: none"> • Identify a topic or what a text is about, fact, character, setting, event, detail, beginning, ending, and word in 2 or more sentences read to them; can write 4 words or more from dictation. |
|--|---------|---|--|---|---|

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|----------|---|--|---|---|
| | Language | <ul style="list-style-type: none"> Identify common word of 3 letters, and meanings of 4 letter words, including when used in a sentence. | <ul style="list-style-type: none"> Identify a correctly spelled word of 3 letters, meanings of 4 letter words or words in context, meanings of metaphors and similes, synonyms, antonyms, or homographs, or a conjunction, preposition, interjection, or verb when used in a sentence, and identify a word in a sentence of 7 words or less read to them. | <ul style="list-style-type: none"> Identify a correctly spelled word of 4 letters, meanings of 5 letter words or words with an affix or root in context, meanings of metaphors and similes, synonyms, antonyms, or homographs, comma(s) in a sentence, or a conjunction, preposition, interjection, or verb when used in a sentence, and identify a word in 2 sentences of 7 words or less read to them. | <ul style="list-style-type: none"> Identify a correctly spelled word of 5 letters, meanings of 6 letter words or words with an affix or root in context, meanings of metaphors and similes, synonyms, antonyms, or homographs, comma(s) in a sentence, or a conjunction, preposition, interjection, or verb when used in a sentence, and identify a word in 3 or more sentences of 7 words or more read to them. |
|--|----------|---|--|---|---|

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

SIXTH GRADE ELA**Achievement Level Descriptors (ALDs)****General and Content-Specific Policy ALDs**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: English Language Arts | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 6 English Language Arts ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------|--------------------|---|---|--|--|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| English Language Arts | Reading Literature | <ul style="list-style-type: none"> Answer questions about a literature text that is read to them. | <ul style="list-style-type: none"> Answer questions about a text; identify a character or speaker, setting, event, meanings of figurative or connotative words, and main ideas in 2 sentences of 4 or more words read to them. | <ul style="list-style-type: none"> Answer questions about a text, identify a character or speaker, setting, event, meanings of figurative or connotative words, and main ideas in 2 sentences of 5 words or more read to them, or that they read independently. | <ul style="list-style-type: none"> Answer questions about a text, identify a character or speaker, setting, event, meanings of figurative or connotative words, and main ideas in 3 or more sentences of 5 words or more read to them, or that they read independently. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|-------------------------------|--|---|---|---|
| | Reading Informational Text | <ul style="list-style-type: none"> Identify individuals, main ideas, or meanings of common words in an informational text that is read to them. | <ul style="list-style-type: none"> Answer questions about a text, identify an individual or speaker, meanings of figurative, connotative, or technical words, an event, idea, information, and main idea in 2 sentences of 4 or more words read to them. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual or speaker, meanings of figurative, connotative, or technical words, an event, idea, information, and main idea in 2 sentences of 5 words or more read to them, or that they read independently. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual or speaker, meanings of figurative, connotative, or technical words, an event, idea, information, and main idea in 3 or more sentences of 5 words or more read to them, or that they read independently. |
| | Writing | <ul style="list-style-type: none"> Write, copy, or trace 4 common words. | <ul style="list-style-type: none"> Identify a claim or what a text is about, identify a person, fact, event, detail, and word in 2 sentences of 4 or more words read to them; trace or copy 4 words. | <ul style="list-style-type: none"> Identify a claim or what a text is about, identify a person, fact, event, detail, and word in 2 sentences of 5 words or more read to them; can copy or write 5 words from dictation. | <ul style="list-style-type: none"> Identify a claim or what a text is about, identify a person, fact, beginning, ending, event, detail, and word in 3 or more sentences of 5 words or more read to them; can write 5 words from dictation. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|----------|---|---|--|---|
| | Language | <ul style="list-style-type: none"> Identify common word of 4 letters, and meanings of 5 letter words, including when used in a sentence. | <ul style="list-style-type: none"> Identify a correctly spelled word of 4 letters, meanings of 5 letter words, meanings of figurative language, word connotations or denotations, or a pronoun when used in 2 sentences of 4 or more words read to them. | <ul style="list-style-type: none"> Identify a correctly spelled word of 5 letters, meanings of 6 letter words with an affix or root in context, meanings of figurative language, word connotations or denotations, correct use of commas, parentheses, dashes, or a pronoun when used in 2 sentences of 5 words or more read to them. | <ul style="list-style-type: none"> Identify a correctly spelled word of 6 letters, meanings of 7 letter words with an affix or root in context, meanings of figurative language, word connotations or denotations, correct use of commas, parentheses, dashes, or a pronoun when used in 3 or more sentences 5 words or more read to them. |
|--|----------|---|---|--|---|

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

SEVENTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: English Language Arts | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 7 English Language Arts ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------|--------------------|---|---|--|--|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| English Language Arts | Reading Literature | <ul style="list-style-type: none"> Answer questions about a literature text that is read to them. | <ul style="list-style-type: none"> Answer questions about a text, identify a character or narrator, setting, event, time, place, meanings of figurative, connotative, or rhyming words, and main idea in 2 or more sentences read to them. | <ul style="list-style-type: none"> Answer questions about a text, identify a character or narrator, setting, event, time, place, meanings of figurative, connotative, or rhyming words, and main idea in 3 or more sentences read to them, or that they read independently. | <ul style="list-style-type: none"> Answer questions about a text, identify a character or narrator, setting, event, time, place, meanings of figurative, connotative, or rhyming words, and main idea in 4 or more sentences read to them, or that they read independently. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|-------------------------------|--|---|---|---|
| | Reading Informational Text | <ul style="list-style-type: none"> Identify individuals, main ideas, or meanings of common words in an informational text read to them. | <ul style="list-style-type: none"> Answer questions about a text, identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in 2 or more sentences read to them. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in 3 or more sentences read to them, or that they read independently. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in 4 or more sentences read to them, or that they read independently. |
| | Writing | <ul style="list-style-type: none"> Write, copy, or trace 5 common words. | <ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, event, detail, sequence, or domain-specific word in 2 or more sentences read to them; trace or copy 5 words. | <ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, or domain-specific word in 3 or more sentences read to them; can copy or write 6 words from dictation. | <ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, or domain-specific word in 4 or more sentences read to them; can write 6 words from dictation. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|----------|--|---|---|---|
| | Language | <ul style="list-style-type: none"> Identify common word of 5 letters, and meaning of 6 letter words, including when used in a sentence. | <ul style="list-style-type: none"> Identify a correctly spelled word of 5 letters, meanings of 6 letter words or words with an affix or root in context, meanings of figurative language, synonyms, antonyms, or analogies; identify a correct phrase or simple sentence with correct grammar in 2 or more sentences read to them. | <ul style="list-style-type: none"> Identify a correctly spelled word of 6 letters, meanings of 7 letter words or words with an affix or root in context, meanings of figurative language, synonyms, antonyms, or analogies; identify a correct phrase or simple sentence with correct grammar in 3 or more sentences read to them. | <ul style="list-style-type: none"> Identify a correctly spelled word of 7 letters, meanings of 7 letter words or words with an affix or root in context, meanings of figurative language, synonyms, antonyms, or analogies; identify a correct phrase or simple sentence with correct grammar in 4 or more sentences read to them. |
|--|----------|--|---|---|---|

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

EIGHTH GRADE ELA**Achievement Level Descriptors (ALDs)****General and Content-Specific Policy ALDs**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: English Language Arts | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 8 English Language Arts ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------|--------------------|---|--|---|---|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| English Language Arts | Reading Literature | <ul style="list-style-type: none"> Answer questions about a literature text that is read to them. | <ul style="list-style-type: none"> Answer questions about a text; identify a character or narrator, event, meanings of figurative and connotative words, and main idea in text of 3 or more sentences read to them. | <ul style="list-style-type: none"> Answer questions about a text, identify a character or narrator, event, meanings of figurative and connotative words, and main idea in text of 4 or more sentences read to them, or that they read independently. | <ul style="list-style-type: none"> Answer questions about a text, identify a character or narrator, event, meanings of figurative and connotative words, and main idea in text of 5 or more sentences read to them, or that they read independently. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|-------------------------------|--|---|---|---|
| | Reading Informational Text | <ul style="list-style-type: none"> Identify individuals, main ideas, or meanings of common words in an informational text read to them. | <ul style="list-style-type: none"> Answer questions about a text, identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in text of 3 or more sentences read to them. | <ul style="list-style-type: none"> Answer questions about a text, and identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in text of 4 or more sentences read to them, or that they read independently. | <ul style="list-style-type: none"> Answer questions about a text, and identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in text of 5 or more sentences read to them, or that they read independently. |
| | Writing | <ul style="list-style-type: none"> Write, copy, or trace 6 common words. | <ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 3 or more sentences are read to them; trace or copy 6 words. | <ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 4 or more sentences are read to them; can copy or write 7 words from dictation. | <ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 5 or more sentences are read to them; can write 7 words from dictation. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|----------|--|---|---|---|
| | Language | <ul style="list-style-type: none"> Identify common word of 6 letters, and meaning of 6 letter words, including when used in a sentence. | <ul style="list-style-type: none"> Identify a correctly spelled word of 6 letters; identify the meanings of 6 letter words, verbs, or words with an affix or root in context; identify the meanings of figurative language, word connotations or denotations; or identify a correct gerund, participle, infinitive, or verb in 3 or more sentences read to them. | <ul style="list-style-type: none"> Identify a correctly spelled word of 7 letters; identify the meanings of 7 letter words, verbs, or words with an affix or root in context; identify the meanings of figurative language, word connotations or denotations; or identify a correct gerund, participle, infinitive, or verb in 4 or more sentences read to them. | <ul style="list-style-type: none"> Identify a correctly spelled word of 8 letters; identify the meanings of 7 letter words, verbs, or words with an affix or root in context; identify the meanings of figurative language, word connotations or denotations; or identify a correct gerund, participle, infinitive, or verb in 5 or more sentences read to them. |
|--|----------|--|---|---|---|

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

HIGH SCHOOL ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: English Language Arts | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 11 English Language Arts ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------|----------------------------|---|---|---|--|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| English Language Arts | Reading Literature | <ul style="list-style-type: none"> Answer questions about a literature text that is read to them. | <ul style="list-style-type: none"> Answer questions about text, identify a character, narrator, setting, event, theme, or topic; limited ability to identify meanings of figurative, connotative, or words with 2 or more meanings; limited ability to identify main idea in 4 or more sentences read to them. | <ul style="list-style-type: none"> Answer questions about text, identify a character, narrator, setting, event, theme, or topic; identify meanings of figurative, connotative, or words with 2 or more meanings; distinguish what is directly stated from what is meant; identify main idea in 5 or more sentences read to them, or independently. | <ul style="list-style-type: none"> Answer questions about text, identify a character, narrator, setting, event, theme, or topic; identify meanings of figurative, connotative, or words with 2 or more meanings; distinguish what is directly stated from what is meant; identify main idea in 2 or more paragraphs read to them, or independently. |
| | Reading Informational Text | <ul style="list-style-type: none"> Identify individuals, main ideas, or meanings of common words in an informational text read to them. | <ul style="list-style-type: none"> Answer questions about the text, identify an individual or author, meanings of figurative, connotative, or technical | <ul style="list-style-type: none"> Answer questions about the text, as well as identify an individual or author, meanings of figurative, connotative, | <ul style="list-style-type: none"> Answer questions about the text, as well as identify an individual or author, meanings of figurative, connotative, |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|---------|---|--|---|--|
| | | | words, an event, idea, information, a sentence, and main idea in 4 or more sentences read to them. | or technical words, an event, idea, information, a sentence, and main idea in 5 or more sentences read to them, or independently. | or technical words, an event, idea, information, a sentence, and main idea in 2 or more paragraphs read to them, or independently. |
| | Writing | <ul style="list-style-type: none"> • Write, copy, or trace 7 common words. | <ul style="list-style-type: none"> • Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 4 or more sentences are read to them; trace or copy 7 words. | <ul style="list-style-type: none"> • Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 5 or more sentences are read to them; can copy or write 8 words from dictation. | <ul style="list-style-type: none"> • Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 2 or more paragraphs are read to them; can write 8 words from dictation. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|----------|--|--|--|---|
| | Language | <ul style="list-style-type: none"> Identify common word of 7 letters, and meaning of 7 letter words, including when used in a sentence. | <ul style="list-style-type: none"> Identify a correctly spelled word of 7 letters; identify the meanings of 7 letter words, or words with an affix or root in context; identify the meanings of figurative language, word meanings, or words with similar denotations in text of 4 or more sentences read to them; identify correct grammar when used in a sentence read to them. | <ul style="list-style-type: none"> Identify a correctly spelled word of 8 letters; identify the meanings of 8 letter words, or words with an affix or root in context; identify the meanings of figurative language, word meanings, or words with similar denotations in text of 5 or more sentences read to them; identify correct grammar when used in a sentence read to them. | <ul style="list-style-type: none"> Identify a correctly spelled word of 9 letters; identify the meanings of 9 letter words, or words with an affix or root in context; identify the meanings of figurative language, word meanings, or words with similar denotations in text of 2 or more paragraphs read to them; identify correct grammar when used in a sentence read to them. |
|--|----------|--|--|--|---|

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Extended Assessment

Alternate Achievements Standards: Mathematics



Oregon Department of Education

Achievement Level Descriptors: Overview

Oregon's Alternate Achievement Standards describe what students know and can do based on their performance on the state's alternate assessments in the various content areas. These Descriptors may be used by educators to target instruction and inform parents and students of the range of expectations for students with significant cognitive disabilities to be considered proficient at a particular grade level.

The Alternate Achievement Standards are based on a sampling of a larger set of content outlined in the Oregon Content Standards. Results for individual students are only one indicator of student ability as measured at the time of testing. These statements give a general description of what most students know and can do within a particular band of achievement based on a particular subset of content aligned to the general content standards but reduced in depth, breadth, and complexity. Students who score at or within a particular level of achievement possess the bulk of the abilities described at that level.

The Alternate Achievement Level Descriptors (ALD) for each subject area were developed to parallel the Achievement Level Descriptors for the general education population while capturing an alternate set of expectations based on grade level content that has systematically been reduced in depth, breadth, and complexity. Category descriptions align to those used in the general education population: Level 1-Level 4. Expectations for this population reflect the state's commitment to holding all students to high standards of academic achievement.

The Alternate Achievement Level Descriptors do not represent academic expectations that are identical to the general Achievement Level Descriptors. While the state's general Achievement Level Descriptors refer and align to the grade level content standards directly, the Alternate Achievement Level Descriptors refer to the state's grade level content that is reduced in depth, breadth, and complexity via a process (i.e., essentialization) incorporated at the assessment development level.

Level expectations were developed by specialists at the department and were modeled on the format, language structure, and design of the general Achievement Level Descriptors. The draft ALDs were circulated for initial review of structure, form, and essence. These edited ALDs were incorporated for thorough review by educators in conjunction with the standard setting session for the state's alternate assessment. In this session, educators familiar with the content expectations of this population (these individuals are described in the Standard Setting Report) were given authorship responsibility for the draft ALDs and invited to recommend content changes that adequately captured the expectations associated with each of the described categories (Level 1 – Level 4). During this level of the review, educators recommended changes to develop consistency between the grade levels. The general structure, form, and essence (as linked to the general Achievement Level Descriptors) was not significantly impacted by this level of review.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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TABLE 1: CATEGORY DESCRIPTIONS

| Category | Description |
|-----------------|--|
| Level 4 | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Level 3 | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . |
| Level 2 | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . |
| Level 1 | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . |

TABLE 2: MATHEMATICS**Ranges of Scale Scores by Category**

| 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 |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Alternate Achievement Level Descriptors: Mathematics

The Alternate Achievement Level Descriptors reflect expectations for students with the most significant cognitive disabilities as reflected by performance on academic assessments that are reduced in depth, breadth, and complexity (*Oregon's Extended Assessments).

**Oregon's Extended Assessments are created by linking assessment items to the state's grade level content standards while reducing the assessed content (i.e., essentialization) in depth, breadth, and complexity. Reduced depth, breadth, and complexity items reflect simplified grammatical structures, simplified vocabulary, shortened length (reduced wordiness), increased inclusion of and reference to prerequisite skills, and increased scaffolding and support.*

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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THIRD GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 3 Mathematics ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|-----------------------------------|---|---|--|---|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| Math | Operations and Algebraic Thinking | <ul style="list-style-type: none"> Identify products of whole numbers. | <ul style="list-style-type: none"> Identify a product of whole number groups (1-5) by 1. | <ul style="list-style-type: none"> Identify a product of whole number groups (1-3) by (2-3). | <ul style="list-style-type: none"> Identify a product of whole number groups (3-4) by (4-5). |
| | | <ul style="list-style-type: none"> Perform division problems using grouping strategies. | <ul style="list-style-type: none"> Perform division problems using grouping strategies with two groups of 2-3. | <ul style="list-style-type: none"> Perform division problems using grouping strategies with two groups of 4-5. | <ul style="list-style-type: none"> Perform division problems using grouping strategies with three groups of 2-5. |
| | | <ul style="list-style-type: none"> Solve word problems involving addition and multiplication. | <ul style="list-style-type: none"> Solve word problems involving addition 1-10. | <ul style="list-style-type: none"> Solve word problems involving addition 11-20 and multiplication of (1-2) by (2-4). | <ul style="list-style-type: none"> Solve word problems involving multiplication of (3-5) by (3-5). |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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| | | • Solve one-step word problems using addition and subtraction. | • Solve one-step word problems using addition of 1-10. | • Solve one-step word problems using addition of 1-10 and subtract of 1-5. | • Solve one-step word problems using subtraction of 6-10. |
| | | • Perform basic counting operations. | • Count 1-10 objects. | • Count 11-20 objects. | • Skip count by 2s and 5s to 20. |
| | Number & Operations in Base Ten | • Add and subtract whole numbers. | • Add whole numbers (1-10). | • Add whole numbers (11-20) and subtract whole numbers (1-10) . | • Subtract whole numbers (16-20). |
| | | • Multiply numbers. | • Multiply numbers (1-2) by 1. | • Multiply numbers (2-4) by 2. | • Multiply numbers (3-5) by (3-5) . |
| | Number & Operations—Fractions | • Identify halves of wholes. | • Identify half of 2, 4, or 6. | • Identify half of 10, 12, or 14. | • Identify half of 16, 18, or 20. |
| | | • Represent $\frac{1}{2}$ on a number line. | • Find $\frac{1}{2}$ between 1-2. | • Find $\frac{1}{2}$ between 3-7. | • Find $\frac{1}{2}$ between 8-10. |
| | | • Match equivalent fractions. | • Match $\frac{2}{4}$, $\frac{3}{6}$, or $\frac{4}{8}$. | • Match $\frac{5}{10}$, $\frac{6}{12}$, or $\frac{7}{14}$. | • Match $\frac{8}{16}$, $\frac{9}{18}$, or $\frac{10}{20}$. |
| | Measurement & Data | • Tell time to the nearest hour. | • Tell times involving 3:00, 6:00 or 9:00. | • Tell times involving 1:00, 2:00, 4:00, 5:00, 7:00, 8:00, 10:00, or 11:00. | • Tell times involving Noon or AM/PM. |
| | | • Compare amounts and sizes. | • Compare amounts/sizes that are the same. | • Compare amounts/sizes that are 3 or more units apart. | • Compare amounts/sizes that are no more than 2 units apart. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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| | | • Compare amounts on picture graphs. | • Compare picture/pie graphs that are the same. | • Compare picture/pie graphs that are very far apart. | • Compare picture/pie charts that are close together. |
| | | • Use unit squares to measure. | • Identify areas up to 4 square inches using unit squares. | • Identify areas up to 9 square inches using unit squares. | • Identify areas up to 16 square inches using unit squares. |
| | | • Multiply side lengths to solve real world problems. | • Find areas using multiplication up to 4 square inches. | • Find areas using multiplication up to 9 square inches. | • Find areas using multiplication up to 16 square inches. |
| | | • Add unit squares. | • Add unit squares up to 5. | • Add unit squares up to 15. | • Add unit squares up to 20. |
| | | • Determine perimeter of equilateral triangles and squares. | • Add perimeter for equilateral triangles and squares up to 6. | • Add perimeter for equilateral triangles and squares up to 12. | • Add perimeter for squares up to 20. |
| | Geometry | • Use attributes to classify shapes. | • Identify triangles. | • Identify squares. | • Identify circles. |
| | | • Use unit squares to determine $\frac{1}{2}$ or the whole. | • Use unit squares to identify whole areas shaded up to 2X2. | • Use unit squares to identify whole or half areas shaded up to 3X3. | • Use unit squares to identify whole areas shaded up to 4X4 or half of any diagonally-shaded figure up to 4X4. |
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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FOURTH GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 4 Mathematics ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|-----------------------------------|---|---|--|---|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| Math | Operations and Algebraic Thinking | <ul style="list-style-type: none"> Identify equivalent multiplication equations. | <ul style="list-style-type: none"> Identify multiplication equations involving 1-3. | <ul style="list-style-type: none"> Identify multiplication equations involving 4-7. | <ul style="list-style-type: none"> Identify multiplication equations involving 8-10. |
| | | <ul style="list-style-type: none"> Solve one-step word problems using addition or multiplication. | <ul style="list-style-type: none"> Solve one-step word problems using addition 1-20 or multiplication with solutions 1-10. | <ul style="list-style-type: none"> Solve one-step word problems using multiplication with solutions 11-20. | <ul style="list-style-type: none"> Solve one-step word problems using multiplication with solutions 21-40. |
| | | <ul style="list-style-type: none"> Determine whether a number is divisible. | <ul style="list-style-type: none"> Identify numbers up to 10 that are divisible by 2. | <ul style="list-style-type: none"> Identify numbers up to 30 that are divisible by 3. | <ul style="list-style-type: none"> Identify numbers up to 40 that are divisible by 5 or 10. |
| | | <ul style="list-style-type: none"> Skip count by 2s or more. | <ul style="list-style-type: none"> Recognize skip counting by 2s (2-20). | <ul style="list-style-type: none"> Skip count by 2s (2-20). | <ul style="list-style-type: none"> Skip count by 3s, 5s, and 10s (2-40). |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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| | Number & Operations in Base Ten | <ul style="list-style-type: none"> • Use place value to compare numbers. . | <ul style="list-style-type: none"> • Identify multiples of 10: 10, 20, 30, 40. | <ul style="list-style-type: none"> • Identify the relation between the place values for the double-digit numbers 11, 22, 33, 44. | <ul style="list-style-type: none"> • Identify which number is in the tens' place and ones' place. |
| | | <ul style="list-style-type: none"> • Match number names to numerals. | <ul style="list-style-type: none"> • Match names to numerals for 1-10. | <ul style="list-style-type: none"> • Match names to numerals for 11-30. | <ul style="list-style-type: none"> • Match names to numerals for numbers 31-40. |
| | | <ul style="list-style-type: none"> • Identify numerals. | <ul style="list-style-type: none"> • Identify numerals between 1 and 10. | <ul style="list-style-type: none"> • Identify numerals between 11 and 30. | <ul style="list-style-type: none"> • Identify numerals between 31 and 40. |
| | | <ul style="list-style-type: none"> • Add and subtract numbers. | <ul style="list-style-type: none"> • Add numbers up to 20. | <ul style="list-style-type: none"> • Add numbers up to 40; subtract numbers up to 10. | <ul style="list-style-type: none"> • Subtract numbers between 11 and 40. |
| | | <ul style="list-style-type: none"> • Multiply numbers and match area. | <ul style="list-style-type: none"> • Match area models 1 to 10. | <ul style="list-style-type: none"> • Multiply numbers 1 to 5, match area models 11-30. | <ul style="list-style-type: none"> • Multiply numbers 6-10, match area models 31-40. |
| | | <ul style="list-style-type: none"> • Use area models to solve division problems. | <ul style="list-style-type: none"> • Use area model to solve division problems up to 5. | <ul style="list-style-type: none"> • Use area models to solve division problems up to 10. | <ul style="list-style-type: none"> • Solve division problems up to 10. |
| | Number & Operations—Fractions | <ul style="list-style-type: none"> • Divide numbers in half using graphic supports. | <ul style="list-style-type: none"> • Divide objects in $\frac{1}{2}$ with numbers 1, 2 and 4. | <ul style="list-style-type: none"> • Divide objects in $\frac{1}{2}$ with numbers 6, 8, and 10. | <ul style="list-style-type: none"> • Divide numbers in $\frac{1}{4}$ with 1, 4, and 8. |
| | | <ul style="list-style-type: none"> • Make comparisons using $<$, $=$, and $>$. | <ul style="list-style-type: none"> • Make comparisons between 1-10 using smaller, larger, or same. | <ul style="list-style-type: none"> • Compare numbers 20 to 30 using $<$, $=$, and $>$. | <ul style="list-style-type: none"> • Compare numbers 31-40 and $\frac{1}{2}$ or $\frac{1}{4}$ using $<$, $=$, and $>$. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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| | | <ul style="list-style-type: none"> • Match equivalent parts of wholes. | <ul style="list-style-type: none"> • Match equivalent groups of objects 1-5. | <ul style="list-style-type: none"> • Match equivalent groups of objects from 6-10. | <ul style="list-style-type: none"> • Match equivalent groups of objects 11-20. |
| | | <ul style="list-style-type: none"> • Identify whole objects. | <ul style="list-style-type: none"> • Identify whole objects. | <ul style="list-style-type: none"> • Identify half of an object. | <ul style="list-style-type: none"> • Identify $\frac{1}{4}$ of an object. |
| | | <ul style="list-style-type: none"> • Using a number line, identify mixed numbers. | <ul style="list-style-type: none"> • Identify mixed numbers between 1-10 ($\frac{1}{2}$). | <ul style="list-style-type: none"> • Identify mixed numbers between 11-20 ($\frac{1}{2}$). | <ul style="list-style-type: none"> • Identify mixed numbers 21-40 ($\frac{1}{2}$ and $\frac{1}{4}$). |
| | | <ul style="list-style-type: none"> • Solve word problems involving addition and subtraction. | <ul style="list-style-type: none"> • Solve word problems involving wholes (1-10). | <ul style="list-style-type: none"> • Solve word problems involving addition and subtraction of halves (2, 4, 6, 8, 10). | <ul style="list-style-type: none"> • Solve word problems involving addition and subtraction of quarters (4, 8, 12, 16, 20). |
| | | <ul style="list-style-type: none"> • Use a number line to add wholes, halves, and quarters. | <ul style="list-style-type: none"> • Use a number line to add wholes (1-10). | <ul style="list-style-type: none"> • Use a number line to add wholes (11-20) and halves (1-10). | <ul style="list-style-type: none"> • Use a number line to add halves and quarters (11-20). |
| | | <ul style="list-style-type: none"> • Identify whole numbers. | <ul style="list-style-type: none"> • Identify whole numbers (1-20). | <ul style="list-style-type: none"> • Identify whole numbers 21-40. | <ul style="list-style-type: none"> • Match decimals with fractions (.5 with $\frac{1}{2}$ and .25 with $\frac{1}{4}$). |
| | Measurement & Data | <ul style="list-style-type: none"> • Make comparisons of measures using graphic displays. | <ul style="list-style-type: none"> • Compare two measures that vary by 5 or more units. | <ul style="list-style-type: none"> • Compare two measures that vary by 3-4 units. | <ul style="list-style-type: none"> • Compare two measures that vary by 1-2 units. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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|--|----------|---|--|--|---|
| | | <ul style="list-style-type: none"> • Represent measurements using diagrams with a measurement scale. | <ul style="list-style-type: none"> • Perform measures of items measuring 1-5 units. | <ul style="list-style-type: none"> • Perform measures of items measuring 6-10 units. | <ul style="list-style-type: none"> • Perform measures of items measuring 11-20 units. |
| | | <ul style="list-style-type: none"> • Use unit square feet to determine areas. | <ul style="list-style-type: none"> • Use unit square feet to determine areas up to 5 square feet. | <ul style="list-style-type: none"> • Use unit squares to determine areas from 6-10 square feet. | <ul style="list-style-type: none"> • Use unit squares to determine areas up to 20 square feet. |
| | | <ul style="list-style-type: none"> • Use a line plot to solve addition and subtraction problems. | <ul style="list-style-type: none"> • Use a line plot to determine frequencies at a given value (1-10) . | <ul style="list-style-type: none"> • Use a line plot to add (11-20). | <ul style="list-style-type: none"> • Use a line plot to add using $\frac{1}{2}$ and $\frac{1}{4}$ or subtract (1-40) . |
| | | <ul style="list-style-type: none"> • Match identical angles. | <ul style="list-style-type: none"> • Match labeled angles that are the same (90) . | <ul style="list-style-type: none"> • Match labeled angles that are the same (45, 60, 90) . | <ul style="list-style-type: none"> • Match equivalent angles 45, 60, and 90. |
| | Geometry | <ul style="list-style-type: none"> • Identify points, line segments, and angles. | <ul style="list-style-type: none"> • Identifies point, given a point, line, and angle. | <ul style="list-style-type: none"> • Identify line segments. | <ul style="list-style-type: none"> • Identify angles. |
| | | <ul style="list-style-type: none"> • Identify simple shapes. | <ul style="list-style-type: none"> • Identify triangles. | <ul style="list-style-type: none"> • Identify squares and circles. | <ul style="list-style-type: none"> • Identify rectangles. |
| | | <ul style="list-style-type: none"> • Identify lines that divide objects or shapes in half. | <ul style="list-style-type: none"> • Identify line that divides objects in half. | <ul style="list-style-type: none"> • Identify line that divides squares or circles in half. | <ul style="list-style-type: none"> • Identify line that divides rectangles in half. |
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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FIFTH GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 5 Mathematics ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|-----------------------------------|---|---|--|---|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| Math | Operations and Algebraic Thinking | • Solve expressions given a verbal/visual model. | • Solve expressions involving add/subtract of 0-10. | • Solve expressions involving add/subtract of 11-20. | • Solve expressions involving add/subtract of 41-60. |
| | | • Identify numerical expressions that match a verbal description. | • Match one-operation numerical expressions using addition and subtraction of 0-10. | • Match two-operation numerical expressions using addition and subtraction of 11-20. | • Match two-operation numerical expressions using 41-60. |
| | | • Identify missing numeral given a rule. | • Identify missing numeral in +1 patterns (1-10). | • Identify missing numeral in +2 +3, +4, +5, and +10 patterns (2-40). | • Identify missing numeral in +6, +7, +8, +9 patterns (6-60). |

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| | Number & Operations in Base Ten | <ul style="list-style-type: none"> • Use place value to compare numbers. | <ul style="list-style-type: none"> • Identify multiples of 10: 10, 20, 30, 40, 50, 60. | <ul style="list-style-type: none"> • Identify the relation between the place values for the double-digit numbers 11, 22, 33, 44, 55. | <ul style="list-style-type: none"> • Identify which number is in the tens' place and ones' place. |
| | | <ul style="list-style-type: none"> • Recognize that the tens' place is 10 times the ones place. | <ul style="list-style-type: none"> • Identify numbers that are ten times the numbers 1-5. | <ul style="list-style-type: none"> • Identify numbers that are ten times the numbers 4-6 and identify the relationship between digits in the numbers 11.1 and 22.2. | <ul style="list-style-type: none"> • Identify the relationship between digits in the numbers 33.3, 44.4, and 55.5. |
| | | <ul style="list-style-type: none"> • Identify whole numbers when given a verbal description. | <ul style="list-style-type: none"> • Identify whole numbers 1-20. | <ul style="list-style-type: none"> • Identify whole numbers 21-40. | <ul style="list-style-type: none"> • Identify whole numbers 41-60 and decimals 1.5, 2.5, 3.5, 4.5, and 5.5. |
| | | <ul style="list-style-type: none"> • Compare the magnitudes of whole numbers. | <ul style="list-style-type: none"> • Compare the magnitudes of numbers 0-20 using same, less, more. | <ul style="list-style-type: none"> • Compare magnitudes of numbers 21-40 using <, =, and >. | <ul style="list-style-type: none"> • Compare magnitudes of numbers 41-60 and decimals 1.5, 2.5, 3.5, 4.5, and 5.5 using <, =, and >. |
| | | <ul style="list-style-type: none"> • Identify the location of .5 decimals on a number line. | <ul style="list-style-type: none"> • Identify location of 1.5, 2.5, and 3.5. | <ul style="list-style-type: none"> • Identify location of 4.5, 5.5, 6.5, and 7.5. | <ul style="list-style-type: none"> • Identify location of 8.5 and 9.5; round all .5 decimals 1.5 to 9.5 up to the nearest whole number. |
| | | <ul style="list-style-type: none"> • Multiply whole numbers. | <ul style="list-style-type: none"> • Multiply whole numbers with solutions 0-10. | <ul style="list-style-type: none"> • Multiply whole numbers with solutions 11-30. | <ul style="list-style-type: none"> • Multiply whole numbers with solutions 31-60. |
| | | <ul style="list-style-type: none"> • Identify quantities that are $\frac{1}{2}$ of a given quantity. | <ul style="list-style-type: none"> • Identify $\frac{1}{2}$ of multiples of 2 up to 10. | <ul style="list-style-type: none"> • Identify $\frac{1}{4}$ of multiples of 4 up to 20. | <ul style="list-style-type: none"> • Identify $\frac{1}{3}$ of multiples of 3 up to 18 and .5 of multiples of 2 up to 10. |

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| | | <ul style="list-style-type: none"> • Use models to solve problems involving addition and subtraction. | <ul style="list-style-type: none"> • Add numbers 0-10. | <ul style="list-style-type: none"> • Add and subtract numbers 11-20. | <ul style="list-style-type: none"> • Add and subtract numbers 21-30 and even multiples of .5. |
| | Number & Operations—Fractions | <ul style="list-style-type: none"> • Compare relative magnitude of whole numbers and fractions. | <ul style="list-style-type: none"> • Compare magnitudes of $\frac{1}{2}$ and whole numbers. | <ul style="list-style-type: none"> • Compare magnitudes of $\frac{1}{4}$ and whole numbers. | <ul style="list-style-type: none"> • Compare magnitudes of $\frac{1}{3}$. |
| | | <ul style="list-style-type: none"> • Solve word problems involving addition and subtraction. | <ul style="list-style-type: none"> • Add numbers 0-10. | <ul style="list-style-type: none"> • Add and subtract numbers 11-20. | <ul style="list-style-type: none"> • Add and subtract numbers 21-30 and even multiples of .5. |
| | | <ul style="list-style-type: none"> • Identify a representation that matches a verbal description involving the product of whole numbers. | <ul style="list-style-type: none"> • Identify products of whole numbers with solutions 0-10. | <ul style="list-style-type: none"> • Identify products of whole numbers with solutions 11-30. | <ul style="list-style-type: none"> • Identify products of whole numbers, and whole numbers with fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, and .5 with solutions 31-60. |
| | | <ul style="list-style-type: none"> • Use unit squares to determine areas. | <ul style="list-style-type: none"> • Use unit squares to determine areas up to 5 square yards. | <ul style="list-style-type: none"> • Use unit squares to determine areas from 6-20 square yards. | <ul style="list-style-type: none"> • Use unit squares to determine areas up to 40 square yards. |

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| | | <ul style="list-style-type: none"> Recognize that multiplication by numbers greater than 1 increases magnitude while multiplying by a number less than one decreases magnitude. | <ul style="list-style-type: none"> Identify scaling when provided with a multiplication problem with factors 6-10. | <ul style="list-style-type: none"> Identify scaling when provided with a multiplication problem involving factors -2 to -5. | <ul style="list-style-type: none"> Identify scaling when provided with a multiplication problem involving factors $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, or .5. |
| | | <ul style="list-style-type: none"> Use verbal and graphic models to solve problems involving addition and subtraction of whole numbers. | <ul style="list-style-type: none"> Add numbers 0-10. | <ul style="list-style-type: none"> Add and subtract numbers 11-20, $\frac{1}{2}$, and $\frac{1}{4}$. | <ul style="list-style-type: none"> Add and subtract numbers 21-30, multiples of .5. |
| | Measurement & Data | <ul style="list-style-type: none"> Convert inches into feet given a verbal and visual model. | <ul style="list-style-type: none"> Convert inches into feet using $\frac{1}{2}$-inch increments (6 inches, 12 inches, 18 inches). | <ul style="list-style-type: none"> Convert inches into feet using $\frac{1}{4}$-inch increments (3 inches, 6 inches, 9 inches, 12 inches, 15 inches, 18 inches). | <ul style="list-style-type: none"> Convert inches into feet using $\frac{1}{3}$-inch and .5 increments (4 inches, 6 inches, 8 inches, 12 inches, 16 inches, 18 inches, 20 inches). |
| | | <ul style="list-style-type: none"> Use a line plot to solve addition and subtraction problems with whole numbers. | <ul style="list-style-type: none"> Use a line plot to determine frequencies at a given value (0-10). | <ul style="list-style-type: none"> Use a line plot to add/subtract (11-30). | <ul style="list-style-type: none"> Use a line plot to add/subtract (31-60, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, and .5). |
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| | | • Solve real world addition problems using volume. | • Solve problems involving volumes 1-10. | • Solve problems involving volumes 11-20. | • Solve problems involving volumes 21-30. |
| | | • Solve volume problems when provided a model that includes the area measure. | • Solve problems involving volumes 0-10. | • Solve problems involving volumes 11-20. | • Solve problems involving volumes 21-30. |
| | Geometry | • Identify points graphed in the first quadrant of the coordinate plane. | • Identify value of Y coordinate when provided with the X coordinate and verbal directions in the coordinate plane. | • Identify location of a point when provided verbal directions to its location in the coordinate plane. | • Identify a point given its coordinates. |
| | | • Match a description with a simple two-dimensional shape. | • Match a description of triangle with a triangle figure. | • Match a description of a square or circle with a square or circle figure. | • Match a description of a rectangle with a rectangle figure. |

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SIXTH GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 6 Mathematics ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|-------------------------------------|---|---|--|---|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| Math | Ratios & Proportional Relationships | • Identify which ratio matches a verbal description. | • Match ratios (1-3):(1-3). | • Match ratios from (4-10):(4-10). | • Match ratios (1-20):(11-20). |
| | | • Identify unit rate with numbers. | • Identify unit rates (1-5). | • Identify unit rates (6-10). | • Identify unit rates (11-30, -1 to -5). |
| | | • Identify missing value in an input-output table. | • Identify missing value in tables with unit rates 1-2. | • Identify missing value in tables with unit rates 3-5. | • Identify missing value in tables with unit rates 6-10. |
| | The Number System | • Use verbal and/or graphic models to solve problems involving addition and subtraction of whole numbers and fractions. | • Add numbers 0-10 and $\frac{1}{2}$. | • Add and subtract to/from numbers 11-30, and $\frac{1}{4}$. | • Add and subtract to/from numbers 31-40, and fractions $\frac{1}{3}$ and $\frac{1}{8}$. |

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| | | <ul style="list-style-type: none"> • Use verbal and/or graphic models to divide whole numbers. | <ul style="list-style-type: none"> • Divide numbers 1-10 by 1-3. | <ul style="list-style-type: none"> • Divide numbers 12-20 by 4-6. | <ul style="list-style-type: none"> • Divide numbers 21-30 by 7-15, .5, and .25. |
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| | | <ul style="list-style-type: none"> • Identify the greatest common factor of whole numbers. | <ul style="list-style-type: none"> • Identify (GCF) of numbers 1-10. | <ul style="list-style-type: none"> • Identify GCF of numbers 12-20. | <ul style="list-style-type: none"> • Identify GCF of numbers 21-30. |
| | | <ul style="list-style-type: none"> • Use visual and/or verbal models to solve real-world problems involving above/below zero whole numbers. | <ul style="list-style-type: none"> • Solve problems involving numbers +/- 1-3. | <ul style="list-style-type: none"> • Solve problems involving +/- 4-7. | <ul style="list-style-type: none"> • Solve problems involving +/- 8-10. |
| | | <ul style="list-style-type: none"> • Use a number line to compare distances of positive and negative numbers. | <ul style="list-style-type: none"> • Identify number that is equidistant from zero for numbers +/- 1-3. | <ul style="list-style-type: none"> • Identify number that is equidistant from zero for numbers +/- 4-7. | <ul style="list-style-type: none"> • Identify number that is equidistant from zero for +/- 8-10. |
| | | <ul style="list-style-type: none"> • Identify points graphed in the first and second quadrant of the coordinate plane. | <ul style="list-style-type: none"> • Identify value of Y coordinate when provided with X and verbal directions to X. | <ul style="list-style-type: none"> • Identify location of a point when provided verbal directions to its location in the coordinate plane. | <ul style="list-style-type: none"> • Identify a point given its coordinates. |
| | | <ul style="list-style-type: none"> • Identify the location of fractions between two whole numbers on a number line. | <ul style="list-style-type: none"> • Identify location of numbers between 0-10 using $\frac{1}{2}$ and .5. | <ul style="list-style-type: none"> • Identify location of numbers between 11-20 using $\frac{1}{4}$ and .25. | <ul style="list-style-type: none"> • Identify location of numbers between 21-40 using $\frac{1}{3}$, $\frac{1}{8}$. |
| | | <ul style="list-style-type: none"> • Use a number line to compare magnitudes. | <ul style="list-style-type: none"> • Compare the magnitudes of numbers 0-20. | <ul style="list-style-type: none"> • Compare magnitudes of numbers 21-50. | <ul style="list-style-type: none"> • Compare magnitudes of numbers 51-80. |

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| | | <ul style="list-style-type: none"> • Use a number line to find the absolute value of positive and negative numbers. | <ul style="list-style-type: none"> • Identify absolute value for +/- 1-3. | <ul style="list-style-type: none"> • Identify absolute value for +/- 4-7. | <ul style="list-style-type: none"> • Identify absolute value for +/- 8-10. |
| | Expressions & Equations | <ul style="list-style-type: none"> • Identify expressions that match a verbal and/or graphic model. | <ul style="list-style-type: none"> • Identify expressions that involve one term. | <ul style="list-style-type: none"> • Identify expressions involving two terms. | <ul style="list-style-type: none"> • Identify expressions involving three terms. |
| | | <ul style="list-style-type: none"> • Identify equivalent expressions. | <ul style="list-style-type: none"> • Identify expressions involving addition with single variable solutions 1-10. | <ul style="list-style-type: none"> • Identify expressions involving addition/subtraction with two term expression solutions involving 1-20. | <ul style="list-style-type: none"> • Identify expressions involving addition or subtraction with 2-3 term expression solutions 21-40. |
| | | <ul style="list-style-type: none"> • Identify solution set for a given equation. | <ul style="list-style-type: none"> • Identify solutions for equations involving addition of one variable (e.g., "x") with solutions in 1-10 range. | <ul style="list-style-type: none"> • Identify solutions for equations involving add/subtract of 1-2 variables (e.g., "x" and "y") with solutions in 11-20 range. | <ul style="list-style-type: none"> • Identify solutions for equations or inequalities involving add/subtract of 1-3 variables (e.g., "x", "y", "z") with solutions in 1-10 range for inequalities or 21-30 range for equations. |

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| | | <ul style="list-style-type: none"> Identify solutions for expressions or equations. | <ul style="list-style-type: none"> Identify solutions to expressions with coefficient totals (1-10). | <ul style="list-style-type: none"> Identify solutions to expressions/equations with coefficient totals (11-20) with two variables. | <ul style="list-style-type: none"> Identify solutions to equations with coefficient totals 1-20 with 3 variables. |
| | | <ul style="list-style-type: none"> Identify which inequality matches a verbal description or number line representation. | <ul style="list-style-type: none"> Identify singular inequalities using one variable and 1-10. | <ul style="list-style-type: none"> Identify singular inequalities using 1-2 variables and 1-20. | <ul style="list-style-type: none"> Identify multiple inequalities using up to 3 variables and 11-40 (e.g., $2 \leq x \leq 10$ or separate inequalities such as $x \leq 7$ and $y > 4$). |
| | | <ul style="list-style-type: none"> Identify expressions or equations that match a real-world problem. | <ul style="list-style-type: none"> Identify expressions with coefficient totals (1-10) that match a real-world problem. | <ul style="list-style-type: none"> Identify expressions/equations with coefficient totals (11-20) with 1-2 variables that match a real-world problem. | <ul style="list-style-type: none"> Identify equations with coefficient totals 1-20 with 2-3 variables that match a real-world problem. |
| | Geometry | <ul style="list-style-type: none"> Sum areas to determine the area of a total figure. | <ul style="list-style-type: none"> Identify the total area of a figure composed of unit squares (1-10 square units). | <ul style="list-style-type: none"> Identify the total area of a figure composed of squares and rectangles (11-20 square units). | <ul style="list-style-type: none"> Identify the total area of figures composed of rectangles and triangles (21-40 square units). |
| | | <ul style="list-style-type: none"> Find volume given verbal and visual supports. | <ul style="list-style-type: none"> Solve problems involving volumes 1-10. | <ul style="list-style-type: none"> Solve problems involving volumes 11-20. | <ul style="list-style-type: none"> Solve problems involving volumes 21-40. |
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| | | <ul style="list-style-type: none"> Identify location of a point on a geometric figure in quadrant 1 of the coordinate plane. | <ul style="list-style-type: none"> Identify coordinates for a missing point on a triangle. | <ul style="list-style-type: none"> Identify coordinates for a missing point on a square or rectangle. | <ul style="list-style-type: none"> Identify coordinates for a missing point on a rhombus or pentagon. |
| | | <ul style="list-style-type: none"> Match a 3D figure to the corresponding net. | <ul style="list-style-type: none"> Match a net to a cube (1-10 side lengths). | <ul style="list-style-type: none"> Match a net to a rectangular prism (12-20 side lengths). | <ul style="list-style-type: none"> Match a net to a triangular prism (21-40 side lengths). |
| | Statistics & Probability | <ul style="list-style-type: none"> Identify the average from a set of numbers. | <ul style="list-style-type: none"> Calculates average of 2 numbers (0-5). | <ul style="list-style-type: none"> Calculates average of 3 numbers (6-10). | <ul style="list-style-type: none"> Calculates average of 4 numbers (6-10). |
| | | <ul style="list-style-type: none"> Identify mean of a given dataset when provided a definition. | <ul style="list-style-type: none"> Identifies mean of three numbers in 1-10 range. | <ul style="list-style-type: none"> Identifies mean of 5 numbers in 11-20 range. | <ul style="list-style-type: none"> Identifies mean of 7 numbers in 21-40 range. |
| | | <ul style="list-style-type: none"> Interpret a picture, bar, or line graph to determine how many observations have been collected. | <ul style="list-style-type: none"> Identify the number of observations (1-10) of picture graphs with three entries. | <ul style="list-style-type: none"> Identify the number of observations (1-20) of picture or bar graphs with 4-5 entries. | <ul style="list-style-type: none"> Identify the number of observations (1-40) with bar or line graphs with 6-8 entries. |
| | | <ul style="list-style-type: none"> Interpret the units used on a picture, bar, or line graph. | <ul style="list-style-type: none"> Identify the units used on picture graphs (1-10). | <ul style="list-style-type: none"> Identify the units used in bar graphs (11-20). | <ul style="list-style-type: none"> Identify the units used on line graphs (21-40). |
| | | <ul style="list-style-type: none"> Identify median of a given dataset when provided with a definition. | <ul style="list-style-type: none"> Identifies median of 2-3 numbers in 1-10 range. | <ul style="list-style-type: none"> Identifies median of 4-5 numbers in 11-20 range. | <ul style="list-style-type: none"> Identifies median of 6-7 numbers in 21-40 range. |

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SEVENTH GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

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Grade 7 Mathematics ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|-------------------------------------|---|---|--|---|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| Math | Ratios & Proportional Relationships | <ul style="list-style-type: none"> • Compute unit rates using tables, graphs, equations, diagrams, or verbal descriptions. | <ul style="list-style-type: none"> • Identify unit rates (1-5). | <ul style="list-style-type: none"> • Identify unit rates (6-10). | <ul style="list-style-type: none"> • Identify unit rates (11-30; -1 to -5). |
| | | <ul style="list-style-type: none"> • Identify an equation when provided with a verbal description. | <ul style="list-style-type: none"> • Identify equations involving addition and subtraction (0-10). | <ul style="list-style-type: none"> • Identify equations involving addition and subtraction (0-25) or multiplication and division (0-10). | <ul style="list-style-type: none"> • Identify equations involving addition and subtraction (26-50) or multiplication and division (11-40). |

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| | The Number System | <ul style="list-style-type: none"> Identify quantities that combine to make zero using a number line. | <ul style="list-style-type: none"> Combines numbers to make zero (1-5 with -1 to -5). | <ul style="list-style-type: none"> Combines numbers to make zero (6-10 with -6 to -10). | <ul style="list-style-type: none"> Combines numbers to make zero (11-20 with -11 to -20) |
| | | <ul style="list-style-type: none"> Use a number line to interpret addition and subtraction of numbers. | <ul style="list-style-type: none"> Add and subtract numbers 0-20. | <ul style="list-style-type: none"> Add and subtract numbers 21-40. | <ul style="list-style-type: none"> Add and subtract numbers 41-50 and -1 to -10. |
| | | <ul style="list-style-type: none"> Solve problems involving addition and subtraction of decimals. | <ul style="list-style-type: none"> Add and subtract decimals .5, .25, and .75. | <ul style="list-style-type: none"> Add and subtract percentages 25%, 50%, and 75%. | <ul style="list-style-type: none"> Add and subtract fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{8}$. |
| | | <ul style="list-style-type: none"> Identify the appropriate sign for the answer to a multiplication problem involving two numbers (+/-). | <ul style="list-style-type: none"> Identify the sign for multiplication problems with positive numbers (0-10). | <ul style="list-style-type: none"> Identify the sign for multiplication problems with positive numbers (11-20). | <ul style="list-style-type: none"> Identify the sign for multiplication problems with positive numbers (21-40) and negative numbers (-1 to -5). |
| | | <ul style="list-style-type: none"> Identify the quotient that corresponds to real-world data bar graph. | <ul style="list-style-type: none"> Identify data displays that are half of numbers (2, 4, 6, 8, 10). | <ul style="list-style-type: none"> Identify data displays that are $\frac{1}{4}$ of numbers (4, 8, 12, 16, or 20). | <ul style="list-style-type: none"> Identify data displays that are $\frac{1}{3}$ of numbers (21, 24, 27, 30, 33, 36, 39), or $\frac{1}{8}$ of numbers (24, 32, 40). |

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| | | • Solve multiplication or division problems involving decimals and whole numbers. | • Solve problems involving decimals (.5, .25, and .75) and whole numbers (0-10). | • Solve problems involving fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{8}$) and whole numbers (11-20). | • Solve problems involving percentages (25%, 50%, 75%) of whole numbers (0-20). |
| | | • Match rational numbers to their corresponding decimal. | • Match .5 with $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$, and $\frac{4}{8}$. | • Match .25 with $\frac{1}{4}$, $\frac{2}{8}$, $\frac{3}{12}$, and $\frac{4}{16}$. | • Match .75 with $\frac{3}{4}$, $\frac{6}{8}$, $\frac{9}{12}$, and $\frac{12}{16}$. |
| | Expressions & Equations | • Add and subtract expressions. | • Add expressions (1-10). | • Add expressions (11-30). | • Add expressions (31-50). |
| | | • Solve single-step real-life problems with whole numbers. | • Solve real-life problems with addition and subtraction of numbers (1-10). | • Solve real-life problems with addition and subtraction (11-30) and multiplication and division (0-20). | • Solve real-life problems with addition and subtraction (31-50 or -1 to -10) and multiplication and division (21-40 or -1 to -5) |
| | Geometry | • Use a geometric figure to identify changes in scale. | • Identify figures with changes in scale (1-2) by (1-5). | • Identify figures with changes in scale (1-2) by (6-10), $\frac{1}{2}$ and $\frac{1}{4}$. | • Identify figures with changes in scale (1-2) by (11-20), $\frac{1}{3}$ and $\frac{1}{6}$. |
| | | • Identify simple geometric shapes. | • Identify triangles and squares. | • Identify circles and rectangles. | • Identify rhombuses, pentagons, and hexagons. |

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| | | <ul style="list-style-type: none"> • Use the formula for area to solve problems involving inches and feet. | <ul style="list-style-type: none"> • Calculate area of square in square inches with areas (1-10). | <ul style="list-style-type: none"> • Calculate area of square in square inches and feet with areas (11-20). | <ul style="list-style-type: none"> • Calculate area of square or circle in square inches and feet with areas (21-40). |
| | Statistics & Probability | <ul style="list-style-type: none"> • Interpret data displays, totals, or means using $<$, $>$, and $=$. | <ul style="list-style-type: none"> • Compare data, totals, or means (0-10) using $<$, $>$, and $=$. | <ul style="list-style-type: none"> • Compare data totals, or means (11-20) using $<$, $>$, and $=$. | <ul style="list-style-type: none"> • Compare data, totals, or means (21-50) using $<$, $>$, and $=$. |
| | | <ul style="list-style-type: none"> • Compare totals or means (averages) for different groups using visual displays. | <ul style="list-style-type: none"> • Identify greater total or mean (average) for two groups (1-10). | <ul style="list-style-type: none"> • Identify greater or lower mean (average) for two groups (11-30). | <ul style="list-style-type: none"> • Identify greater mean (average) or median for 2-3 groups (31-50). |
| | | <ul style="list-style-type: none"> • Identify median and mean of a given dataset when provided with a definition. | <ul style="list-style-type: none"> • Identify median/mean of 2-3 numbers in 1-10 range. | <ul style="list-style-type: none"> • Identify median/mean of 4-5 numbers in 11-30 range. | <ul style="list-style-type: none"> • Identify median/mean of 6-7 numbers in 31-50 range. |
| | | <ul style="list-style-type: none"> • Identify probabilities. | <ul style="list-style-type: none"> • Identify 50% probabilities. | <ul style="list-style-type: none"> • Identify 25% probabilities. | <ul style="list-style-type: none"> • Identify 75% probabilities. |
| | | <ul style="list-style-type: none"> • Identify probabilities of being selected. | <ul style="list-style-type: none"> • Identify probabilities 1/1 to 1/10. | <ul style="list-style-type: none"> • Identify probabilities 1-5/11 to 1-5/20. | <ul style="list-style-type: none"> • Identify probabilities 6-10/21 to 6-10/40. |
| | | <ul style="list-style-type: none"> • Compare observed frequencies using $<$, $>$, and $=$. | <ul style="list-style-type: none"> • Compare frequencies using $<$, $>$, and $=$ (up to 6). | <ul style="list-style-type: none"> • Compare frequencies using $<$, $>$, and $=$ (up to 8). | <ul style="list-style-type: none"> • Compare frequencies using $<$, $>$, and $=$ (up to 10). |

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EIGHTH GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 8 Mathematics ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|-------------------|---|---|--|--|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| Math | The Number System | <ul style="list-style-type: none"> Perform addition and subtraction with rational numbers. | <ul style="list-style-type: none"> Perform addition and subtraction operations with $\frac{1}{2}$ and .5. | <ul style="list-style-type: none"> Perform addition and subtraction and multiplication and division operations with $\frac{1}{4}$, $\frac{1}{3}$, .25, .75. | <ul style="list-style-type: none"> Perform addition and subtraction and multiplication and division with tenths $\frac{1}{10}$ to $\frac{5}{10}$.10 to .50 and mixed numbers with $\frac{1}{2}$ and $\frac{1}{4}$. |
| | | <ul style="list-style-type: none"> Identify square roots of perfect squares on a number line. | <ul style="list-style-type: none"> Identify square roots of 1, 4, 9, and 16. | <ul style="list-style-type: none"> Identify square roots of 25, 36, 49, and 64 on a number line. | <ul style="list-style-type: none"> Locate square roots of 81 and 100, as well as pi and the square root of 2 on a number line. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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|--|-------------------------|---|--|---|---|
| | Expressions & Equations | <ul style="list-style-type: none"> Identify equivalent expressions. | <ul style="list-style-type: none"> Identify the number that matches a first power expression (1-20). | <ul style="list-style-type: none"> Identify the number that matches a second power expression. | <ul style="list-style-type: none"> Identify the number that matches a 3rd power expression. |
| | | <ul style="list-style-type: none"> Identify a number written as a power of ten when given a model. | <ul style="list-style-type: none"> Identify 1-4 by 10 to the first power. | <ul style="list-style-type: none"> Identify 4-6 by 10 to the second power. | <ul style="list-style-type: none"> Identify 7-9 by 10 to the second power. |
| | | <ul style="list-style-type: none"> Identify whether power makes a number larger, smaller, or the same. | <ul style="list-style-type: none"> Identify powers of 1 as not changing a number's value (1-20). | <ul style="list-style-type: none"> Identify positive powers as making a number larger (21-50). | <ul style="list-style-type: none"> Identify negative powers, -1, -2, and -3 as making a number smaller (51-100). |
| | | <ul style="list-style-type: none"> Interpret linear graphs to determine slope. | <ul style="list-style-type: none"> Interpret linear slopes (0-5). | <ul style="list-style-type: none"> Interpret linear slopes (6-10). | <ul style="list-style-type: none"> Interpret linear slopes (11-20) and (-1 to -5). |
| | | <ul style="list-style-type: none"> Identify lines with the same slope in similar triangles. | <ul style="list-style-type: none"> Determine lines with the same slope when triangles are oriented the same way (45-45-90). | <ul style="list-style-type: none"> Determine lines with the same slope when triangles are rotated 90 degrees (30-60-90). | <ul style="list-style-type: none"> Determine lines with the same slopes when triangles are rotated 180 degrees (acute or obtuse, non-isosceles triangles). |

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| | | <ul style="list-style-type: none"> • Solve linear equations. | <ul style="list-style-type: none"> • Solve equations with one addition and subtraction operation. | <ul style="list-style-type: none"> • Solve equations with 1 multiplication and division operation. | <ul style="list-style-type: none"> • Solve equations with 1 addition and subtraction and 1 multiplication and division operation. |
| | Functions | <ul style="list-style-type: none"> • Identify missing numbers in output tables. | <ul style="list-style-type: none"> • Identify missing multiples of 2-5. | <ul style="list-style-type: none"> • Identify missing multiples of 6-10. | <ul style="list-style-type: none"> • Identify missing multiples of 11-20. |
| | | <ul style="list-style-type: none"> • Identify the output table that matches a line graph. | <ul style="list-style-type: none"> • Match the graph of line with slope (1-3) to output table. | <ul style="list-style-type: none"> • Match the graph of line with slope (4-10) to output table. | <ul style="list-style-type: none"> • Match the graph of line with slope (11-20, $\frac{1}{2}$, $\frac{1}{4}$, or $-\frac{1}{2}$, $-\frac{1}{4}$, -1 to -5) to output table. |
| | | <ul style="list-style-type: none"> • Identify the graph that matches an output table. | <ul style="list-style-type: none"> • Match the output table to graph of line with slope (1-3). | <ul style="list-style-type: none"> • Match the output table to graph of line with slope (4-10) to output table. | <ul style="list-style-type: none"> • Match the output table to graph of line with slope (11-20 and/or -1 to -5) to output table. |
| | | <ul style="list-style-type: none"> • Identify slope as positive, negative, zero, or undefined. | <ul style="list-style-type: none"> • Identify positive slopes 1-3. | <ul style="list-style-type: none"> • Identify negative slopes 4-10. | <ul style="list-style-type: none"> • Identify zero or undefined slopes. |
| | Geometry | <ul style="list-style-type: none"> • Identify congruent triangles that have been rotated. | <ul style="list-style-type: none"> • Identify congruent equilateral triangles with 0, 30, 45, 60, or 90-degree rotation. | <ul style="list-style-type: none"> • Identify congruent 30-60-90 or 45-45-90 triangles with 120, 135, 150, or 180-degree rotation. | <ul style="list-style-type: none"> • Identify congruent acute, obtuse, or isosceles triangle with 210, 225, 240, or 270-degree rotation. |

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|--|--------------------------|--|---|--|---|
| | | • Identify similar triangles. | • Identify similar equilateral triangles. | • Identify similar 30-60-90 or 45-45-90 triangles. | • Identify similar acute, obtuse, or isosceles triangles. |
| | | • Identify the right angles and hypotenuse of triangles. | • Identify the right angle of a right triangle. | • Identify the hypotenuse in a right triangle. | • Identify the appropriate hypotenuse length given the side lengths and the formula. |
| | | • Find the volume of a prism given a formula and definition. | • Solve problems involving volumes 1-20. | • Solve problems involving volumes 21-50. | • Solve problems involving volumes 51-100. |
| | Statistics & Probability | • Identify the line of best fit for a scatter plot. | • Identify lines of best fit for widely different options that have tight variance. | • Identify lines of best fit for options that are moderately apart and have more variance. | • Identify lines of best fit for lines that are closer approximations and with data that has more variance. |
| | | • Identify and compare rates. | • Identify faster rate using (0-20). | • Identify slower, faster, or same rate using (21-50). | • Identify slower, faster, or same rate using (51-100). |
| | | • Identify linear trends in real-world data. | • Identify positive trends in data with slopes 1-5. | • Identify positive slopes 6-10. | • Identify negative trends -1 to -10, zero, or undefined slopes. |

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HIGH SCHOOL MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

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Grade 11 Mathematics ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|-------------------|---|---|--|---|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| Math | Number & Quantity | <ul style="list-style-type: none"> Identify units that are appropriate to scale. | <ul style="list-style-type: none"> Identify the units used for y-axis (range of 0-20). | <ul style="list-style-type: none"> Compare units in terms of magnitude (0-40). | <ul style="list-style-type: none"> Identify units that are relevant to scale of problem. |
| | | <ul style="list-style-type: none"> Add aligned vectors using given a model. | <ul style="list-style-type: none"> Add vectors with sums in the 1-20 range. | <ul style="list-style-type: none"> Add vectors with sums in the 21-40 range. | <ul style="list-style-type: none"> Add vectors with sums in the 41-80 range. |
| | Algebra | <ul style="list-style-type: none"> Identify parts of an expression. | <ul style="list-style-type: none"> Identify parts of first-degree expressions. | <ul style="list-style-type: none"> Identify parts of second-degree expressions. | <ul style="list-style-type: none"> Identify parts of third-degree expressions. |
| | | <ul style="list-style-type: none"> Solve linear equations with one variable. | <ul style="list-style-type: none"> Solve equations with one addition and subtraction operation (0-10). | <ul style="list-style-type: none"> Solve equations with 1 addition and subtraction or multiplication and division operation (0-20). | <ul style="list-style-type: none"> Solve equations with 2 operations addition and subtraction and/or multiplication and division (0-40). |

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| | Functions | <ul style="list-style-type: none"> Identify missing numbers in output tables. | <ul style="list-style-type: none"> Identify missing multiples of 1-8. | <ul style="list-style-type: none"> Identify missing multiples of 9-15. | <ul style="list-style-type: none"> Identify missing multiples of 16-30. |
| | | <ul style="list-style-type: none"> Identify slope as positive, negative, zero, or undefined. | <ul style="list-style-type: none"> Identify positive slopes 1-5. | <ul style="list-style-type: none"> Identify negative slopes 1-10. | <ul style="list-style-type: none"> Identify zero or undefined slopes. |
| | | <ul style="list-style-type: none"> Identify the intercepts for line graphs. | <ul style="list-style-type: none"> Identify positive x intercept and/or y intercept (1-10). | <ul style="list-style-type: none"> Identify negative x intercept and/or y intercept (-1 to -10). | <ul style="list-style-type: none"> Identify negative and positive intercepts of x and/or y axis (-10 to 10, including the origin). |
| | | <ul style="list-style-type: none"> Match a linear function with its graph. | <ul style="list-style-type: none"> Identify a line with negative or positive slope when provided with a model. | <ul style="list-style-type: none"> Match a numeric description of a line with its graph (numeric = descriptions of slopes, points on line). | <ul style="list-style-type: none"> Match an algebraic description of a line with its graph. |
| | | <ul style="list-style-type: none"> Identify the relationship between two quantities provided a line graph. | <ul style="list-style-type: none"> Identify positive relationships when provided a line graph. | <ul style="list-style-type: none"> Identify negative or undefined relationships when provided a line graph. | <ul style="list-style-type: none"> Project the relationship between two quantities given a scenario. |
| | | <ul style="list-style-type: none"> Identify the common difference in a sequence. | <ul style="list-style-type: none"> Identify the positive common difference in an arithmetic sequence (1-10). | <ul style="list-style-type: none"> Identify the missing term in arithmetic sequence with common differences (1 -20). | <ul style="list-style-type: none"> Identify the missing term in geometric sequence with ratios ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, & 10-20). |

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|--|----------|---|--|--|---|
| | | <ul style="list-style-type: none"> Identify and compare rates. | <ul style="list-style-type: none"> Identify faster rate using (0-20). | <ul style="list-style-type: none"> Identify slower, faster, or same rate using (21-100). | <ul style="list-style-type: none"> Identify slower, faster, or same rate using (101-250). |
| | Geometry | <ul style="list-style-type: none"> Identify congruent angles and shapes. | <ul style="list-style-type: none"> Identify congruent triangles, circles, and squares. | <ul style="list-style-type: none"> Identify congruent angles, rectangles, and rhombuses. | <ul style="list-style-type: none"> Identify congruent pentagons, hexagons, and octagons. |
| | | <ul style="list-style-type: none"> Identify equilateral shapes. | <ul style="list-style-type: none"> Identify equilateral triangles. | <ul style="list-style-type: none"> Identify equilateral squares (e.g., not rectangles or rhombuses). | <ul style="list-style-type: none"> Identify equilateral hexagons. |
| | | <ul style="list-style-type: none"> Identify similar shapes. | <ul style="list-style-type: none"> Identify similar triangles, circles, and squares. | <ul style="list-style-type: none"> Identify similar rectangles, and rhombuses. | <ul style="list-style-type: none"> Identify similar pentagons, hexagons, and octagons. |
| | | <ul style="list-style-type: none"> Identify the coordinates of the missing point in geometric figures. | <ul style="list-style-type: none"> Identify the missing coordinate for triangles in the first quadrant. | <ul style="list-style-type: none"> Identify the missing coordinate for rectangles in the first or second quadrant. | <ul style="list-style-type: none"> Identify the missing point for pentagons in any of the four quadrants. |
| | | <ul style="list-style-type: none"> Identify points that divide a given line segment in half. | <ul style="list-style-type: none"> Identify points that divide a line segment in half (1-10). | <ul style="list-style-type: none"> Identify points that divide a line segment in quarters (12-40, multiples of four). | <ul style="list-style-type: none"> Identify the point that divides a line segment in thirds (12-42, multiples of 3). |

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| | | <ul style="list-style-type: none"> Identify the perimeter of shapes. | <ul style="list-style-type: none"> Identify perimeter of triangles with side lengths (1-5). | <ul style="list-style-type: none"> Identify the perimeter of squares and rectangles with side lengths (1-10). | <ul style="list-style-type: none"> Identify the perimeter of pentagons with side lengths (1-20). |
| | | <ul style="list-style-type: none"> Identify the geometric shape of common objects (e.g., traffic sign). | <ul style="list-style-type: none"> Identify objects that are shaped like squares. | <ul style="list-style-type: none"> Identify objects that are shaped like circles or rectangles. | <ul style="list-style-type: none"> Identify objects that are shaped like rhombuses, pentagons, or octagons. |
| | Statistics & Probability | <ul style="list-style-type: none"> Identify quantities of a given value for a line plot, histogram, or dot plot. | <ul style="list-style-type: none"> Identify quantities of values in the 1-5 range with 3 value entries. | <ul style="list-style-type: none"> Identify quantities of values in the 0-10 range with 4-5 value entries. | <ul style="list-style-type: none"> Identify quantities of values in the 0-20 range with 6-8 value entries. |
| | | <ul style="list-style-type: none"> Identify the mean of a given dataset when provided with a model, algorithm, and/or definition. | <ul style="list-style-type: none"> Identify the mean of 2-3 numbers in 1-20 range when provided a model or algorithm. | <ul style="list-style-type: none"> Identify the mean or median of 4-5 numbers in 21-50 range when provided a model or algorithm. | <ul style="list-style-type: none"> Identify the mean, median or range of 6-10 numbers in 51-100 range when provided a model, algorithm, or definition. |
| | | <ul style="list-style-type: none"> Identify values in a two-way frequency table, given a model. | <ul style="list-style-type: none"> Identify the totals in a two-way frequency table (1-20). | <ul style="list-style-type: none"> Identify the marginal frequencies in a two-way frequency table (21-50). | <ul style="list-style-type: none"> Compare frequencies in a two-way frequency table using the terms more, fewer, or the same. |
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|--|--|---|--|---|---|
| | | <ul style="list-style-type: none"> Identify the type of linear relationship between variables given linear graphs in quadrant one. | <ul style="list-style-type: none"> Identify positive linear relationships. | <ul style="list-style-type: none"> Identify negative linear relationships. | <ul style="list-style-type: none"> Identify positive and negative slopes. |
| | | <ul style="list-style-type: none"> Identify the probability of an event occurring. | <ul style="list-style-type: none"> Identify the probability of an event occurring using .5 probabilities. | <ul style="list-style-type: none"> Identify the probability of an event occurring using .25 probabilities. | <ul style="list-style-type: none"> Identify the probability of an event occurring using .10 probabilities. |

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Extended Assessment

Alternate Achievements Standards: Science



Oregon Department of Education

Achievement Level Descriptors: Overview

Oregon's Alternate Achievement Standards describe what students know and can do based on their performance on the state's alternate assessments in the various content areas. These Descriptors may be used by educators to target instruction and inform parents and students of the range of expectations for students with significant cognitive disabilities to be considered proficient at a particular grade level.

The Alternate Achievement Standards are based on a sampling of a larger set of content outlined in the Oregon Content Standards. Results for individual students are only one indicator of student ability as measured at the time of testing. These statements give a general description of what most students know and can do within a particular band of achievement based on a particular subset of content aligned to the general content standards but reduced in depth, breadth, and complexity. Students who score at or within a particular level of achievement possess the bulk of the abilities described at that level.

The Alternate Achievement Level Descriptors (ALD) for each subject area were developed to parallel the Achievement Level Descriptors for the general education population while capturing an alternate set of expectations based on grade level content that has systematically been reduced in depth, breadth, and complexity. Category descriptions align to those used in the general education population: Level 1-Level 4. Expectations for this population reflect the state's commitment to holding all students to high standards of academic achievement.

The Alternate Achievement Level Descriptors do not represent academic expectations that are identical to the general Achievement Level Descriptors. While the state's general Achievement Level Descriptors refer and align to the grade level content standards directly, the Alternate Achievement Level Descriptors refer to the state's grade level content that is reduced in depth, breadth, and complexity via a process (i.e., essentialization) incorporated at the assessment development level.

Level expectations were developed by specialists at the department and were modeled on the format, language structure, and design of the general Achievement Level Descriptors. The draft ALDs were circulated for initial review of structure, form, and essence. These edited ALDs were incorporated for a thorough review by educators in conjunction with the standard setting session for the state's alternate assessment. In this session, educators familiar with the content expectations of this population (these individuals are described in the Standard Setting Report) were given authorship responsibility for the draft ALDs and invited to recommend content changes that adequately captured the expectations associated with each of the described categories (Level 1 – Level 4). During this level of the review,

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educators recommended changes to develop consistency between the grade levels. The general structure, form, and essence (as linked to the general Achievement Level Descriptors) was not significantly impacted by this level of review.

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TABLE 1: CATEGORY DESCRIPTIONS

| Category* | Description |
|------------------|--|
| Level 4 | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Level 3 | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . |
| Level 2 | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . |
| Level 1 | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . |

*The labels for the various Levels have not been determined as of July 8, 2015.

TABLE 2: SCIENCE**Ranges of Scale Scores by Category**

| 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 |

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Alternate Achievement Level Descriptors: Science

The Alternate Achievement Level Descriptors reflect expectations for students with the most significant cognitive disabilities as reflected by performance on academic assessments that are reduced in depth, breadth, and complexity (*Oregon's Extended Assessments).

**Oregon's Extended Assessments are created by linking assessment items to the state's grade level content standards while reducing the assessed content (i.e., essentialization) in depth, breadth, and complexity. Reduced depth, breadth, and complexity items reflect simplified grammatical structures, simplified vocabulary, shortened length (reduced wordiness), increased inclusion of and reference to prerequisite skills, and increased scaffolding and support.*

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SCIENCE

FIFTH GRADE SCIENCE

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 5 Science ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|-----------------------------|---|---|--|--|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| Science | Matter and Its Interactions | <ul style="list-style-type: none"> Recognize that common objects, animals and plants are made of different parts. | <ul style="list-style-type: none"> Identify the parts of large common and inanimate objects with easily recognizable smaller parts. | <ul style="list-style-type: none"> Identify the parts of a wider variety of common inanimate objects and living organisms. | <ul style="list-style-type: none"> Identify more complex parts of common inanimate objects and living organisms including those that are too small to be seen with the naked eye. |
| | | <ul style="list-style-type: none"> Measure the weight of common objects. | <ul style="list-style-type: none"> Measure the weight/mass of common objects in various phases of matter using pictures of the objects. | <ul style="list-style-type: none"> Measure and/or compare the weight/mass of common objects in various phases of matter using pictures of the objects, including choosing the correct tool. | <ul style="list-style-type: none"> Measure and/or compare the weight/mass of common objects in various phases of matter using graphs and associated data. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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| | | <ul style="list-style-type: none"> Identify physical properties of common matter. | <ul style="list-style-type: none"> Identify and measure the physical properties of matter, including the size and shape of common objects. | <ul style="list-style-type: none"> Identify and measure the physical properties of matter, including size, shape, hardness and softness, and the mass of objects. | <ul style="list-style-type: none"> Identify and measure the physical properties of matter, including size, shape, hardness and softness, mass, and volume through the use of graphs and pictures of matter in different phases. |
| | | <ul style="list-style-type: none"> Recognize when common substances are mixed together. | <ul style="list-style-type: none"> Recognize two solids mixed together that do not form a new substance. | <ul style="list-style-type: none"> Recognize one solid and one liquid mixed together that does not form a new substance. | <ul style="list-style-type: none"> Recognize one solid and one liquid, two liquids, or two gasses that when mixed form a new substance. |
| | Motion and Stability: Forces and Inter-actions | <ul style="list-style-type: none"> Recognize that common objects move when dropped. | <ul style="list-style-type: none"> Recognize or identify the direction common objects will fall when dropped. | <ul style="list-style-type: none"> Recognize that gravity makes objects fall downward on Earth. | <ul style="list-style-type: none"> Recognize that gravity makes objects fall downward, incorporating more abstract diagrams of the Earth and Moon. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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| | Energy | <ul style="list-style-type: none"> Recognize that the Sun provides light and heat. | <ul style="list-style-type: none"> Recognize that the Sun (compared to other space and non-space objects) gives the vast majority of light and heat energy to the Earth. | <ul style="list-style-type: none"> Recognize that the Sun gives light and heat energy to living organisms on Earth for survival. | <ul style="list-style-type: none"> Recognize that the Sun gives light and heat energy to plants and animals on Earth, which provide humans with energy for survival, body repair, growth and motion. |
| | From Molecules to Organ-isms: Structures and Processes | <ul style="list-style-type: none"> Recognize that plants need light, air, and water. | <ul style="list-style-type: none"> Recognize that plants need light, air, and water to grow compared to things that would obviously not help growth. | <ul style="list-style-type: none"> Recognize that plants need light, air, and water to grow, examining how a plant will grow when given different amounts of these substances. | <ul style="list-style-type: none"> Recognize that plants need light, air, and water to grow, comparing the potential or actual growth of different plants when given different amounts of these substances. |
| | Eco-systems: Inter-actions, Energy, and Dynamics | <ul style="list-style-type: none"> Recognize or identify common living organisms. | <ul style="list-style-type: none"> Identify which are an animal, plant and decomposer using common terminology and organisms. | <ul style="list-style-type: none"> Identify that animals must eat food and drink water to survive, and that plants need materials in soil, air and water to survive compared to common things they don't need. | <ul style="list-style-type: none"> Identify that animals must eat food and drink water to survive, and that plants need materials in soil, air and water to survive, including where such things come from. |

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|--|-------------------------------|--|--|---|---|
| | Earth's Place in the Universe | <ul style="list-style-type: none"> Recognize that the Sun shines and is bright. | <ul style="list-style-type: none"> Recognize that the Sun is brighter than other common objects on Earth that do not shine on their own. | <ul style="list-style-type: none"> Recognize that the Sun is brighter than other objects in the sky and in space that are not as bright. | <ul style="list-style-type: none"> Recognize that the Sun is brighter than other stars in space because it is closer to the Earth. |
| | | <ul style="list-style-type: none"> Recognize day and night. | <ul style="list-style-type: none"> Recognize the difference between day and night, including that shadows typically happen during the daytime. | <ul style="list-style-type: none"> Recognize the appropriate size, direction and shape of shadows based on the position of Sun in simple pictures and diagrams. | <ul style="list-style-type: none"> Recognize the relative amount of sunlight in different circumstances and the portion of the Earth that is day/night using simple pictures and diagrams. |
| | Earth's Systems | <ul style="list-style-type: none"> Recognize common parts of the Earth. | <ul style="list-style-type: none"> Identify common living organisms of Earth's biosphere, including plants and animals, without specifically naming them. | <ul style="list-style-type: none"> Identify nonliving features, restricted to: ponds, lakes, rivers, streams and oceans (hydrosphere), rocks, mountains, volcanoes, canyons (geosphere), and air, clouds and fog (atmosphere). | <ul style="list-style-type: none"> Identify simple interactions among common Earth systems. |

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|--|--------------------------|--|---|--|---|
| | | <ul style="list-style-type: none"> • Recognize common Earth features made of water. | <ul style="list-style-type: none"> • Identify Earth features that are made of water compared to common objects that are not made of water. | <ul style="list-style-type: none"> • Identify Earth features that are made of water compared to other natural features that are not made of water. | <ul style="list-style-type: none"> • Identify and compare the relative amounts of water in features of the hydrosphere using diagrams and graphs. |
| | Earth and Human Activity | <ul style="list-style-type: none"> • Recognize common activities that impact the environment. | <ul style="list-style-type: none"> • Identify activities that pollute and harm the planet compared to activities that obviously do not. | <ul style="list-style-type: none"> • Identify simple and common ways to protect and help the Earth compared to common and unrelated activities. | <ul style="list-style-type: none"> • Identify simple and common ways to protect and help the Earth compared to activities that pollute and harm the Earth. |
| | Engineering Design | <ul style="list-style-type: none"> • Recognize common problems. | <ul style="list-style-type: none"> • Identify simple and common problems to solve compared to unrelated inanimate objects. | <ul style="list-style-type: none"> • Identify common problems to solve compared to unrelated activities and situations that are not problems. | <ul style="list-style-type: none"> • Identify complex problems to solve compared to related activities and situations that are not problems. |
| | | <ul style="list-style-type: none"> • Recognize solutions to common problems. | <ul style="list-style-type: none"> • Identify simple solutions around daily activities and needs compared to unrelated inanimate objects. | <ul style="list-style-type: none"> • Identify simple solutions restricted to common problems and solutions and tools that solve them compared to obvious non-solutions. | <ul style="list-style-type: none"> • Identify simple solutions restricted to common problems and solutions and tools that solve them compared to solutions to similar solutions. |

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SCIENCE

EIGHTH GRADE SCIENCE

Science Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|--|--|---|
| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

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Grade 8 Science ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|-----------------------------|---|--|---|--|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| Science | Matter and Its Interactions | <ul style="list-style-type: none"> Identify physical properties of common matter. | <ul style="list-style-type: none"> Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, with the chemical property restricted to flammability. | <ul style="list-style-type: none"> Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, with the chemical property restricted to flammability, including identifying such properties after a physical or chemical change. | <ul style="list-style-type: none"> Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, with the chemical property restricted to flammability, including comparing physical and chemical changes, which have occurred and the results. |

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| | | <ul style="list-style-type: none"> • Recognize common objects people use. | <ul style="list-style-type: none"> • Identify common objects and materials. | <ul style="list-style-type: none"> • Identify common objects and materials that come from natural resources. | <ul style="list-style-type: none"> • Identify the natural resource(s) from which common objects and materials come. |
| | Motion and Stability: Forces and Interactions | <ul style="list-style-type: none"> • Recognize common moving objects. | <ul style="list-style-type: none"> • Identify when objects are at rest or in motion. | <ul style="list-style-type: none"> • Identify actions that involve an associated reaction. | <ul style="list-style-type: none"> • Identify and associate simple actions and reactions. |
| | | <ul style="list-style-type: none"> • Recognize that common objects have mass. | <ul style="list-style-type: none"> • Identify and compare objects in relation to their mass. | <ul style="list-style-type: none"> • Qualitatively link mass with force and motion. | <ul style="list-style-type: none"> • Qualitatively compare forces, mass and changes in motion of objects. |
| | Energy | <ul style="list-style-type: none"> • Recognize common hot and cold objects. | <ul style="list-style-type: none"> • Recognize the difference between hot and cold objects. | <ul style="list-style-type: none"> • Recognize that hot and cold are related to measures of temperature, including changes in temperature. | <ul style="list-style-type: none"> • Recognize examples of heat transfer, and how such transfer might be minimized or maximized. |
| | Waves and Their Applications in Technologies for Information Transfer | <ul style="list-style-type: none"> • Recognize common examples of waves. | <ul style="list-style-type: none"> • Identify different types of waves compared to other objects. | <ul style="list-style-type: none"> • Describe different types of waves qualitatively. | <ul style="list-style-type: none"> • Describe and compare different types of waves qualitatively and quantitatively. |
| | Molecules to Organisms: Structures and Processes | <ul style="list-style-type: none"> • Recognize common parts of the human body. | <ul style="list-style-type: none"> • Identify common external parts of the human body. | <ul style="list-style-type: none"> • Identify internal parts and systems of the body using simple terminology and diagrams. | <ul style="list-style-type: none"> • Connect human body parts and systems to their materials and function. |

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| | | <ul style="list-style-type: none"> • Recognize animals and plants. | <ul style="list-style-type: none"> • Identify and distinguish animals and plants from other objects. | <ul style="list-style-type: none"> • Identify different animal and plant behaviors, parts and structures. | <ul style="list-style-type: none"> • Identify and connect animal and plant behaviors, parts, and structures to their function. |
| | | <ul style="list-style-type: none"> • Recognize that plants need light, air, and water. | <ul style="list-style-type: none"> • Recognize that plants need light, air, and water to grow. | <ul style="list-style-type: none"> • Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis. | <ul style="list-style-type: none"> • Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis and flow of energy and materials. |
| | | <ul style="list-style-type: none"> • Recognize humans and animals need food. | <ul style="list-style-type: none"> • Recognize that humans and animals need food to grow. | <ul style="list-style-type: none"> • Recognize that humans and animals need food to grow, and that food provides energy. | <ul style="list-style-type: none"> • Recognize that humans and animals need food to grow, including graphical displays/diagrams about the amount of energy or expected growth under different situations. |
| | Ecosystems: Interactions, Energy, and Dynamics | <ul style="list-style-type: none"> • Recognize living organisms. | <ul style="list-style-type: none"> • Recognize the difference between individual living organisms and groups of living organisms. | <ul style="list-style-type: none"> • Identify resources that individual or groups of living organisms need to grow, reproduce, and sustain their population. | <ul style="list-style-type: none"> • Identify simple changes in resources and how they might affect an individual or group of living organisms. |

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| | | <ul style="list-style-type: none"> Identify living organisms. | <ul style="list-style-type: none"> Identify living organisms compared to non-living parts of ecosystems. | <ul style="list-style-type: none"> Identify simple interactions between living and non-living parts of ecosystems. | <ul style="list-style-type: none"> Identify simple interactions between individual and groups of living organisms in ecosystems. |
| | Heredity: Inheritance and Variation of Traits | <ul style="list-style-type: none"> Recognize that living organisms have offspring. | <ul style="list-style-type: none"> Identify (match) the identical offspring of a given living organism compared to different species. | <ul style="list-style-type: none"> Identify the offspring of a given living organism with varying traits compared to different species. | <ul style="list-style-type: none"> Identify the offspring of a given living organism with varying traits compared to different and the same species. |
| | Biological Evolution: Unity and Diversity | <ul style="list-style-type: none"> Recognize physical characteristics of animals. | <ul style="list-style-type: none"> Recognize and identify like animals based on physical characteristics. | <ul style="list-style-type: none"> Recognize and identify similar animals based on physical characteristics. | <ul style="list-style-type: none"> Recognize and identify similar animals based on physical characteristics, including fossils of common extinct organisms. |
| | | <ul style="list-style-type: none"> Recognize simple traits of animals. | <ul style="list-style-type: none"> Identify simple traits of animals, without referring to survival or reproduction, compared to unrelated objects and traits. | <ul style="list-style-type: none"> Identify simple traits of animals that help them survive and reproduce, compared to traits from other animals that help them survive. | <ul style="list-style-type: none"> Identify the function of traits related to a single animal or group of the same animals compared to other traits that the target animals have. |

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| | Earth's Place in the Universe | <ul style="list-style-type: none"> • Recognize that common objects move when dropped. | <ul style="list-style-type: none"> • Recognize the direction that common objects will fall based on the role of gravity, including the use of the term. | <ul style="list-style-type: none"> • Recognize the role of gravity involving Earth-Moon and Earth-Sun relations. | <ul style="list-style-type: none"> • Recognize the role of gravity involving Earth-Moon and Earth-Sun relations, and other natural and manmade objects in the solar system. |
| | | <ul style="list-style-type: none"> • Recognize the Sun and Earth. | <ul style="list-style-type: none"> • Identify the Sun and the Earth as compared to other unrelated objects on Earth. | <ul style="list-style-type: none"> • Identify the Sun, Earth and Moon as compared to other related objects in space in the solar system. | <ul style="list-style-type: none"> • Identify and compare additional objects in the solar system and their features, including using diagrams, graphs, and models. |
| | Earth's Systems | <ul style="list-style-type: none"> • Identify common Earth processes. | <ul style="list-style-type: none"> • Identify processes that lead to erosion when provided a model. | <ul style="list-style-type: none"> • Identify conditions and processes that lead to different types of surface weathering. | <ul style="list-style-type: none"> • Identify geoscience processes that shape common geographic features. |
| | | <ul style="list-style-type: none"> • <u>Recognize water in common different forms.</u> | <ul style="list-style-type: none"> • <u>Identify the three forms of water as compared to other unrelated objects.</u> | <ul style="list-style-type: none"> • <u>Identify the three forms of water as compared to other forms of water.</u> | <ul style="list-style-type: none"> • <u>Identify and connect the forms of water to various points in the water cycle using diagrams.</u> |
| | | <ul style="list-style-type: none"> • <u>Identify different types of weather conditions and their characteristics.</u> | <ul style="list-style-type: none"> • <u>Identify simple weather conditions compared to unrelated objects and conditions.</u> | <ul style="list-style-type: none"> • <u>Identify simple weather conditions compared to related objects and conditions.</u> | <ul style="list-style-type: none"> • <u>Identify and connect physical conditions to simple weather conditions.</u> |
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| | Earth and Human Activity | <ul style="list-style-type: none"> • Recognize common ways to help the Earth. | <ul style="list-style-type: none"> • Identify simple and common ways to protect or help the Earth and environment compared to other common and unrelated activities. | <ul style="list-style-type: none"> • Identify simple and common ways to protect or help the Earth and environment compared to other activities that pollute and harm the Earth. | <ul style="list-style-type: none"> • Identify and compare simple methods for monitoring or reducing human impact on the Earth and environment. |
| | | <ul style="list-style-type: none"> • Recognize common things that come from the Earth. | <ul style="list-style-type: none"> • Identify natural resources compared to other unrelated items and objects. | <ul style="list-style-type: none"> • Identify natural resources based on their use in communities. | <ul style="list-style-type: none"> • Identify human use of resources and the effect on resources using simple graphs and diagrams. |
| | Engineering Design | <ul style="list-style-type: none"> • Recognize common problems. | <ul style="list-style-type: none"> • Identify simple and common problems to solve compared to other unrelated activities/situations that are obviously not problems. | <ul style="list-style-type: none"> • Identify more complex problems to solve compared to related activities/situations that are not problems. | <ul style="list-style-type: none"> • Identify more complex problems to solve compared to related activities/situations that are not problems, • including the use of and diagrams, and issues about likelihood of problems based on simple • data. |

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| | | <ul style="list-style-type: none"> • Recognize solutions to common problems | <ul style="list-style-type: none"> • Identify simple solutions restricted to common problems and solutions/tools that solve them compared to obvious non-solutions | <ul style="list-style-type: none"> • Identify simple solutions restricted to common problems and solutions/tools that solve them compared to solutions to other similar problems | <ul style="list-style-type: none"> • Identify simple solutions restricted to common problems and solutions/tools that solve them compared to solutions to other similar problems, including the use of graphs and diagrams that show simple data |
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SCIENCE

HIGH SCHOOL SCIENCE

Science Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
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| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . | Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards. | Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards. | Performance indicates consistent understanding of academic concepts aligned to essentialized standards. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. |

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Grade 11 Science ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------|-----------------------------|---|---|--|---|
| Content Area | Domain | In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to: |
| Science | Matter and Its Interactions | <ul style="list-style-type: none"> Identify physical and chemical properties. | <ul style="list-style-type: none"> Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, and chemical property restricted to flammability. | <ul style="list-style-type: none"> Identify and compare simple physical and chemical properties after a physical and/or chemical change. | <ul style="list-style-type: none"> Identify physical and chemical properties before and after a physical and/or chemical change, neither including whether or not a physical or chemical change has occurred, includes the use of graphs and data tables of such properties. |

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| | | <ul style="list-style-type: none"> Identify the properties of different and common substances. | <ul style="list-style-type: none"> Identify different bulk properties of common and everyday objects and materials when they are explicitly linked to the properties of the materials and resources from which they are made. | <ul style="list-style-type: none"> Identify different bulk properties of common and everyday objects and materials when they are not linked to the properties of the materials and resources from which they are made. | <ul style="list-style-type: none"> Identify the shared physical or chemical property of both the object/material and the material/resource from which they are made. |
| | | <ul style="list-style-type: none"> Recognize common types of matter and that it can change or stay the same. | <ul style="list-style-type: none"> Recognize through pictures and diagrams when a material or an object is the same. | <ul style="list-style-type: none"> Recognize through pictures and diagrams when the amount of matter (mass) of a given material or object is the same. | <ul style="list-style-type: none"> Recognize that the amount of matter (mass) is conserved after a physical change or chemical reaction. |
| | Motion and Stability: Forces and Inter-actions | <ul style="list-style-type: none"> Recognize that common objects have mass and move. | <ul style="list-style-type: none"> Qualitatively link mass with force and motion. | <ul style="list-style-type: none"> Qualitatively compare forces, mass and changes in motion of objects. | <ul style="list-style-type: none"> Qualitatively and quantitatively compare forces, mass and changes in motion using diagrams, graphs, or tables. |

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| | | <ul style="list-style-type: none"> • Recognize that common moving objects have force. | <ul style="list-style-type: none"> • Identify which object has or requires the most or least amount of force. | <ul style="list-style-type: none"> • Identify which among three options/scenarios involving the same object would result in an increase or decrease in the amount of force. | <ul style="list-style-type: none"> • Identify devices that would help or ways in which one might decrease or minimize the amount of force during an impact/collision. |
| | Energy | <ul style="list-style-type: none"> • Recognize common types of energy. | <ul style="list-style-type: none"> • Recognize and identify different examples of energy relative to its source. | <ul style="list-style-type: none"> • Recognize and identify different examples of energy relative to its source, including energy transfer. | <ul style="list-style-type: none"> • Recognize examples of common or everyday energy conversion. |
| | | <ul style="list-style-type: none"> • Recognize common hot and cold objects. | <ul style="list-style-type: none"> • Recognize that hot and cold are related to measures of temperature, including the tools used to measure temperature. | <ul style="list-style-type: none"> • Recognize examples of heat transfer/changes in temperature, and how such transfer might be minimized, maximized, and/or measured. | <ul style="list-style-type: none"> • Recognize heat transfer/changes in temperature using diagrams, models, graphs to show such transfer/change, including over time. |

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| | Waves and their Applications in Technologies for Information Transfer | <ul style="list-style-type: none"> Recognize and identify different types of common waves compared to other objects. | <ul style="list-style-type: none"> Identify and describe examples of waves qualitatively. | <ul style="list-style-type: none"> Identify, describe and compare different waves qualitatively. | <ul style="list-style-type: none"> Identify, describe and compare waves using diagrams, graphs, and data tables that show examples of waves traveling through or interacting with various objects and media. |
| | | <ul style="list-style-type: none"> Recognize common examples digital technology. | <ul style="list-style-type: none"> Identify various types of digital storage and transmitting technology compared to objects devices that are not related. | <ul style="list-style-type: none"> Identify that digital technology stores and transmits information compared to other unrelated (non-electronic, non-digital) objects. | <ul style="list-style-type: none"> Identify that digital technology stores and transmits information compared to other electronic objects that do not. |
| | From Molecules to Organisms: Structures and Processes | <ul style="list-style-type: none"> Identify common parts of living organisms, including humans. | <ul style="list-style-type: none"> Identify different external and internal parts and systems of the body using simple terminology and diagrams. | <ul style="list-style-type: none"> Identify and connect external human body parts to their materials and function. | <ul style="list-style-type: none"> Identify and connect internal human body parts to their materials and function. |

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| | | <ul style="list-style-type: none"> • Recognize that plants need light, air, and water to grow. | <ul style="list-style-type: none"> • Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis. | <ul style="list-style-type: none"> • Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis. | <ul style="list-style-type: none"> • Identify and compare the growth of plants given different amounts of light, water and/or air, incorporating diagrams of photosynthesis that indicate flow of energy and materials. |
| | | <ul style="list-style-type: none"> • Recognize that humans and animals need oxygen and food to survive. | <ul style="list-style-type: none"> • Recognize that humans and animals need food and oxygen to survive/grow. | <ul style="list-style-type: none"> • Recognize that humans and animals need food and oxygen to survive/grow, and that these work together to provide energy. | <ul style="list-style-type: none"> • Recognize that humans and animals need food and oxygen to survive/grow, incorporating graphs and diagrams to determine the relative amount of energy or expected growth based on a given situation involving food and/or oxygen. |

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| | Eco-systems: Interactions, Energy, and Dynamics | <ul style="list-style-type: none"> Recognize and identify common factors that affect living organisms. | <ul style="list-style-type: none"> Identify various resources and factors that individual or groups of living organisms need to grow, reproduce, and sustain their population. | <ul style="list-style-type: none"> Identify simple changes in resources, and how such changes might affect an individual or group of living organisms. | <ul style="list-style-type: none"> Identify the availability of or simple changes in resources, and how such changes might affect biodiversity in an ecosystem. |
| | | <ul style="list-style-type: none"> Recognize that living and non-living organisms interact. | <ul style="list-style-type: none"> Identify interactions between living and non-living aspects of a given ecosystem. | <ul style="list-style-type: none"> Identify interactions between living organisms of a given ecosystem. | <ul style="list-style-type: none"> Identify how a changes to non-living or living aspects of a given ecosystem and how these aspects might be affected, including the development of new ecosystems. |
| | Heredity: Inheritance and Variation of Traits | <ul style="list-style-type: none"> Recognize that living organisms have offspring that are similar to them. | <ul style="list-style-type: none"> Identify the offspring of a given living organism with varying traits compared to different species. | <ul style="list-style-type: none"> Identify the offspring of a given living organism with varying traits compared to different and the same species. | <ul style="list-style-type: none"> Identify the offspring of a given living organism with varying traits compared to different and the same species, including situations involving environmental factors/mutation. |

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| | Biological Evolution: Unity and Diversity | <ul style="list-style-type: none"> Recognize simple traits of animals that help them survive. | <ul style="list-style-type: none"> Identify simple traits of animals that help them survive and reproduce, compared to traits from other animals that are unrelated to the target animal. | <ul style="list-style-type: none"> Identify the function of traits that help a single animal/group of the same animal survive and reproduce among other traits of the target animal. | <ul style="list-style-type: none"> Identify which among variations of the same trait offers an advantage to an animal or group of the same animals in the given ecosystem. |
| | | <ul style="list-style-type: none"> Identify common adaptive features of living organisms. | <ul style="list-style-type: none"> Identify simple adaptive features of humans, animals or plants, without linking the adaptation to its purpose, compared to other features of the organism or others. | <ul style="list-style-type: none"> Identify simple adaptive features of humans, animals or plants linking the adaptation to its purpose as compared to other features of the organism. | <ul style="list-style-type: none"> Identify an organism's adaptation based on its function. |
| | Earth's Place in the Universe | <ul style="list-style-type: none"> Recognize that the Sun provides light and heat. | <ul style="list-style-type: none"> Recognize that the Sun, compared to other space and non-space objects, gives light and heat energy to the Earth. | <ul style="list-style-type: none"> Recognize that the Sun, compared to other space objects, gives light and heat energy to the Earth and its organisms. | <ul style="list-style-type: none"> Recognize that the Sun gives energy to the Earth, plants and animals, and thus, humans in the form of different types of radiation, including examples beyond heat and visible light. |

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|--|--------------------------|--|---|---|---|
| | | <ul style="list-style-type: none"> • Recognize the Sun, Earth and other common objects in space. | <ul style="list-style-type: none"> • Identify the Sun, Earth and Moon compared to other objects in the solar system, with gravity concepts restricted to Earth-Moon and Earth-Sun. | <ul style="list-style-type: none"> • Identify and compare features of natural objects in the solar system, including the role of gravity in their orbit. | <ul style="list-style-type: none"> • Identify and compare features of natural and manmade objects in the solar system, including the role of gravity in their orbit. |
| | Earth's Systems | <ul style="list-style-type: none"> • Identify common Earth features and processes. | <ul style="list-style-type: none"> • Identify conditions that lead to specific types of surface weathering. | <ul style="list-style-type: none"> • Identify geoscience processes that shape common geographic features. | <ul style="list-style-type: none"> • Identify and link Earth features to the geoscience process that created them. |
| | | <ul style="list-style-type: none"> • Recognize and identify different forms of water. | <ul style="list-style-type: none"> • Identify the three forms of water as compared to other related substances. | <ul style="list-style-type: none"> • Identify the three forms of water as compared to other forms of water. | <ul style="list-style-type: none"> • Identify and connect the forms of water to various points in the water cycle using diagrams and graphs. |
| | Earth and Human Activity | <ul style="list-style-type: none"> • Identify common types of weather and natural hazards that impact humans. | <ul style="list-style-type: none"> • Identify natural resources, natural hazards and aspects of weather and climate compared to other unrelated materials or objects. | <ul style="list-style-type: none"> • Identify natural resources, natural hazards and aspects of weather and climate compared to other related materials and processes. | <ul style="list-style-type: none"> • Identify and link resources, natural hazards and aspects of weather and climate to their impact on humans. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

| | | | | | |
|--|--------------------|---|--|--|--|
| | | <ul style="list-style-type: none"> • Recognize common ways to help and hurt the Earth. | <ul style="list-style-type: none"> • Identify which of several simple and common choices is a way to protect or help the Earth as compared to activities that pollute and harm the Earth. | <ul style="list-style-type: none"> • Identify and compare simple methods for monitoring or reducing human impact on the Earth and environment. | <ul style="list-style-type: none"> • Identify and compare simple methods for monitoring or reducing human impact on the Earth and environment, including specifically the use of technology to monitor and protect the environment. |
| | Engineering Design | <ul style="list-style-type: none"> • Recognize common real-world problems and solutions. | <ul style="list-style-type: none"> • Based on a simple problem that impacts an individual identify the problem, possible constraints, or solutions to the problem. | <ul style="list-style-type: none"> • Based on a simple problem that impacts a community identify the problem, possible constraints or solutions to the problem. | <ul style="list-style-type: none"> • Based on a simple problem that impacts broader society, identify the problem, possible constraints, or solutions to the problem. |

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Appendix 6.2.1

Setting Alternate Achievement Standards for Oregon's Extended Assessment: 2014-15

Science, Math, & ELA Standard Settings
June 15 -17, 2015

Oregon Department of Education
Behavioral Research and Teaching - University of Oregon

Welcome

9:00 – 9:45 AM

- Welcome!!
- Tell us about yourself
 - Name
 - District/school
 - Role



Handouts

- Housekeeping
 - Agendas (light pink)
 - Background Information (light green)
 - PowerPoint Notes pages (3-slides per page)
 - Confidentiality Form
- Standard Setting Documents
 - Essentializing standards decision tree
 - Content Standards (Essentialized Standards)
 - Achievement Level Descriptors
 - Bookmarking Documents
 - Rating Sheets (light blue)
 - Standard Setter Evaluation form (light yellow)
 - Ordered-item Booklets (OIBs)

Housekeeping

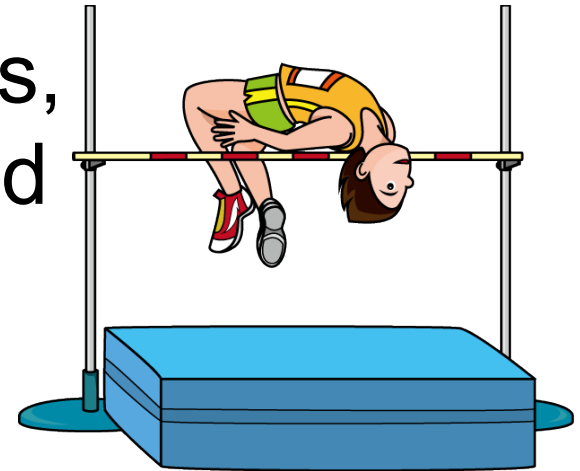
- Make sure that you signed in, please!
- Remuneration from ODE
 - Extended Assessment sub grants (EGMS)
- Confidentiality Form
- Background Info
 - Please record your degree attainment (e.g., B.A., M.A.T)
- Please silence cell phones
- Feel free to leave the room whenever needed, but please do so without disturbance

Orientation to The Task of Setting Standards



Purpose

- To determine the cut scores and achievement level descriptors that aptly define minimally proficient students, as well as those nearing and exceeding proficiency
- In other words, you will be setting the bar to which students will be compared



Outcomes

Quantitative

- Set cut scores that delineate which proficiency category best describes student performance at each level

Qualitative

- Establish achievement level descriptors (ALDs) for Oregon's Extended Assessment (ORExt) based on:
 - state content standards
 - the population assessed
 - the assessment in use (i.e. to determine the minimum expectations for students with significant cognitive disabilities on the state's accountability assessment – how good is good enough?)

Requirements for Your Role

- Minimum

- Knowledge of the population
- Knowledge of the assessment
- Knowledge about accountability

- Ideal

- Advocate for the population
- Advocate for the assessment
- Advocate for accountability

What is Not Needed

- Edits or feedback on the assessment content, scoring, or administration
- Judgments about the relevance of the assessment
- Judgments about the philosophy of accountability or the current statewide assessment system

Table Discussion Rules

- Listen actively and attentively.
- Ask for clarification if you are confused.
- Do not interrupt one another.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Build on one another's comments; work toward shared understanding.
- Do not monopolize discussion.
- Speak from your own experience, without generalizing.
- If you are offended by anything said during discussion, acknowledge it immediately.
- Consider anything that is said at standard setting is strictly confidential.

Relevant Background Information



How did we get here?

9:45-10:30 AM

- Orientation to the student population
- Orientation to Alternate Assessments based on Alternate Achievement Standards (AA-AAS)
- Essentialization of content standards
- Item/Test Development Process
- Review of the ordered item booklets

Students with Significant Cognitive Disabilities (SWSCDs)

- National Survey Results – Student Attention

| Description | % |
|--|------|
| Generally sustains attention for teacher-directed instruction | 36.1 |
| Demonstrates fleeting attention for teacher-directed instruction | 52.8 |
| Demonstrates little or no attention for teacher-directed instruction | 10.9 |

Students with Significant Cognitive Disabilities (SWSCDs)

● National Survey Results - Mathematics

| Description | ELEM Meets > 80% of the time | MIDDLE Meets > 80% of the time | HIGH Meets > 80% of the time |
|---|---------------------------------------|---|---------------------------------------|
| Sorts objects by common properties (e.g., shape, size, color) | 53% | 59% | 63% |
| Adds or subtracts by joining or separating groups of objects | 36% | 44% | 48% |
| Forms groups of objects for multiplication or division | 5% | 12% | 17% |
| Multiplies and/or divides using numerals | 4% | 9% | 13% |

Students with Significant Cognitive Disabilities (SWSCDs)

● National Survey Results - ELA

| Description | ELEM % who meet | MIDDLE % who meet | HIGH % who meet |
|--|-----------------------|-------------------------|-----------------------|
| Does not read any words when presented in print or Braille | 22 | 19 | 18 |
| Reads only a few words or up to pre-primer level | 23 | 16 | 13 |
| Primer to 1 st grade reading level | 28 | 18 | 14 |
| 1 st grade to 2 nd grade reading level | 17 | 19 | 15 |
| Above 2 nd grade level to 3 rd grade level | 8 | 18 | 21 |
| Above 3 rd grade reading level | 2 | 10 | 19 |

Video of Student Population of Oregon Extended Assessments

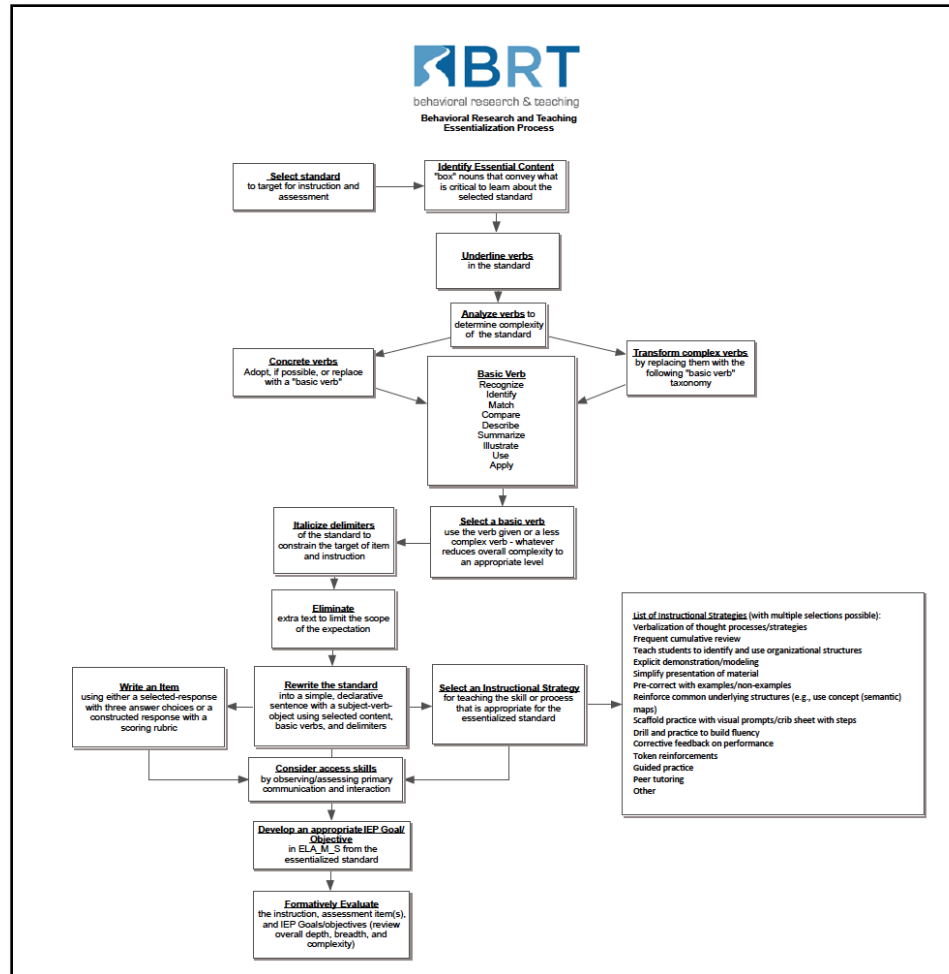


- The lowest functioning students in our schools
- Require intensive and pervasive support across all settings (e.g., home, school, community)
- Often require a full-time educational assistant for support at school
- SWSCDs are typically eligible for special education services due to Intellectual Disabilities, Multiple Disabilities, or Severe Autism

Essentializing Oregon's CCSS

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

Essentialization Flowchart



Save your eyes & check your handout

ORExt Items

- Items are linked to OR Content Standards by the Essentialized Standards
- Essentialized Standards are systematically reduced in:
 - Depth
 - Breadth
 - Complexity (RDBC)

Item Development

- Content standard review (instructional priorities; test blueprint)
- Item writing (iterative process, including judgments from OR teachers)
 - Content review
 - Bias review
 - Alignment study
- Field testing
- Standard setting

What is the OR Extended Assessment?

- Extended Assessment = Oregon's alternate assessment based on alternate achievement standards (AA-AAS)
- The alternate assessment is a statewide accountability assessment designed for students with significant cognitive disabilities

What are Alternate Achievement Standards?

Cut scores



Achievement level descriptors

OR Statewide Assessment Options

- General Assessment (Smarter Balanced, OAKS)
 - With/Without accommodations
- ORExt
 - Embedded system of supports (level of support)
 - Universal design approach with multiple access options
 - Item difficulty rules of thumb
 - More content = more difficult
 - More challenging cognitive tasks = more difficult
 - More steps involved = more difficult
 - More prerequisite knowledge required = more difficult

Administration and Format

- Individually administered
- Substantially accommodated
- Flexible administration, using level of support that student requires to access item
- Items administered in standardized fashion
- Scoring is (0/1 = wrong/correct)
- One version
- Three levels of item difficulty
 - Low
 - Medium
 - High
- Universal design for assessment built in (e.g., low difficulty items have icons, simplified language, lower cognitive demand)

The ORExt Is

- RDBC; increased in terms of accessibility
- Designed to assess student academic knowledge and skills that are linked to grade level content standards
- Aligned to essentialized standards
- Administered in same grades as SBAC & OAKS
- Three content areas with grade-level administrations
 - English language arts (Grades 3, 4, 5, 6, 7, 8, & 11)
 - Mathematics (Grades 3, 4, 5, 6, 7, 8, & 11)
 - Science (Grades 5, 8, & 11)

What is the Purpose of the OR Extended Assessment?

- An accountability assessment is an indicator from states that informs the federal government whether or not students are being challenged with (and exposed to) critical content
- An accountability assessment holds states accountable for giving all students an opportunity to demonstrate their knowledge and skills

Four Performance Levels

- **Level 4:** similar to the former *Exceeds* level, for students whose performance is superior
- **Level 3:** similar to the former *Meets* level, for students who are consistently performing at expected levels
- **Level 2:** similar to the former *Nearly Meets* level, for students whose performance is not consistent enough to match proficiency expectations
- **Level 1:** similar to the former *Does Not Yet Meet* level, for students with extremely limited performances

What are the consequences of *Level 3* or *4* achievement?

- An IEP team will use a variety of information sources to make decisions for any student
- An IEP team may use success on the Extended Assessment **as part of a body of evidence** to inform the assessment decisions for the following year or to adjust instructional approaches for the student.
- A student who achieves a **Level 3 or 4** performance on an ORExt Assessment can count toward a school's Annual Measurable Objective (AMO) federal report for performance in a statewide assessment for that year and will provide the federal government with information about student success based on AA-AAS (1% Rule)

What are the consequences of *Level 1* or *2* achievement?

- Variety of information sources as **part of a body of evidence** to decide to:
 - Alter instruction to incorporate some of the content
 - Reassess the student in the coming year
 - Adjust instructional approaches for the student
 - Take no action and continue to provide the individualized instruction as they have done
- If the student **performs at Level 1 or 2** and took the minimum number of items required, the student may still count toward a school's AMO federal report for participation for statewide assessment for that year

Standard Setting



Educational Standard Setting

10:30-11:00 AM

- A process that allows a group of experts to make judgments regarding what a student should know in order to be a member of a given performance (achievement) category

Standard Setting Outcomes

- Quantitative value associated with minimal membership (Cut score)
- Qualitative definition of Achievement Level Descriptors (ALD) per category

What is the **Primary Question** When Setting Achievement Standards?

- How much does a student need to know in a given content area (e.g., Science) to be considered minimally competent?
 - What does that look like when represented quantitatively? (cut score)
 - What does that look like when described in words? (ALDs)

How are alternate achievement standards set?

- Variety of methods
- Variety of procedures
- Method and procedure are based on the nature of the data
- Bookmarking (Item mapping) process will be employed today

Bookmarking Standard Setting

- Items placed in order of difficulty using item response theory (IRT) calibration
- Using the order of difficulty suggested by these calibrated values, panelists mark the spot in the specially- constructed, ordered-item-booklet (OIB) to indicate where **the student just entering that category is expected to have an 80% change of responding to the item successfully**

ORExt Assessment Science

Outcomes: Participation (2013-14)

| Oregon Students Total | Science Assessment | | | | |
|---|---------------------|---------------------|----------------------|-----------------|------|
| | Grade 5 (42,649) | Grade 8 (43,522) | Grade 11 (42,633) | Total (128,804) | |
| Participating in alternate assessment against alternate standards | 760 (1.8%) | 642 (1.5%) | 502 (1.2%) | 1,904 | 1.5% |

Source: Oregon Statewide Assessment data and <http://www.ode.state.or.us/search/page/?id=3225>.

Extended Assessment Science

Outcomes: Performance (2013-14)

| Oregon Students who took AA-AAS | Science Assessment | | | | |
|---|--------------------|--------------|--------------|------------------------|-----|
| | Grade 5 | Grade 8 | Grade 11 | Total (Number/Percent) | |
| Proficient or above in alternate assessment against alternate standards | 433 (57%) | 520 (81%) | 136 (27%) | 1,089 | 57% |

Source: Oregon Statewide Assessment data and <http://www.ode.state.or.us/search/page/?id=3225>.

ORExt Assessment Math

Outcomes: Participation (2013-14)

| Oregon Students Total | Mathematics Assessment | | | | | | | | | |
|---|------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|--------------------|------|--|
| | Grade 3 (42,649) | Grade 4 (42,858) | Grade 5 (42,752) | Grade 6 (42,449) | Grade 7 (43,202) | Grade 8 (43,522) | Grade 11 (42,633) | Total (300,065) | | |
| Participating in alternate assessment against alternate standards | 934 (2.2%) | 944 (2.2%) | 957 (2.2%) | 889 (2.1%) | 794 (1.8%) | 740 (1.7%) | 520 (1.2%) | 5,778 | 1.9% | |

Source: Oregon Statewide Assessment data and <http://www.ode.state.or.us/search/page/?id=3225>.

Extended Assessment Math

Outcomes: Performance (2013-14)

| Oregon Students who took AA-AAS | Mathematics Assessment | | | | | | | | |
|---|------------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|-------|
| | Grade 3 (934) | Grade 4 (944) | Grade 5 (957) | Grade 6 (889) | Grade 7 (794) | Grade 8 (740) | Grade 11 (520) | Total (5,778) | |
| Proficient or above in alternate assessment against alternate standards | 281 (30%) | 241 (25.5%) | 179 (18.7%) | 84 (9.4%) | 180 (22.7%) | 172 (23.2%) | 73 (14.0%) | 1,210 | 20.9% |

Source: Oregon Statewide Assessment data and <http://www.ode.state.or.us/search/page/?id=3225>.

ORExt Assessment Reading

Outcomes: Participation (2013-14)

| Oregon Students Total | Reading Assessment | | | | | | | | |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------------------|--------------------|------|
| | Grade 3 (42,649) | Grade 4 (42,858) | Grade 5 (42,752) | Grade 6 (42,449) | Grade 7 (43,202) | Grade 8 (43,522) | Grade 11 (42,633) | Total (300,065) | |
| Participating in alternate assessment against alternate standards | 1,153 (2.7%) | 1,088 (2.5%) | 1,043 (2.4%) | 888 (2.1%) | 782 (1.8%) | 681 (1.6%) | 539 (1.3%) | 6,174 | 2.1% |

Source: Oregon Statewide Assessment data and <http://www.ode.state.or.us/search/page/?id=3225>.

Extended Assessment Reading

Outcomes: Performance (2013-14)

| Oregon Students who took AA-AAS | Reading Assessment | | | | | | | | |
|---|--------------------|--------------------|--------------------|------------------|------------------|------------------|-------------------|------------------|-------|
| | Grade 3 (1,153) | Grade 4 (1,088) | Grade 5 (1,043) | Grade 6 (888) | Grade 7 (782) | Grade 8 (681) | Grade 11 (539) | Total (6,174) | |
| Proficient or above in alternate assessment against alternate standards | 885 (76.8%) | 765 (70.3%) | 728 (69.8%) | 457 (51.2%) | 546 (69.8%) | 398 (58.4%) | 336 (62.3%) | 4,115 | 66.7% |

Source: Oregon Statewide Assessment data and <http://www.ode.state.or.us/search/page/?id=3225>.

Setting Cut Scores



General Process

- Three judgment rounds per grade level
 - Round 1: Individual Judgments
 - Round 2: Consensus building
 - Round 3: Evaluation of outcomes with impact data

Process

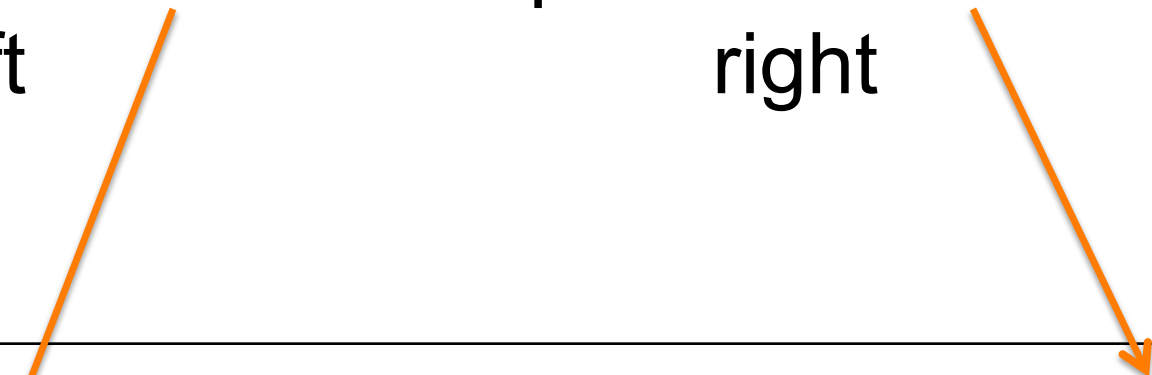
- All portions of the standard setting will be conducted in grade-level groups
- Each Group has a Table Facilitator
- Standard setters (Oregon Teachers)
 - Two special educators
 - One general educator
- BRT Table Facilitator
 - Manages time and materials
 - Keeps discussion focused
 - Takes notes

Materials

- Grade level Oregon Essentialized Standards packets
- Grade level ordered-item booklets:
 - Scoring rubrics are within the item text
 - Item difficulties are recorded on each page
- Individual rating sheet
 - Write observations regarding item difficulty
 - Record the three items that separate the four performance levels
- Overall process evaluation sheets

Structure of the OIBs

- Easiest item in front
- Item numbers top left
- Most difficult item at the end
- Item difficulty top right




| | | | | | |
|--|---------|---|---|-------------------------|-----------------------|
| Oregon Extended Assessment - Grade 3 English Language Arts - 2014-2015 | | | | Item Difficulty: -1.514 | |
| Item 1 | Option: | A | B | C | Correct Scoring (0/1) |
| 1 - Here are three pictures. (Point to | | | | | |

Items in Booklet

- Booklets contain all information that teachers used at the top – *Scoring Protocol*
- Booklets contain all information that was presented to students in the middle and bottom – *Student Materials*

Bookmarking Expectations

- Color-coded
 - Round 1= **Green** post-its
 - Round 2= **Blue** post-its
 - Round 3= **Pink** post-its
- Write the item number and your initials on the post-it, so there can be no confusion regarding which item you intend to mark (booklets are 2-sided)



Please sign the pink post-it note, which is your final recommendation.

Round 1: Item level considerations

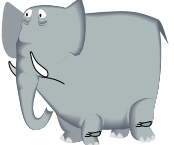
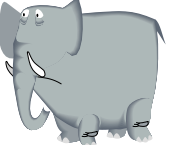
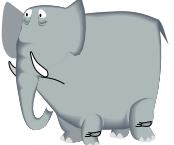
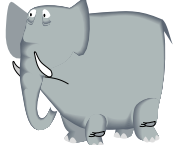
- ***Individual*** judgments
 - What makes this item more difficult than the one before it? Capture this information in summary for use in Round 2.
 - What knowledge, skills, and abilities must be applied correctly to respond to this item?
 - Record the item numbers on your blue rating sheets throughout Rounds 1, 2, and 3

Round 1: Process

11:00-12:00 PM

- Panelists work **independently** to determine the location for the three items that separate the four categories of performance
 - Please do not discuss item difficulty
 - Procedural questions will be answered
- Place 3 post-it notes to represent four categories
- Use **green** post-it notes to mark the location, record the item number, and initial the post- it note
- **Categories**
 - Level 4
 - Level 3
 - Level 2
 - Level 1

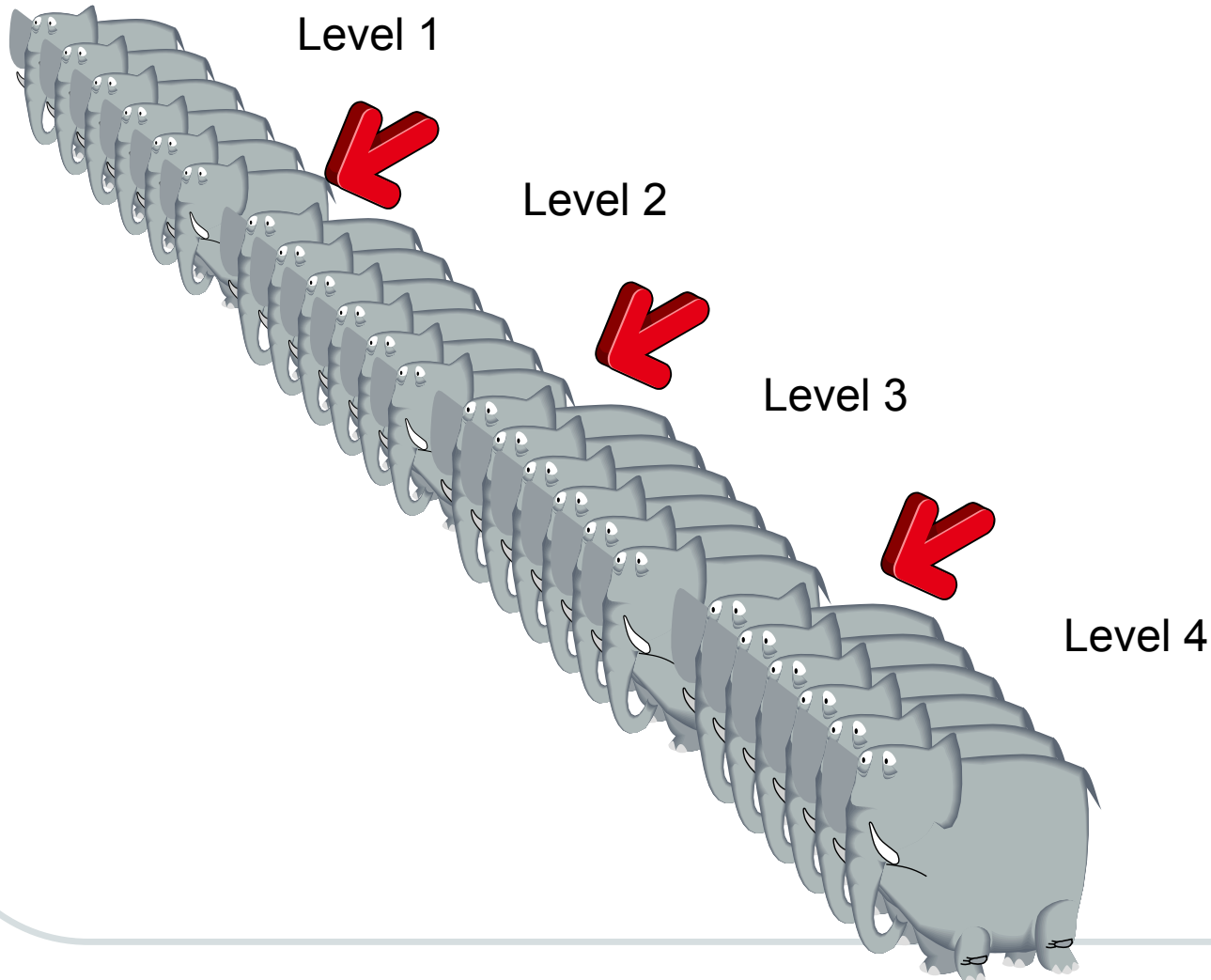
Relationship Between Categories and Cut scores

| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| Extremely limited to no performance of knowledge and skills | Inconsistent performance of knowledge and skills | Consistent performance of knowledge and skills | Superior performance of knowledge and skills |
|  |  |  |  |

Meaning of a Cut Score

- Items at the bookmark indicate that students have mastery of all previous items (likely to know all the correct responses) and therefore meet the minimum requirements of category membership
- Remember, individuals within a category will display a range of scores

Placing the Bookmarks



Bookmarking Decision Rules

- Place your first post-it on the item that you believe a **student just entering the proficient category** has an 80% chance to answer correctly.
- Place your second post it on the item that you believe a **student just entering the superior category** has an 80% chance to answer correctly.
- Place your third post-it on the item that you believe **student who is just entering the nearing proficiency category** has an 80% chance to answer correctly.

Round 2: Group Consensus

12:00-1:00 PM

- Table leader consolidates scores on Excel spreadsheet and discusses range of values with participants
- Consider only the range of possibilities suggested by the group and discuss the possible outcomes based on a definition of the category label
- Use your descriptions of what makes a score more difficult than the preceding score to assist with the decision-making
- Make new bookmark selections that capture your new judgment
- Use **blue** post-it notes to mark the location, record the item number, and initial the post- it note

The Scale of the test (hypothetical)

Students by Ability

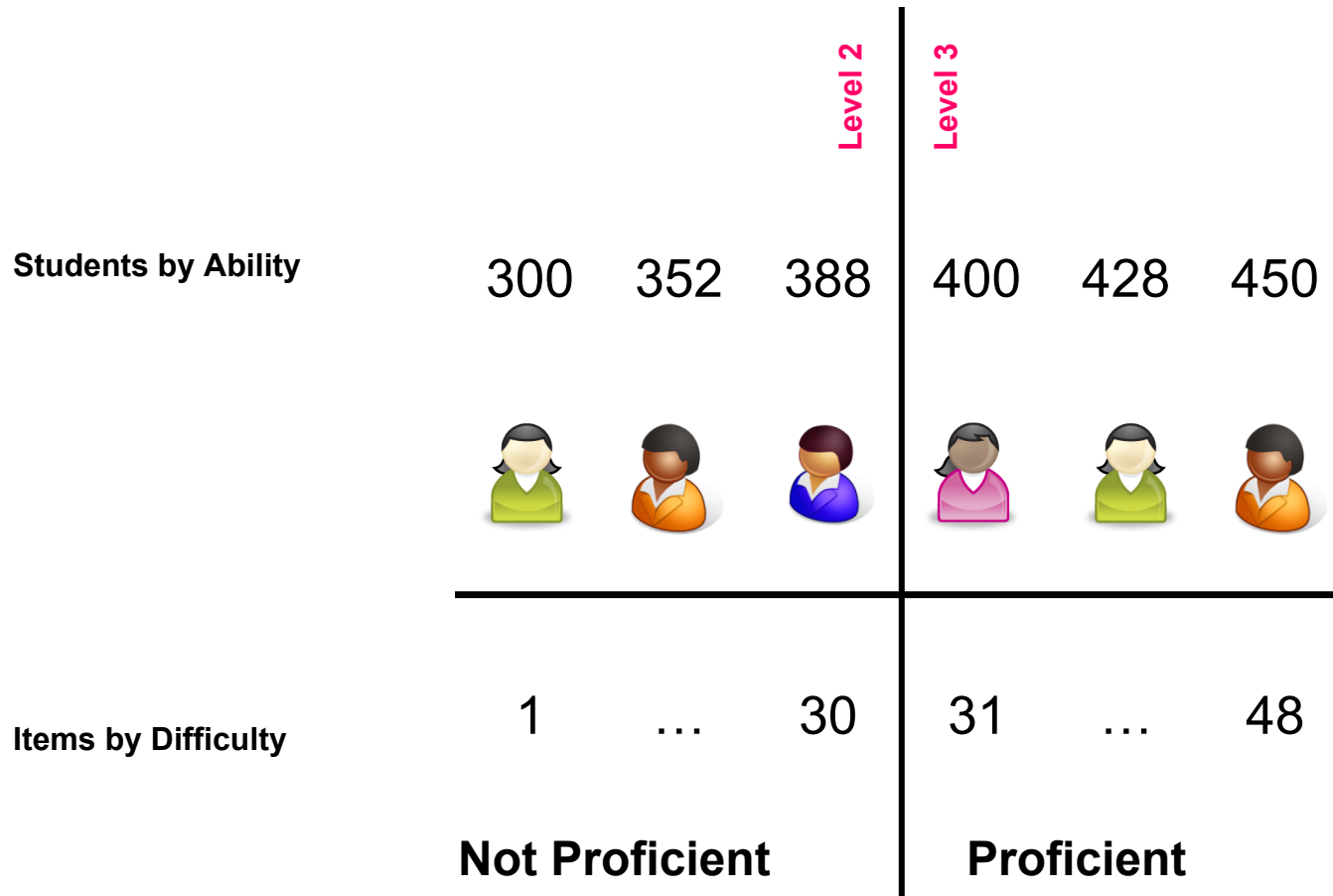
300 304 309 450



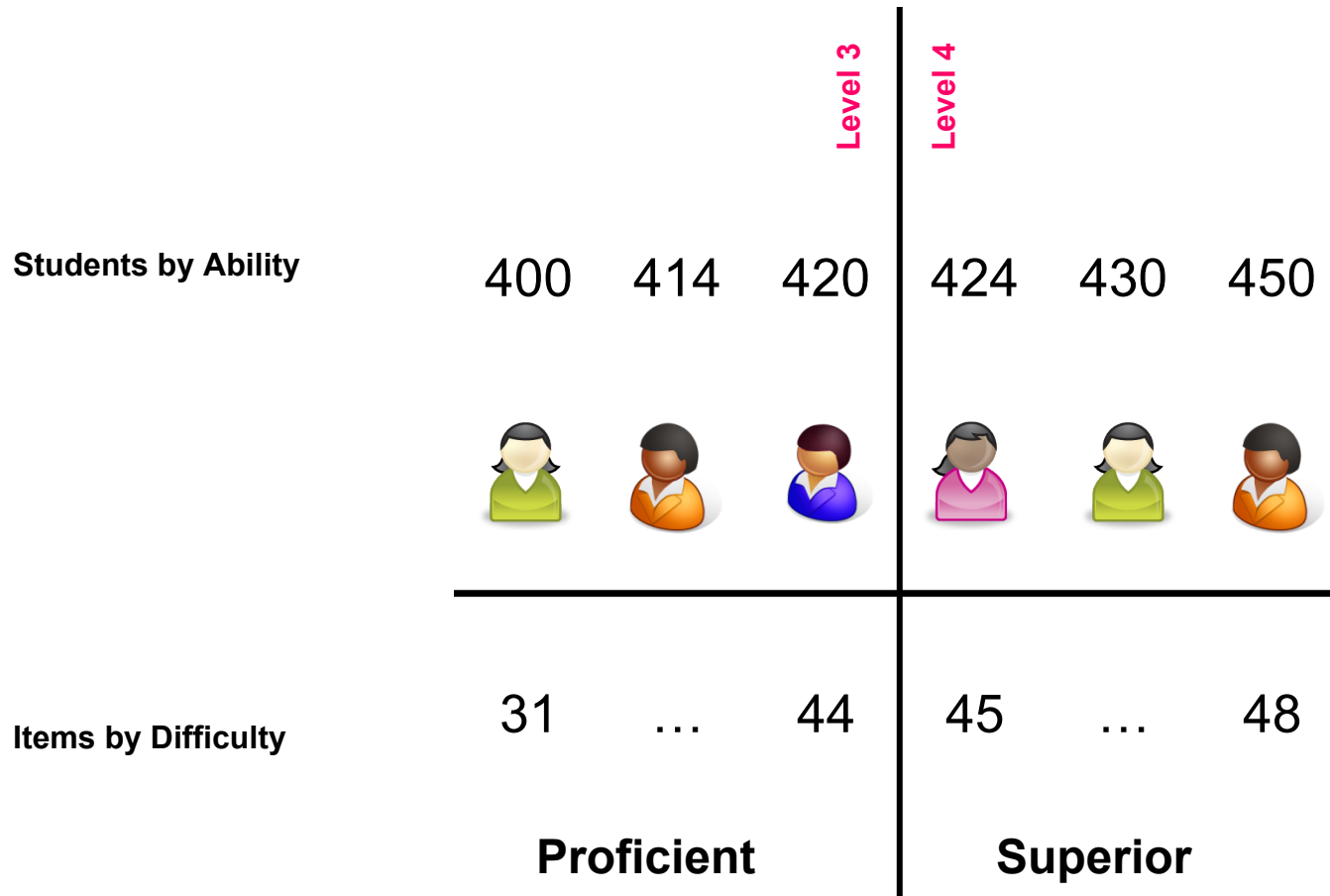
Items by Difficulty

1 2 3 48

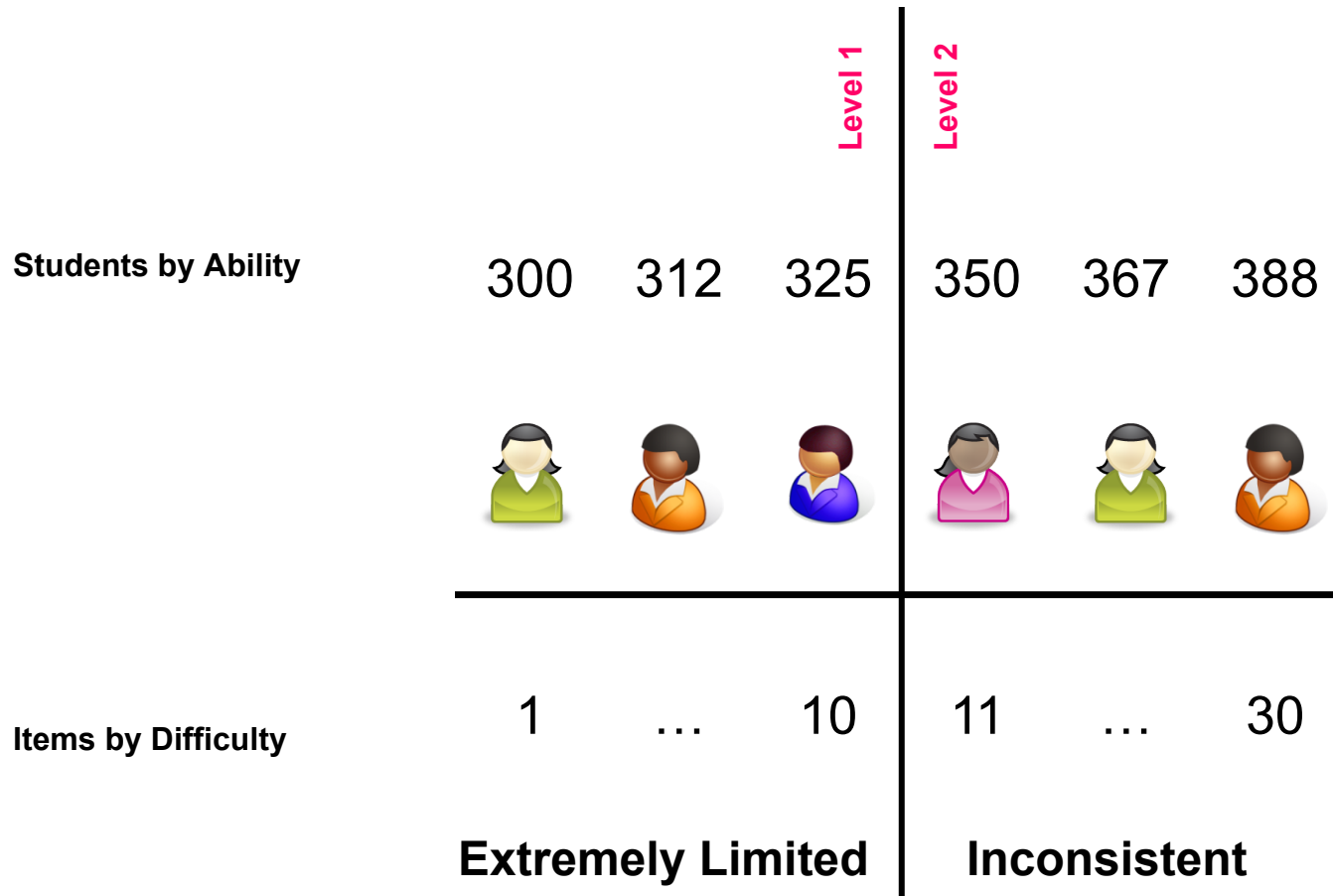
Test Scale – First Decision



Test Scale – Second Decision



Test Scale – Third Decision



Summary

- Items are ranked according to difficulty
- Student ability is ranked on the same scale (higher student abilities are associated with success on higher difficulty items)
- We use the item difficulties associated with the selected item to generate impact data

Break

1:15 – 1:30 PM

Round 3: Data-based Decisions

1:15 -2:30 PM

- Facilitation Team presents impact data based on Round 2 outcomes
- Individuals may adjust bookmarks from Round 2
- With impact data in mind, the group discusses the effectiveness of the proposed cut score
- Discussion between grade level groups with data (high points, justifications, sticky spots, and resolution)
- Use **pink** post-it notes to mark the location, record the item number, and sign the post-it note

Impact Data Review

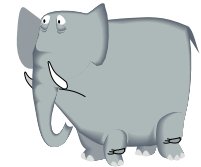
- Round 1 & 2 Complete
- Review percentages of students who would be placed in each performance level based on the selected cut scores
- Revise cut scores, if needed, for final determinations

How do we know it's "right"?

- Look for a reasonable pattern that is cogent and defensible (arguable)
- Do the data appear to progress reasonably?
- Are the results consistent with, or an improvement on prior proficiency percentages?
- ELA & Math
 - Do the data spike/dip at any one grade?
 - Outcomes should be well-articulated across grades and cohesive within subjects

Sample Results (Hypothetical)

| | Nearly Meets | Meets | Exceeds |
|--------------------------------|--------------|-------|---------|
| Hypothetical Cutscore (Median) | 10 | 35 | 45 |



Impact data

| | Does not yet meet | Nearly meets | Meets | Exceeds |
|--------------------------|-------------------|--------------|-------|---------|
| Hypothetical Percentages | 15% | 15% | 60% | 10% |

Cut Score Rationale Statement

- After Round 3, please write the rationale used to generate your final cut scores; this can be recorded on the inside cover of the final page of the OIB
- If the group agrees about the rationale, only one statement needs to be recorded

Establishing Achievement Level Descriptors



Achievement Level Descriptors vs. Content Standards

2:30 – 3:30 PM

- Achievement Level Descriptors (ALDs): Concise statements of the performance required for a student to demonstrate mastery of the content (by level or category)
- Content Standards: Minimum descriptions of what students are expected to learn by subject area, by grade. Minimum that teachers should be teaching.

Achievement Level Descriptor Overview

- ALDs describe what students know and can do based on their performance on statewide assessments in the various content areas.
- The ALDs are based on a sampling of a larger set of testable content outlined in the Oregon Content Standards (RDBC) and give a concise yet general description of what most students know and can do within a particular level of achievement.
- Students who score at or within a particular level of achievement possess the bulk of the abilities described at that level and generally have mastered the skills described in the preceding achievement levels.

ALD Categories

- ALDs for each subject area are developed to establish the minimum scores required for:
 - Level 4
 - Level 3
 - Level 2
 - Level 1

Activity

Read through the ALDs and consider the student you would consider minimally competent in this area (in light of the RBDC of the standards). Answer the following questions:

1. Is this language clear enough to communicate student performance to parents?
2. Does the definition accurately capture a reasonable expectation for this population, at this grade, in keeping with the grade level content standards (RBDC)?
3. Is the expectation for this population a sufficiently appropriate parallel to expectations for students taking the general benchmark assessment?
4. Suggested edits? Please record on your hard copies and flag for us with a **white** post-it note

Summary

3:30 – 4:00 PM

- Results across grades
- Impact results across grades
- ALD discussion
- **Please fill out your yellow Standard Setter Evaluation form and give it to your Table Facilitator**
- State Board of Education adoption
- Use of Cut scores and ALDs for AMO determinations and score reports

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Safe Travels & Happy Summer!



Appendix 6.2.2

Oregon Extended Assessment
Technical Report on Standard Setting ORExt Science
ORExt Mathematics
ORExt English Language Arts

Submitted to the Oregon Department of Education

June 2015

by

DCE Educational Communications LLC

Executive Summary

In June of 2015, 53 content area and special education experts, representing three subject areas met over the course of three days and were guided through a judgmental decision-making workshop to set the cut scores for Oregon's 2015 Extended Assessments. Oregon's Extended Assessments are designed for students with the most significant cognitive disabilities and were recently revised to align to the state's Essentialized Assessment Frameworks. The Essentialized Assessment Frameworks provide a direct link to the English Language Arts and Mathematics Common Core State Standards, and Oregon's Science Standards as well as the Next Generation Science Standards in Science, for this population. A third-party, neutral observer was present to document and evaluate the proceedings to determine the validity of the resulting cut scores. The documentation that follows, details the logistical and statistical procedures undertaken in preparation for the workshop, describes the procedures followed during the workshop, and documents steps taken after the workshop toward finalizing the cut scores for use by this population. The results of the workshop are included in this document and the validity of the process is affirmed.

Table of Contents

| | |
|--|---------------|
| Overview | 4 |
| Oregon's Extended Assessments | 5 |
| Method..... | 6 |
| Initial Procedures..... | 6 |
| Workshop | 8 |
| Table 1. | 9 |
| Judgment Rounds | 10 |
| Table 5. | 13 |
| Materials..... | 13 |
| Panel Confidence..... | 14 |
| Table 6. | 14 |
| Articulation Round and Final Results..... | 16 |
| Articulation Round Guidelines. | 16 |
| Articulation Round Summary of Changes..... | 16 |
| Table 7. | 17 |
| Table 8. | 17 |
| Table 9. | 18 |
| Table 10. | 19 |
| Table 11. | 20 |
| Conclusion..... | 20 |
| References | 23 |
| Appendices A-O | 24-138 |

Setting Achievement Standards for Oregon's Extended Assessments – 2015

Overview

In reference to the process of setting assessment cut scores, the American Educational Research Association (AERA, APA, & NCME, 2014) Standards for Educational and Psychological Testing suggests that

“if a judgmental standard setting process is followed, the method employed should be described clearly, and the precise nature and reliability of the judgments called for, should be presented... Documentation should also include the selections and qualifications of standard setting panel participants, training provided, any feedback to participants concerning the implications of their provisional judgments, and any opportunities for participants to confer with one another. Where applicable, variability over participants should be reported.” (p. 108).

In June of 2015, Behavioral Research and Teaching, developers of Oregon's alternate assessments, in collaboration with the Oregon Department of Education conducted a standard setting workshop in Eugene, Oregon, to determine the cut scores that would delineate the achievement categories for the population of students that takes Oregon's Extended Assessments. In addition to proposing cut scores, participants also reviewed and edited the associated Achievement Level Descriptors that provide qualitative descriptions of proficiency in each category. The workshop was conducted using the Bookmarking method of standard setting and was accomplished over the course of three days. Workshop participants recommended cut scores for the Oregon Extended Assessments in three subject areas: Science, Mathematics, and English Language Arts (ELA).

This document summarizes the main components of the standard setting process, and provides information related to the validity of the process in four areas: procedural consistency, internal consistency, panel membership, panel confidence.

The evaluation of procedural consistency examined whether a formal model of standard setting was implemented with integrity to an established procedure. The evaluation of internal consistency examined the function of the test items and the relationship between test items and the content standards (upon which achievement would be based). Panel membership and diversity was reviewed to ensure that the qualifications and perspective of the standard setting panel aligned with those necessary for the judgments required for standard setting. Finally, panelists were surveyed to determine their support of the process and their confidence in the outcomes -- including projected student impact. The cut scores generated from the standard

setting as well as the projected student impact of the cut scores (in terms of percentages of students falling into each of four achievement categories) are included in this review.

The complete document will be submitted to the Oregon Department of Education as part of a body of evidence documenting the validity of the Oregon Extended Assessment achievement standards.

Oregon's Extended Assessments

Oregon's alternate assessment, referred to as Oregon's Extended Assessment (ORExt), is designed to ensure that students in Oregon who have significant cognitive disabilities are exposed to critical, and appropriately stimulating academic content and are included in Oregon's educational accountability system. Oregon's Extended Assessments assess student performance in three subject areas via dichotomously-scored, selected response items that are administered by trained individuals. The assessments were originally developed in 2000 and have undergone at least 4 major revisions (as well as annual refinements) over their 15 years of use by the state of Oregon. The most recent assessments were revised in 2014 and field tested in 2015.

The three subject areas assessed by ORExt are as follows: (1) English Language Arts (ELA) which assesses both Reading and Writing and is taken in grades 3, 4, 5, 6, 7, 8, and 11. ORExt ELA assesses reading standards for literature, informational text, foundational skills, writing, and language, but excludes the assessment of speaking, listening, or literacy in history, social studies, science, and technical subjects. (2) ORExt Mathematics, which is taken in grades 3, 4, 5, 6, 7, 8, and 11 and assesses operations and algebraic thinking, number and operations in base ten, number and operations – fractions, measurement and data, and geometry in grades 3 – 5; ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability in grades 6 – 8, and number and quantity, algebra, functions, modeling, geometry, and statistics and probability in high school. (3) ORExt Science, which is taken in grades 5, 8, and 11 and assesses matter and its interactions, motion and stability: forces and interactions, energy, structure and processes of molecules and organisms, interaction, energy, and dynamics of ecosystems, Earth's place in the universe, Earth's systems, Earth and human activity, and engineering design (ODE, 2015).

Both ORExt ELA and ORExt Mathematics are linked to the Common Core Standards (CCSS) using the Essentialized Assessment Frameworks (EAFs). (The process of “essentializing” standards for students with the most significant cognitive disabilities will be described later in this document.) ORExt Science is linked to Next Generation Science Standards using the EAF. Currently in Oregon, a student with a significant cognitive disability may take the general assessment (with appropriate accessibility supports), the alternate assessment, or a combination of the two. Student eligibility for an alternate assessment is based on the IEP team's decision.

Method

Selection of standard setting method: Bookmarking. The Oregon Department of Education (ODE) in conjunction with Behavioral Research and Teaching (BRT) selected the Bookmarking method of standard setting to set standards for the newly revised ORExts. The Bookmarking Method of standard setting is consistent with the method used for the state's general assessment, and is the method previously used with the state's alternate assessment. The Bookmarking method of standard setting, though based on rigorous statistical procedures necessary to develop the Ordered Item Booklets, is a relatively simple procedure to implement with a large-scale state assessment, and is well-accepted among many states (Cizek, 2007). The bookmarking method is typically used with mixed responses items and vertically scaled items similar to those used in Oregon's tests.

Though there are certain variations to the Bookmarking process, the central process as described by Cizek in 2007 is as follows:

The task presented to participants in a Bookmark standard-setting procedure is straightforward. Using the [Ordered Item Booklet] assembled with one item (or score point) on each page, [panelists] are instructed to indicate the point at which they judge that the borderline or minimally qualified examinee's chances of answering the item correctly (or obtaining the score point) fall below the specified response probability or decision rule. For example, if a 2/3 decision rule is used, participants beginning to work through the OIB would ordinarily judge that the minimally qualified examinee would have better than a 2/3 likelihood of answering items at the beginning of the OIB (i.e., the easiest items) correctly. At some point in the OIB, however, participants would begin to discern that the chances of the minimally qualified examinee answering correctly approach and begin to drop below 2/3. Participants are instructed to indicate the point in the OIB at which the chances of the minimally qualified examinee answering correctly drop below 2/3. They indicate this judgment by placing a page marker—often a self-adhesive note or similar indicator—on the first page in the OIB at which the chance drops below the criterion. That is, the participants are indicating that the items prior to the marker represent content that the minimally qualified examinee would be expected to master at the [Response Probability] or decision rule specified.” (p.175).

Instructions for the full Bookmarking procedure that was followed by BRT and ODE in the June standard setting, are documented in Appendices A and B.

Initial Procedures

The newly developed ORExt in Science, Mathematics, and English Language Arts were developed in 2014 and field tested with students in the Spring of 2015. The revised assessments were updated to: assess students on the Essentialized Assessment Frameworks of the CCSS/ORSci/NGSS, support longitudinal growth models, improve administration, remove

administration functions that had become obsolete (such as the administration of the levels of support assessment), and improve general item functioning. A complete summary of the most recent changes to the assessment is included in Appendix C Summary of changes.

Oregon's Essentialized Assessment Frameworks. As part of the development of the assessment, Oregon developed a set of alternate content standards based on the essential components of the Common Core State Standards, Oregon Science Standards, and Next Generation Science Standards. These alternate standards were developed to ensure that Oregon's alternate assessment links to academic content. Almost 200 standards were distilled to under 50 essentialized standards. Each standard was analyzed and reduced to its essential core using a standardized process that is described in Oregon's Extended Assessment administration manual as follows:

The standards have been “essentialized” by analyzing the content, the intellectual operation being requested, and the delimiters to the content. Structurally, this can be seen in the manner in which standards are written with the content identified by nouns, the intellectual operation by verbs, and the delimiters by either conditional phrases or as placed as the object of the sentence. The essentialization system uses the following conventions: (a) content (nouns) is boxed, (b) intellectual operations (verbs) are underlined (with complex verbs bold), and (c) delimiters (of content or intellectual operations) are italicized. Once the portions of the standard have been appropriately identified, the reduction in depth, breadth, and complexity (RDBC), which is explained below, follows.

The essentialization process involves [the reduction in depth, breadth, and complexity] of the Common Core State Standards (CCSS), Oregon's Science Standards, and the Next Generation Science Standards (NGSS) in order to establish a performance expectation that is relevant and accessible for students who participate in the ORExt, while maintaining the highest possible standards of rigor (the science tests will thus be dual-aligned to both the Oregon Science Standards and the NGSS). Complexity is reduced by: 1) focusing on essential content; 2) simplifying the process verb; and, 3) eliminating inappropriate delimiters. For the ORExt, all essentialized standards were written at three levels of complexity, which feeds the population of the Low, Medium, and High difficulty forms. The essentialized standards that will be assessed on the ORExt are called Essentialized Assessment Frameworks (EAFs) (ODE, 2015).

A flowchart of the standardized process of essentializing Oregon's content standards is included in Appendix D.

Field testing. Items were operationally field tested with Oregon's population of students with the most significant cognitive disabilities. Field testing was conducted in all three subject areas: Science (2,011 students), Mathematics (6,364 students), and English Language Arts (6,627

students). Almost six thousand (6,000) items were developed. Any items that failed to function as anticipated after scoring were eliminated from the item pool.

Ordered item booklet (OIB) development. Following field testing, item difficulty and student ability scores were calculated, using Item Response Theory procedures, in preparation for developing the ordered item booklets (OIBs). Student ability level on Oregon's alternate assessment differed by subject area. ORExt ELA student ability ranged from 1.91 (3rd grade) – 2.65 (7th grade) in consecutive grades, whereas ORExt Mathematics student ability ranged from .13 (3rd grade) to .78 (8th grade) in consecutive grades. In consecutive grades, mean item difficulty also varied from test to test. Mathematics mean item difficulty ranged from 0.7 (3rd grade) to 2.22 (8th grade). ELA mean item difficulty ranged from .93 (5th grade) to 2.14 (8th grade).

To develop the OIBs, items representing the full range of assessed items per grade were identified and then placed into booklets in their order of difficulty. The operational test taken by students was 48 items long in each subject area, however, Ordered Item Booklets constructed for the standard setting workshops ranged in length from 50 to 56 items. Appendix E includes more detailed information on OIB length and item difficulty across tests.

Selection of panelists. Each panelist was recruited by the Oregon Department of Education to play a specialized role as part of a subject-area group. Participants were recruited from among Oregon's licensed teachers throughout the year as well as from Oregon's Qualified Assessors (QAs) and Qualified Trainers (QTs) who are individuals trained in Oregon's Extended Assessments. Individuals were also recruited from among Oregon's Content Specialists who are educators who teach in Oregon and also serve the state in the development of educational materials. Panelists were asked to provide information on their: affiliation, degree, licensure, any certifications, and years of experience working with students with significant cognitive disabilities. Panelists were also asked to share their ethnicity and race.

Workshop

Panel Participants. A total of 53 panelists participated in the event. Eleven panelists in ORExt-Science, and 21 panelists were present each day for both ORExt-Mathematics and ORExt ELA.

The panel was 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 panel was overwhelmingly female (87%), overwhelmingly from the Northwest of the state (87%), and overwhelmingly White (83%). No panel member self-identified with Oregon's major minority population (Hispanic). Panelist demographics collected at the workshop are compiled in Appendix F.

Structure of workshop. On each of the three workshop days a group of panelists met representing their specific subject-area. Each day's group of panelists had the same agenda and sequence of activities. One of the primary procedural differences among the three meetings was related to the number of grade levels assessed in that subject. Participants sat at tables in groups by their grade-level of expertise. On day one (ORExt Science), the three tables represented grades 5, 8, and 11. On days two and three (ORExt Mathematics, and ORExt ELA), the seven tables represented each of grades 3 - 8, and 11.

Across all three days/subject areas, each table had a similar configuration consisting of four to five individuals -- a table facilitator and three or four standard setting participants. The table facilitator was assigned by BRT to manage time and materials, keep the discussions focused, and to complete the rating sheets that captured the results from each of the decision-making rounds.

To ensure sufficient expert knowledge of the population, the subject area, the assessment and accountability in all decision-making groups, each grade level group in each subject area was required to be comprised of at least two special educators, and at least one subject-area specialist. The two Oregon special education teachers were present to ensure the panel's judgments included knowledge of the subject area, the population, and the scope and content of the assessment. The Oregon general education teacher(s) at each grade in each subject area was present to ensure the panel's judgments included subject area expertise, familiarity with the general education achievement expectations as they relate to Oregon's educational standards, the CCSS/ORSci/NGSS.

Training and process. Each day's session began with an overall training to ensure that participants understood their role in determining the state's alternate achievement standards, and the rationale for the day's activities. The training provided information on the development of the assessment, its framework, purpose and uses the training materials are included in Appendix G. Participants were provided with the appropriate subject-level materials and instructed on the standard setting procedure. Panelists were trained on the four levels of achievement. Proficiency Levels are referred to as Levels 1-4. Table 1 provides a general description of each performance category as it is currently used in Oregon.

Table 1.
Oregon Alternate Assessment Achievement Categories

| Level | Description |
|-------|--|
| 1 | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency . |
| 2 | Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency . |

- | | |
|---|--|
| 3 | Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency . |
| 4 | Students demonstrate adept mastery of knowledge and skills related to essentialized standards that exceed the requirements for proficiency . |
-

During training, panelists were instructed to place their bookmarks (sticky notes) on the first item of each category starting with the determination for Level 3 (the level in which a student is deemed minimally proficient). Panelists were next instructed to work on Level 4, the level in which a student is deemed to have exceeded the expectations of the population for the assessment. Finally, panelists were instructed to place their third marker on Level 2 to delineate the point at which a student who is not meeting even the minimal expectations, begins to demonstrate some understanding of the material.

Panelists were guided to place their marker on the first item that a minimally proficient student in that given level would have an 80% chance of getting right in the category. Panelists were asked to jot notes about what made the item they selected more difficult than the previous item. Following the standard setting, these (jotted) notes were used by BRT psychometricians when it was necessary to make articulation adjustments (the full process of post-standard-setting articulation is described later in this document).

Judgment Rounds

Judgment rounds 1 and 2. Discussions occurred in three rounds: an independent round, a consensus round, and a post-impact adjustment round. During the first (independent) round, individuals were asked to review their OIBs independently and to set all three level markers according to their knowledge of the population and the content of the items. During the second round, individuals discussed their round 1 findings with their grade and subject level colleagues at their table and discussed their findings and values to come to a shared conclusion about the placement of the cut points. In these discussions, individuals were required to support their judgments by providing content-driven explanations as to why the particular placement marked a delineation not only between two items, but between two categories. A sample of the types of discourse the individual engaged in is included in Table 2. Additional discussion points are included in Appendix H.

Table 2.*Panelist content considerations during judgment rounds*

| Subject | Discussion |
|-------------|---|
| Science | Complexity of academic concepts. “Abstract concepts for this population are anything that they cannot experience through physical means, even a term like oxygen may be considered an abstract concept. Gravity, orbit, are all abstract concepts for this population [and render an item more difficult as a result]”. |
| Mathematics | Level of skill (academic verb) required by the item. “Up until this point there’s just a lot of point and matching and so on”. |
| Mathematics | Complexity of academic concepts: “Concepts change here. Now they have to know the concepts <i>same</i> , <i>more</i> , and <i>less</i> ”. |
| Mathematics | Level of skill (academic verb) required by the item. “Even with manipulatives, this item still requires a lot of accurate counting”. |
| Mathematics | Complexity of academic concepts. “At this point we are starting to talk about a student who could be taking the General Assessment, for example this item is about a clock, whereas this item requires in depth knowledge about fractions.” |
| ELA | <p>Experience with the item type or content. Individual A: “The length of item is very different from the previous, lots of extra information is provided. My students don’t know most of this information.”</p> <p>Individual B: “Yes, but look, the information that the question is based on is literally provided immediately before the question is asked.”</p> |

Judgment round 3. Following the second round, BRT psychometricians calculated impact data for each of the groups to demonstrate the percentages of students that would fall into each of the four levels of achievement based on the cut points. For round 3, groups used this data to make any final adjustments to their cut points in the event that the percentages of students deemed proficient or not proficient were inconsistent across levels or indefensible. Groups were encouraged to maintain a content- and skill-driven discussion (similar to the discussion after round 2) to see whether their cut points would change. Panelists were warned not to use the impact data to simply place students into levels by percentages. Once panels made final (post-impact) changes they were shown a final round of impact data, however, no changes were made after round 3.

Documentation. Participants used different colored sticky notes for each of the rounds (green sticky notes for round 1, blue for round 2, and pink for round 3). Participants marked each sticky

note with the item number that represented the cut point for the performance category. Round 1 and 2 sticky notes were certified with the participant's initials, round 3 sticky notes were certified by the participant's signature. White sticky notes were also provided for participants to use as markers to indicate any general comments they may have made in the OIBs such as thoughts about items, item difficulty, or their decisions. At the end of the final round (round three), a representative from the group was designated as scribe and captured the group's rationale for each of the placed cut scores. These rationales are included in Appendix I. All judgments from independent reviews in round one, consensus reviews in round 2, and post-impact reviews in round 3 were collected by the table facilitators and are included in this report in Appendices J - L. Examples of data collected at each of the rounds for grade 5 Science is included here in Tables 3 – 5.

Table 3.

ORExt Science Grade 5 Rounds 1 – 3 Judgment Results Item (and Item Difficulty) by person/consensus

| Grade 5 Science | | | | | | |
|-----------------|------------|------------|------------|------------|------------|------------|
| | Round 1 | | | | Round 2 | Round 3 |
| | Person 1 | Person 2 | Person 3 | Person 4 | Consensus | Consensus |
| Level 2 | 17 (0.986) | 9 (0.556) | 16 (0.926) | 25 (1.536) | 17 (0.986) | 9 (0.556) |
| Level 3 | 21 (1.176) | 17 (0.986) | 30 (1.676) | 31 (1.776) | 29 (1.656) | 29 (1.656) |
| Level 4 | 29 (1.656) | 36 (1.956) | 37 (2.006) | 40 (2.306) | 37 (2.006) | 46 (2.956) |

Table 4.

Grade 5: Impact following Round 2

| Level | Percentage |
|-------|------------|
| 1 | 30.9 |
| 2 | 8.6 |
| 3 | 6.5 |
| 4 | 53.9 |

Table 5.*Grade 5: Impact following Round 3*

| Level | Percentage |
|-------|------------|
| 1 | 26.7 |
| 2 | 12.8 |
| 3 | 24.9 |
| 4 | 35.6 |

Materials

Panelist materials. Each group was provided the following materials:

- A copy of the standard setting procedure Appendices A and B,
- A copy of the training presentation (Appendix G),
- An Ordered Item Booklet (OIB) specific to their grade and subject area, (Individuals were not permitted to remove the OIBs, or the ALDs from the standard setting location.)
- An evaluation survey to share their confidence in the process,
- A background sheet on which they documented their demographic information,
- A copy of the essentialized frameworks, and
- A copy of the Achievement Level Descriptors (ALDs) was provided following the standard setting for the purpose of review and editing.

Ordered Item Booklets consisted of the secure items presented to students in 2014-2015, the language the administrator used to administer the item, the graphics and answer choices that a student was presented in relation to the item, and the correct score associated with the item. An image of the top of an OIB page (with the secure item removed) is shown below.

| | | | | | | |
|---|---------|---|---|---|--------------------------------|---------------|
| <i>Oregon Extended Assessment - Grade 3 English Language Arts - 2014-2015</i> | | | | | <i>Item Difficulty: -1.514</i> | |
| Item 1 | Option: | A | B | C | Correct | Scoring (0/1) |
| 1 - Here are three pictures. (Point to | | | | | | |

Achievement Level Descriptor review. Oregon's Achievement Level Descriptors (ALDs) were developed by educators at BRT with a panel of Oregon teachers, and approved by the state board of education, in May of 2015. Following the standard setting, standard setting panelists

were also asked to review the ALDs and to make any edits they deemed necessary. Panelists reviewed according to the following questions:

Is the language clear enough to communicate to parents?

Does the definition accurately capture a reasonable expectation for this population?

Is the expectation for this population a sufficiently appropriate parallel to expectations for students taking the general benchmark?

No major changes were made as a result of the review. Participants suggested three universal refinements. One such refinement was to alter and reduce the language at level 1 (the does not yet meet) category, to make it clear that Level 1 did not require, expect, or anticipate, any of the skills listed. A brief summary of the panels' suggested changes as shared to the group is included in Appendix M. Specific changes were noted in hardcopy and submitted to BRT and ODE for adjustments and re-submission to the State Board of Education.

Panel Confidence

Survey. At the end of each day's workshop, panelists completed a survey to capture their sentiments regarding the day's process and outcomes. Panelists were asked to respond to affirmative statements regarding the process and the outcomes and rate their agreement with the affirmative statements as Strongly Agree, Agree, Disagree, or Strongly Disagree. The 15 affirmative statements are listed in Table 6.

Table 6.

Affirmative Statements to Determine Panelist Confidence

| Oregon Extended Assessment Standard Setter Evaluation Form - 2015 | |
|---|--|
| <hr/> | |
| 1. | The orientation provided me with a clear understanding of the purpose of the standard setting meeting. |
| 2. | The training helped me understand the bookmark method and how to perform my role as a standard setter. |
| 3. | Reviewing the ORExt helped me to understand the assessment. |
| 4. | The small and large group discussions aided my understanding of the process. |
| 5. | There was an equal opportunity for everyone in my group to contribute his/her ideas and opinions. |

-
6. I was able to follow instructions and complete the rating sheets accurately.
 7. The discussions after the first round of ratings were helpful to me.
 8. The discussions after the second round of ratings were helpful to me.
 9. The information showing the impact of our cut scores on proficiency percentages was helpful to me.
 10. I am confident about the defensibility and appropriateness of the final recommended cut scores.
 11. The achievement level descriptions were clear and useful.
 12. The time provided for discussions was adequate.
 13. The workshop leaders helped to answer questions and ensure that all input was respected and valued.
 14. The facilities and food service helped create a productive and efficient working environment.
 15. Overall, I am confident that the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the ORExt.
-

In Science, 100% of participants either strongly agreed or agreed with all 15 of the affirmative statements.

In Mathematics, 95% of participants either strongly agreed, or agreed with all 15 of the affirmative statements, 5% (1 individual) disagreed with statement 11, which read “The achievement level descriptions were clear and useful”.

In ELA 90% of participants either strongly agreed, or agreed with all 15 of the affirmative statements. One individual (5%) disagreed with statement 6, which read: “I was able to follow instructions and complete the rating sheets accurately”. One individual (5%) disagreed with statement 12 that read “The time provided for discussions was adequate.” This participant felt that too much time was provided.

Across all three subject areas, 100% of participants either Strongly agreed, or agreed with statement 10, which read, “I am confident about the defensibility and appropriateness of the final recommended cut scores.” Percentages of panel responses by subject area are included in Appendix N.

Articulation Round and Final Results

Articulation. The day following the standard setting workshop, psychometricians met to review the vertical alignment of the proposed cut scores across grades in the assessed subject area. Articulation is reviewed to make sure that, within each subject area of a vertically scaled test, the cut scores set at a given level for one grade do not exceed the cut scores set at the same level for the next grade. A smooth and intuitive progression is anticipated of the item difficulty in a given level as the grades increase. Of the cut scores set, 12 changes were made to maintain integrity across grades. Cut scores were adjusted in consecutive grades 3 – 8 in Mathematics and ELA.

When adjusting to maintain articulation integrity the following rules were followed to ensure that the fewest changes were made following the panelist's input overall:

Articulation Round Guidelines.

1. Identify the fewest number of steps necessary to bring the scores into articulation: Identify the scores that have the least cascading impact on other grades if changed. In reviewing alignment, isolate any scores (at any of the three cut scores levels) that appear to be outliers when compared to scores at other grades.
2. Follow the same order of adjustment as required by panelists: Start at the proficiency (Level 3) cut point, then evaluate Level 4 cut point, followed finally by the does not yet meet (Level 2) cut point.
3. Whenever possible, revert to a score that the panelists had considered previously with particular primacy to round two judgments (prior to their review following impact data): Reverting to round two was based in maintaining panelists' integrity. Panelists came to their round 2 conclusion based on their content review and only changed it in an attempt to influence the impact data if they found the impact data to be skewed.
4. Use booklets to confirm item changes: Whenever possible select the closest item to the panelist's original item selection while maintaining panelist rationale (which was often written in the booklet).
5. Only stray from the "closest item" rule (5 above) if the closest possible item contributes to creating a gap that further compromises the integrity of the articulation.

Articulation Round Summary of Changes

Science

No changes. Grades are not immediately consecutive and the scale was not vertical because of the gap between grades. In addition, the proportions (impact data) were not significantly different from ELA proportions overall.

Table 7.
Changes Made to Cut Scores in ORExt Mathematics

| Grade | Level Adjusted | Previous Item Difficulty (item) | New Item Difficulty (item) | Shift in number of items |
|-------|----------------------------|---------------------------------|----------------------------|--------------------------|
| 4 | Level 1 – 2 (Nearly Meets) | -0.994 (5) | -0.734 (6) | 1 |
| 4 | Level 2 – 3 (Meets) | 0.676 (25) | 0.606 (21) | -4 |
| 4 | Level 3 – 4 (Exceeds) | 2.326 (48) | 1.906 (42) | -6 |
| 5 | Level 3 – 4 (Exceeds) | 1.586 (35) | 2.016 (41) | 6 |
| 7 | Level 1 – 2 (Nearly Meets) | -0.244 (6) | 0.746 (18) | 12 |
| 7 | Level 3 – 4 (Exceeds) | 2.776 (50) | 2.276 (43) | -7 |

Table 8.
Changes Made to Cut Scores in ORExt ELA

| Grade | Level Adjusted | Previous Item Difficulty (Item) | New Item Difficulty (Item) | Shift in number of items |
|-------|----------------------------|---------------------------------|----------------------------|--------------------------|
| 3 | Level 3 – 4 (Exceeds) | 3.006 (54) | 2.776 (52) | 2 |
| 4 | Level 3 – 4 (Exceeds) | 2.746 (45) | 2.816 (46) | 1 |
| 5 | Level 1 – 2 (Nearly Meets) | 0.516 (12) | 0.166 (9) | -3 |
| 6 | Level 2 – 3 (Meets) | 1.666 (25) | 2.036 (32) | 7 |
| 6 | Level 3 – 4 (Exceeds) | 2.976 (45) | 3.266 (49) | 4 |
| 7 | Level 1 – 2 (Nearly Meets) | 0.386 (3) | 0.776 (6) | 6 |

Post Articulation Cut Scores. Tables 9 - 11 document the final cut scores and associated impact by level following the cross-grade articulation review. (Shaded cells are cells in which cut scores were changed from round 3.)

Table 9.*Science Post Articulation Final Recommended Cut Scores and Impact*

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------------------------|---------|------------|------------|------------|
| Grade 5 cut point (item difficulty) | | 9 (0.556) | 29 (1.656) | 46 (2.956) |
| Grade 5 Impact | 26.7% | 12.8% | 24.9% | 35.6% |
| Grade 8 cut point (item difficulty) | | 19 (0.956) | 36 (2.016) | 51 (3.106) |
| Grade 8 Impact | 28.8% | 13.7% | 15.2% | 42.3% |
| Grade 11 cut point (item difficulty) | | 5 (0.106) | 24 (1.406) | 47 (2.856) |
| Grade 11 Impact | 20.8% | 10.8% | 21.2% | 47.2% |
| Mean Cross Grade Impact | 25.43% | 12.43% | 20.43% | 41.7% |
| SD of Impact | 4.15 | 1.48 | 4.90 | 5.8 |

Table 10.*Mathematics Post Articulation Final Recommended Cut Scores and Impact*

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------------------------|---------|------------|------------|------------|
| Grade 3 cut point (item difficulty) | | 6 (-0.764) | 16 (0.136) | 44 (1.816) |
| Grade 3 Impact | 25.9% | 13.9% | 44.5% | 15.7% |
| Grade 4 cut point (item difficulty) | | 6 (-0.734) | 21 (0.606) | 42 (1.906) |
| Grade 4 Impact | 15.4% | 30.5% | 34.8% | 19.3% |
| Grade 5 cut point (item difficulty) | | 8 (-0.664) | 22 (0.616) | 41 (2.016) |
| Grade 5 Impact | 15.5% | 25.6% | 45% | 14% |
| Grade 6 cut point (item difficulty) | | 6 (0.406) | 13 (0.846) | 37 (2.176) |
| Grade 6 Impact | 32.1% | 10.7% | 39.1% | 18.1% |
| Grade 7 cut point (item difficulty) | | 18 (0.746) | 22 (0.916) | 43 (2.276) |
| Grade 7 Impact | 19.5% | 25.3% | 39.9% | 15.4% |
| Grade 8 cut point (item difficulty) | | 5 (0.806) | 18 (1.236) | 35 (2.566) |
| Grade 8 Impact | 41.9% | 13% | 38.5% | 6.7% |
| Grade 11 cut point (item difficulty) | | 6 (0.136) | 13 (0.656) | 43 (2.206) |
| Grade 11 Impact | 38.2% | 11.9% | 36.2% | 13.8% |
| Mean Cross Grade Impact | 26.93% | 18.7% | 39.71% | 14.71% |
| SD of Impact | 10.78 | 8.13 | 3.86 | 4.07 |

Table 11.*ELA Post Articulation Final Recommended Cut Scores and Impact*

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------------------------|---------|------------|------------|------------|
| Grade 3 cut point (item difficulty) | | 5 (-0.764) | 18 (1.316) | 52 (2.776) |
| Grade 3 Impact | 12.1% | 23.4% | 23% | 41.5% |
| Grade 4 cut point (item difficulty) | | 8 (0.096) | 23 (1.346) | 46 (2.816) |
| Grade 4 Impact | 15.2% | 13.3% | 23.6% | 48% |
| Grade 5 cut point (item difficulty) | | 9 (0.166) | 30 (2.006) | 47 (3.246) |
| Grade 5 Impact | 17.5% | 16.2% | 19.3% | 47% |
| Grade 6 cut point (item difficulty) | | 5 (0.466) | 32 (2.036) | 49 (3.266) |
| Grade 6 Impact | 19% | 13% | 23.1% | 44.8% |
| Grade 7 cut point (item difficulty) | | 6 (0.776) | 30 (2.226) | 48 (3.636) |
| Grade 7 Impact | 22.4% | 12.8% | 21.8% | 43% |
| Grade 8 cut point (item difficulty) | | 5 (1.266) | 18 (2.426) | 50 (3.646) |
| Grade 8 Impact | 27.3% | 14.2% | 24.1% | 34.5% |
| Grade 11 cut point (item difficulty) | | 3 (-0.124) | 35 (1.996) | 48 (2.736) |
| Grade 11 Impact | 19.5% | 17.3% | 11.8% | 51.5% |
| Mean Cross Grade Impact | 19% | 15.74% | 20.96% | 44.33% |
| SD of Impact | 4.92 | 3.78 | 4.34 | 5.46 |

Conclusion

Because a Bookmarking standard setting process is, at its heart, based on human judgments, no single piece of information can easily confirm the validity of the standards that result. To determine the validity of the cut scores from Oregon's 2015 standard setting workshop described in this document, a convergence of evidence model was used to evaluate the likelihood of valid outcomes from four perspectives: procedural consistency, internal consistency, panel

membership, and panel confidence in the results. Overall, the process undertaken in Oregon for the ORExt subject area assessments is likely to have resulted in valid outcomes due to soundness in the major procedural areas. Some minor deficits are noted in the summaries below.

Procedural consistency. Procedural consistency was evaluated by a review of: the methods used to set the standards, the integrity to which those responsible for the workshop adhered to the formal procedures, and the rationale used when diversions from formal procedure were necessary. The structure of the workshop, the quality and integrity of the training and materials, as well as the participants' adherence to training guidelines during rounds, contributed to strong procedural consistency of the workshop.

Internal consistency. Internal consistency was evaluated by a review of: the soundness of the initial procedures that went into the essentialization process, the soundness of the OIB development and IRT calculations, the scope of the field testing and associated scoring, and the soundness of the judgments used to guide the post-round articulation. While all internal procedures were carried out with fidelity to the statistical expectations of IRT, the range of item difficulty and student ability did not always fit the expected range of tests on an IRT scale. This likely contributed to some weakness in the internal consistency of the standards. However, the following consideration is an important one: In Oregon, the range of students eligible to take the ORExt is broad. Eligibility criteria currently is provided in the form of broad guidance for IEP team decision-makers and does not require empirical evidence of student ability as eligibility criteria for participation, see Appendix O (ODE, 2015). As a result, the population taking this assessment ranges from students who have difficulty interacting with items in any setting, to students who are close to being (but not quite) able to participate in the general assessment. This range of student skill level has an annual impact on item difficulty scores of Oregon's alternate assessment. Cut scores were made for this year's test with panelist knowledge that the tests (particularly ELA) would require additional, more difficult items in the coming years and that eligibility criteria for the assessment may be more stringent in future test populations.

Panel membership. Panel membership was evaluated by: a review of the diversity and expertise of the panel. As noted, the panels were highly educated with over 90% of the panel possessing a Master's degree or higher. The majority of the panel had had experience working with the population of students with significant disabilities, and while 64% had a special education license, decisions were balanced by the presence of general educators familiar with the expectations of the general population. The panel diversity was low, particularly racial/ethnic diversity, gender diversity and regional diversity. No panel member self-identified with Oregon's major minority population (Hispanic). However, the concentrations of educator gender, and regional representation aligned loosely with proportions of educators in the state. It is not clear how different the cut scores would have been if there had been greater racial diversity in the panel. The educational level of the panel and the quality of the training (with a focus on the specialized needs of the population of students with significant cognitive disabilities) may

mitigate any variance resulting from the panel, however, future panel membership would benefit from greater diversity.

Panel Confidence. Panel confidence was measured via survey following the final round of the decision-making. Panelists had an opportunity to discuss their rationale with colleagues, work toward consensus, and adjust decisions after a review of the impact data. Following the workshop, panelists had full confidence in the standards they had set for the population. Only three of the 53 panelists deviated from agreement to affirmative statements about the process. None of the 3 disagreements impacted the individuals' confidence in the outcome.

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Appendix 6.4C

| Student Report for Sample Student | |
|---|-------------------|
| Grade | 11 |
| SSID | ##### |
| Birthdate | MM/DD/YYYY |
| School | XXXXX High School |
| District | XXXXX SD |
| County | XXXX |

OREGON DEPARTMENT OF EDUCATION

2015-16 INDIVIDUAL STUDENT TEST RESULTS

Dear Parents,

Oregon sets content standards for each of the subject areas that describe what a student should know and be able to do. One way that we measure how well students are doing is through the use of state tests. In fall 2012, the State Board of Education adopted the Common Core State Standards in ELA and Math. While the increased rigor will initially result in fewer students meeting the achievement standard, this higher bar is necessary to get our students ready for the new graduation requirements and success after high school. In order to receive a high school diploma, students are required to demonstrate proficiency in the Essential Skills, beginning with the graduating class of 2012. To learn more about the diploma requirements, visit the Oregon Department of Education website at <http://www.ode.state.or.us/go/diploma>. If more than one test was taken in a subject area, only the highest score is included.

Your child's scores on the tests offered at his/her grade level are displayed in the table below. For more information regarding the specific content on the subject area tests, visit the Oregon Department of Education website at <http://www.ode.state.or.us/search/results/?id=53>.

| | | ACHIEVEMENT LEVELS By Test Content Test Scale Score and (Scale Score Range) | | | | |
|--------------------------------|------------------|--|--------------|-------------------------|---------|--|
| Results by Content Area | Test Level Taken | Low | Nearly Meets | Meets | Exceeds | Achievement Description |
| Mathematics 2014-15 | Extended High | | | 906 (902-921) | | Student scores at this level indicate an ability to understand and apply academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that mathematics can be used to answer questions beyond basic calculation, and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the tenth-grade mathematics standard demonstrate an understanding of the relationship between number and value. |
| Reading 2014-15 | Extended High | | | 925 (920-926) | | Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's tenth grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from reduced complexity text. Students who meet the standard are able to demonstrate an understanding of the interaction between a reader and text by completing tasks on demand. |
| Science 2014-15 | Extended High | | | 920 (914-928) | | Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's high school level content standards for Science. Students demonstrate a relatively consistent recognition of the basic relationships evident in the natural world. Students who meet the high school level Science standards demonstrate a general understanding of properties of matter, force and energy, and the basic structures, functions and interactions of living organisms in the environment. |
| Writing 2014-15 | Extended High | | | Level 3 | | Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's grade level content for writing. Students demonstrate a relatively consistent ability to communicate in writing. Students who meet the standard demonstrate a basic understanding of simplified conventions, structure, and expectations associated with the act of writing. Students demonstrate a basic understanding of the interaction between a writer and his or her audience. |

Definitions Test Scale Score: Student results are reported on scales that vary by test subject. Standards have been established with respect to these scale scores that identify your child's achievement level. A description of this achievement level is provided in the rightmost column above. For more information on scale scores and achievement standards, see <http://www.ode.state.or.us/search/results/?id=223>

Scale Score Range: This is the range of scores associated with the achievement level attained by your child.