



*Presentation to the Oregon State Board of Education on  
Smarter Balanced Achievement Standards*

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## Overview

- Achievement level setting process
- Consortium vote-impact data
- Oregon impact
- Individual and systems accountability

## Achievement Level Setting Process

- Online and in-person panels complete activities on Oct 20, 2014 (300+ Oregon participants)
- Bookmarking procedure used to identify recommended “cut scores”
- Process yielded generally consistent results between online and in-person panelists; 92-98% positive evaluations from participants
- Achievement levels are intended to be used for systems accountability, linked to college content readiness; all panels included higher education participants
- YouTube video - Achievement Level Setting Process
  - [http://youtu.be/20q1EPU\\_dk4](http://youtu.be/20q1EPU_dk4)

## Technical Advisory Committee Statement

“The Technical Advisory Committee concludes that the Smarter Balanced achievement level setting design and implementation reflect contemporary professional practice and represent a valid process that supports the defensibility of the content-based performance standards.”

- Unanimous endorsement by Technical Advisory Committee, October 30, 2014

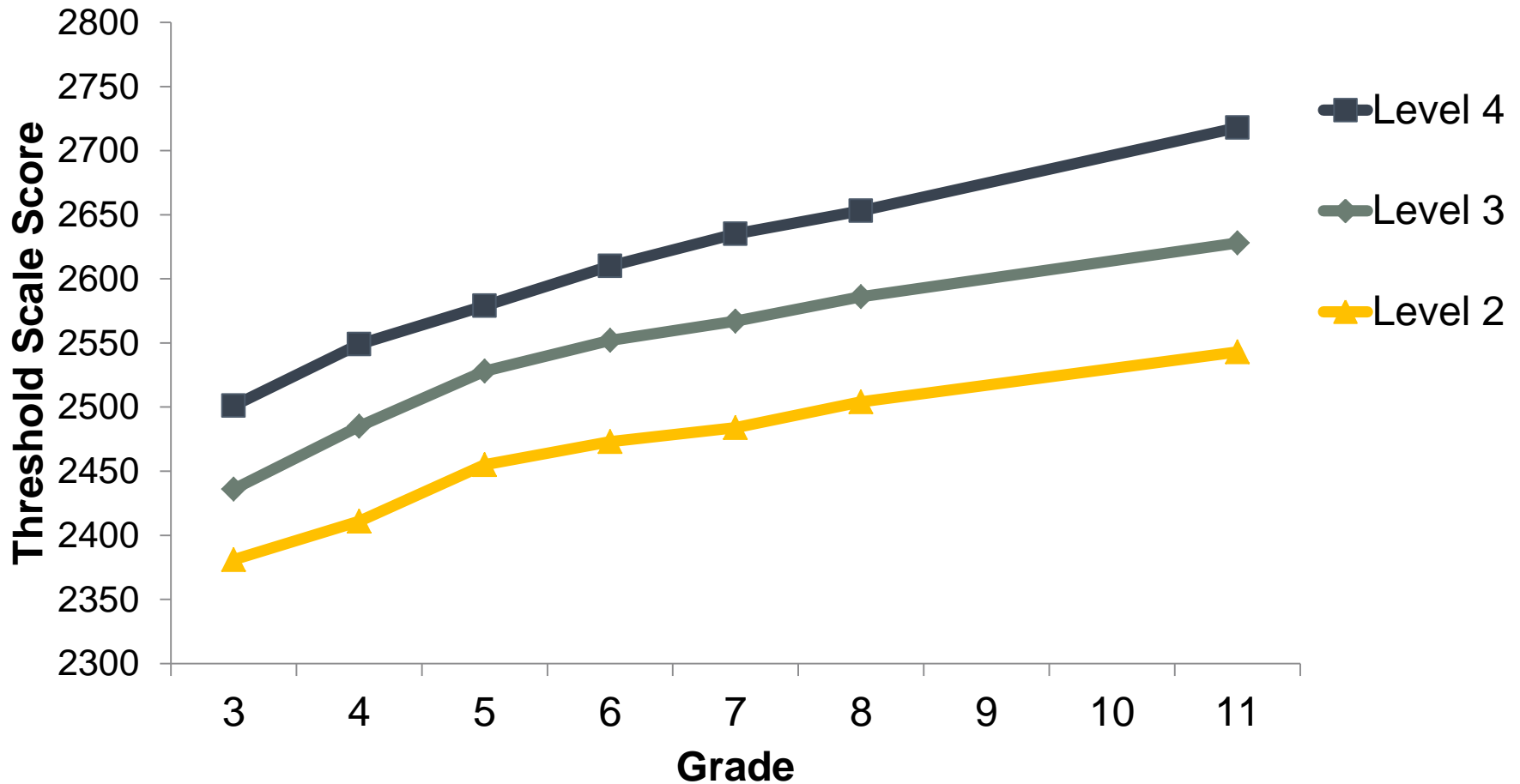


Mathematics Scale Scores			
Grade	Level 2	Level 3	Level 4
3	2381	2436	2501
4	2411	2485	2549
5	2455	2528	2579
6	2473	2552	2610
7	2484	2567	2635
8	2504	2586	2653
11	2543	2628	2718



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## Mathematics Threshold Scores



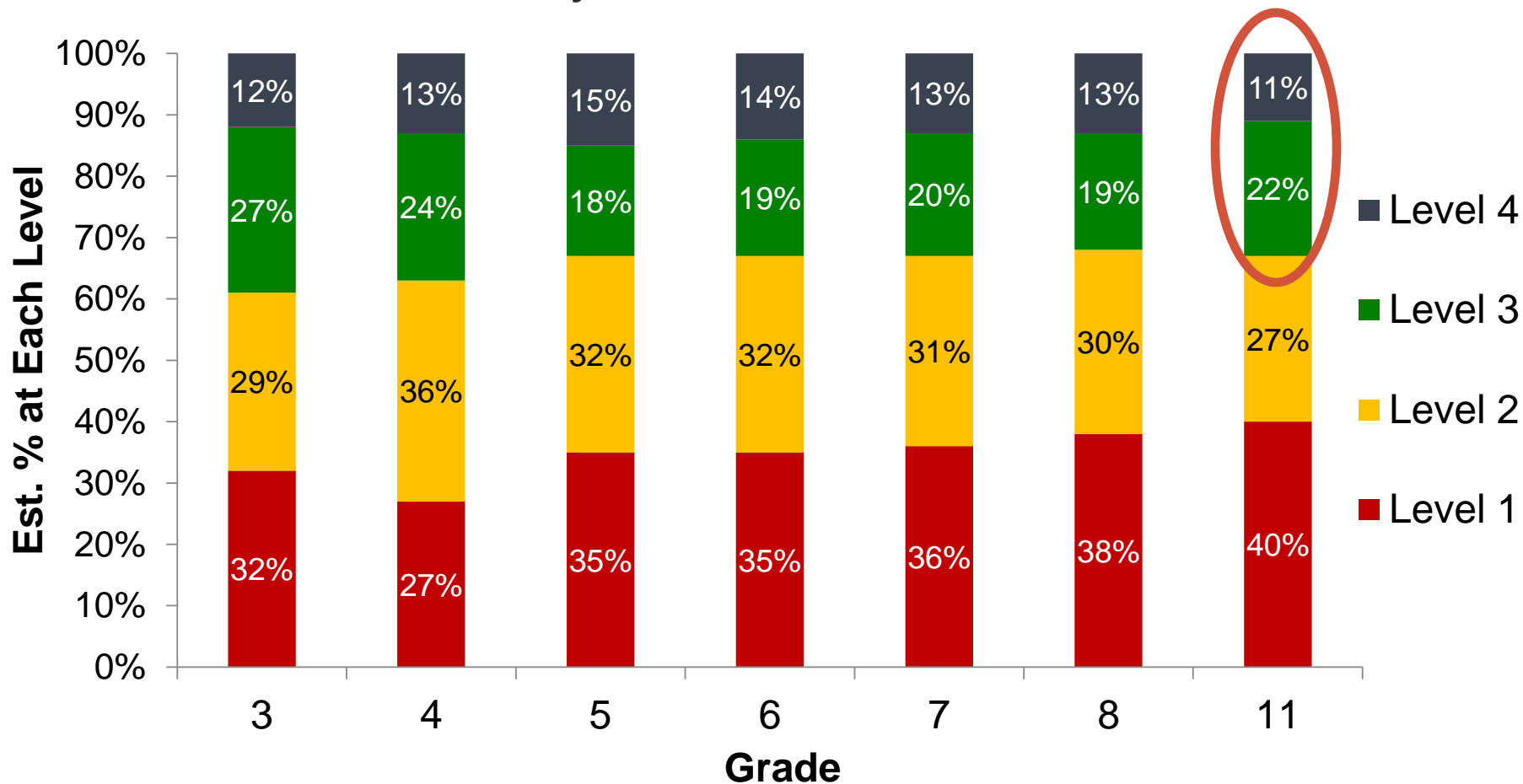
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## Mathematics: Percentage of Students by Achievement Level

**33% at or  
above Level 3**



Estimates based on Spring 2014 Smarter Balanced field test conducted in 21 states and USVI.



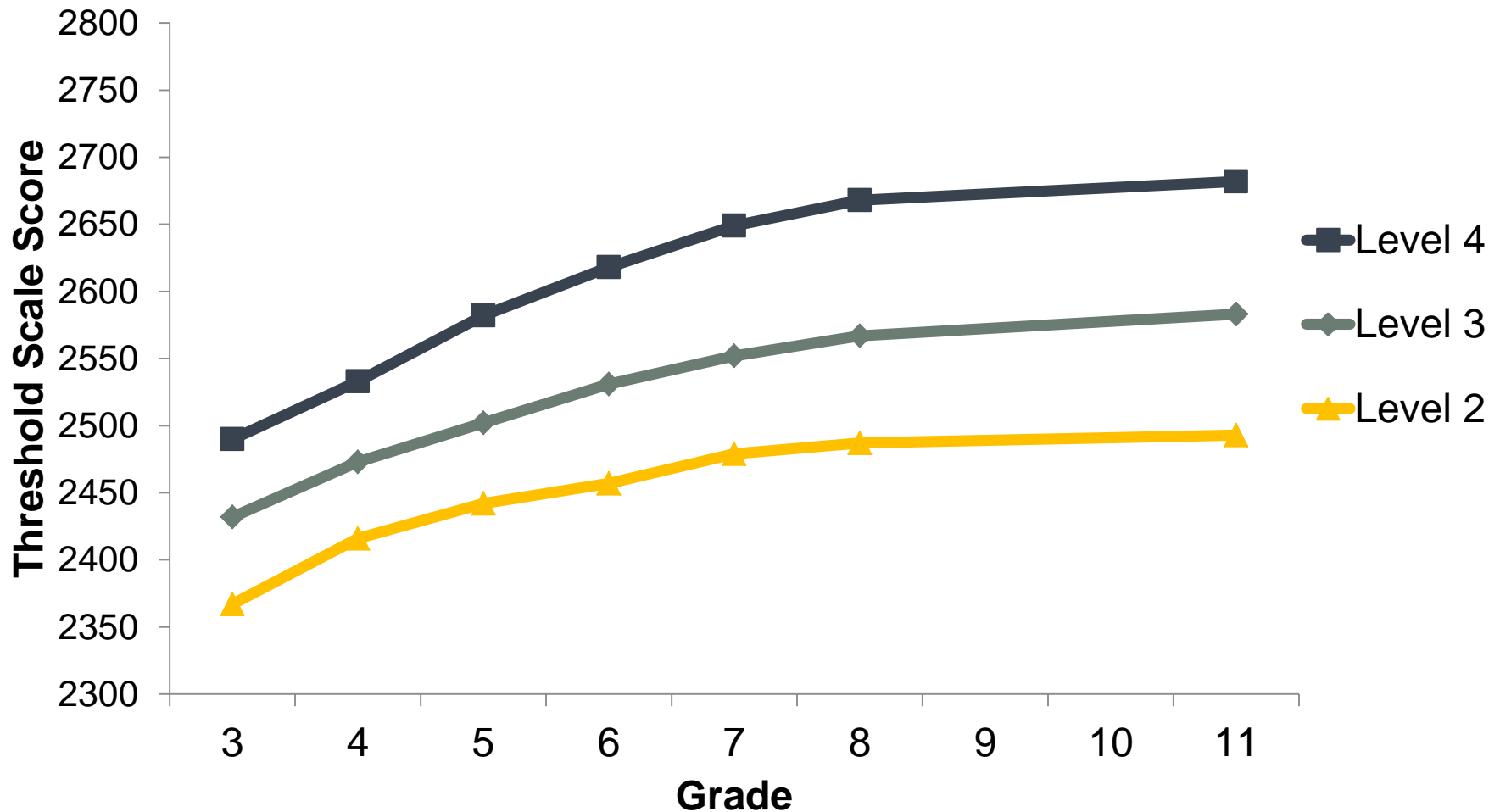
English Language Arts/Literacy Scale Scores			
Grade	Level 2	Level 3	Level 4
3	2367	2432	2490
4	2416	2473	2533
5	2442	2502	2582
6	2457	2531	2618
7	2479	2552	2649
8	2487	2567	2668
11	2493	2583	2682





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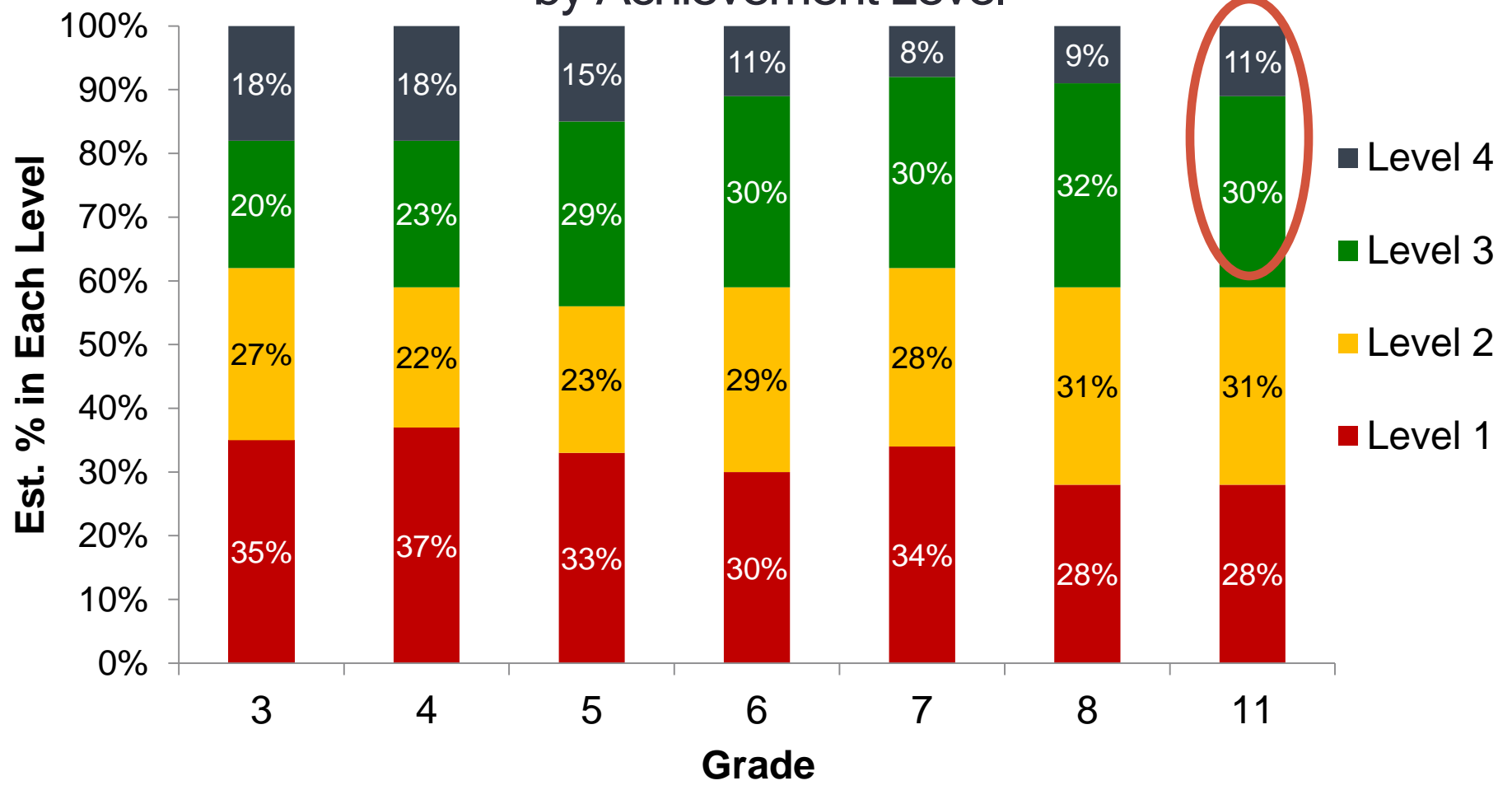
## English Language Arts/Literacy Threshold Scores



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### ELA/Literacy: Percentage of Students by Achievement Level

**41% at or above Level 3**



Estimates based on Spring 2014 Smarter Balanced field test conducted in 21 states and USVI.

## Relevance to Oregon

- Among the 22 Governing and Affiliate states in the Smarter Balanced Assessment Consortium, Oregon is close to the average performance on the latest NAEP reading and mathematics assessments in grades 4 and 8.
- Why is this relevant? The recently established achievement levels and impact data derived from the field test provide evidence to suggest how Oregon students will perform in 2015.

## Comparing Smarter Balanced with OAKS (High School)

- At grade 11, the Smarter Balanced impact data suggest that approximately 33% of consortium students will meet or exceed the Level 3 standard in mathematics, and 41% in ELA/Literacy.
- The Level 3 standard is intended to represent the academic readiness threshold for success in non-remedial college courses.
- By applying the same percentages to the 11<sup>th</sup> grade OAKS score distributions in mathematics and reading, the OAKS scores in the following table are equivalent to the respective Smarter Balance performance levels. (Note: this relies on evidence presented earlier that Oregon is close to the consortium average.)

## Comparing Smarter Balanced with OAKS (High School)

<b>Smarter Cut Scores Grade 11</b>	<b>Approximate Reading OAKS equivalent</b>	<b>Approximate Math OAKS equivalent</b>
Level 4	252	248
Level 3	243	241
Level 2	238	237
<b>OAKS Cut Scores Grade 11</b>	<b>Reading</b>	<b>Math</b>
Exceeds	247	251
Meets	236	236



## Oregon Academic Preparedness - OAKS, SAT, ACT, OUS

- For the past several years, the Oregon University System has provided data on the performance of students in the first year of college.
- Part of this analysis predicts the relationship between freshman GPA and students' performance on OAKS in high school.
- The college success criterion defined by the College Board is a 0.65 probability of receiving a freshman GPA of B- or higher; SAT scores of 500 on the Verbal and Mathematics tests predict this level of performance.
- OAKS scale scores of 243 in Reading and 242 in Mathematics best predict College Board readiness standards as shown by the OUS data for the entering class of 2012-13.

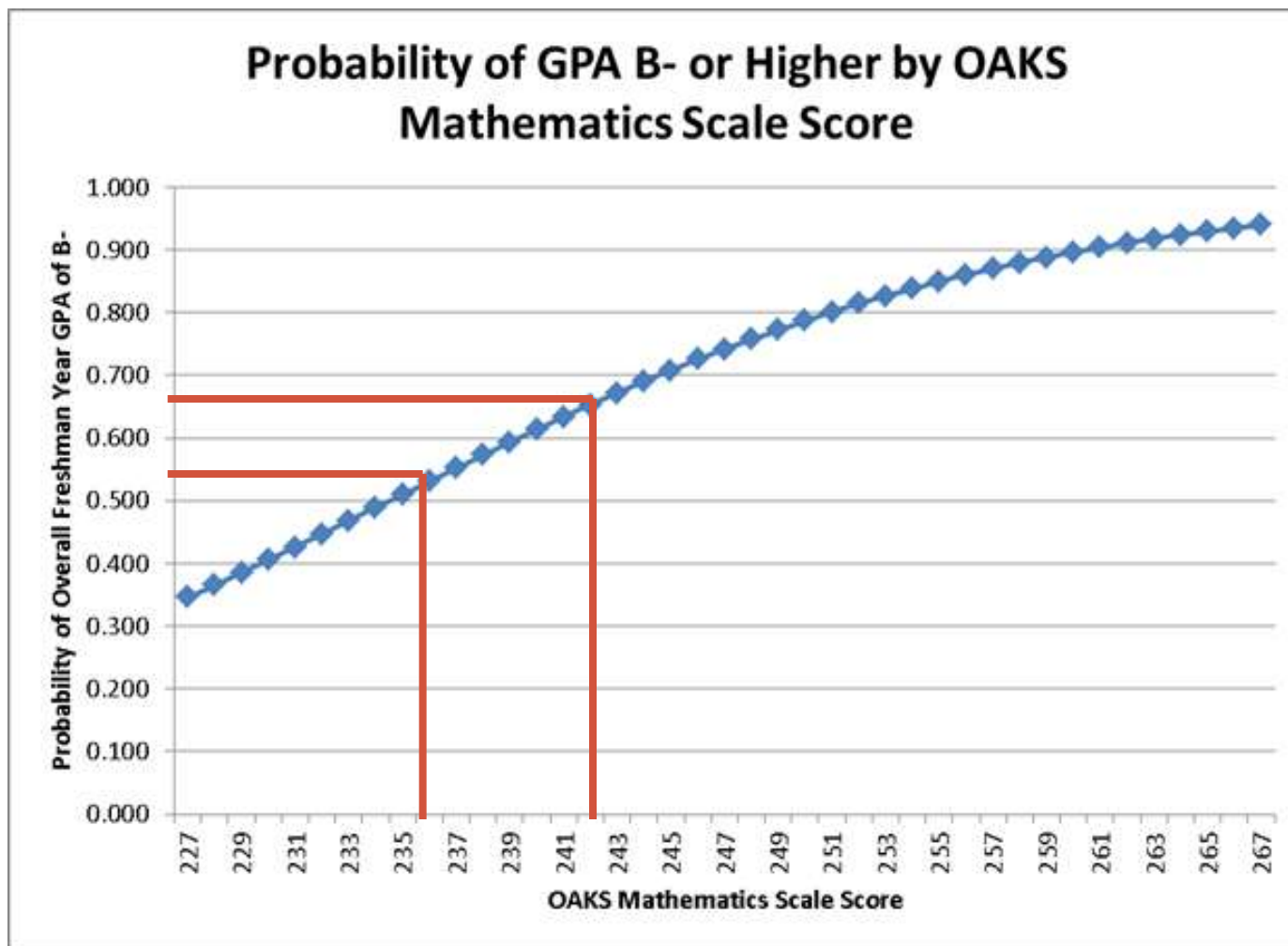


## Oregon Academic Preparedness - OAKS, SAT, ACT, OUS

- SAT scores of 500 Verbal and 510 Mathematics predict freshman year GPA of B- or higher with a probability of 0.65 in Oregon four-year colleges.
- The relationship between OAKS scores and freshman year college GPA provides independent evidence that the Level 3 standards established by Smarter Balanced are consistent with college readiness.
- The college readiness benchmark defined by ACT is a score of 22 on the Mathematics and Reading tests.
- ACT scores of 22 in Mathematics and Reading align to an OAKS Reading score of 244, and an OAKS Mathematics score of 242.



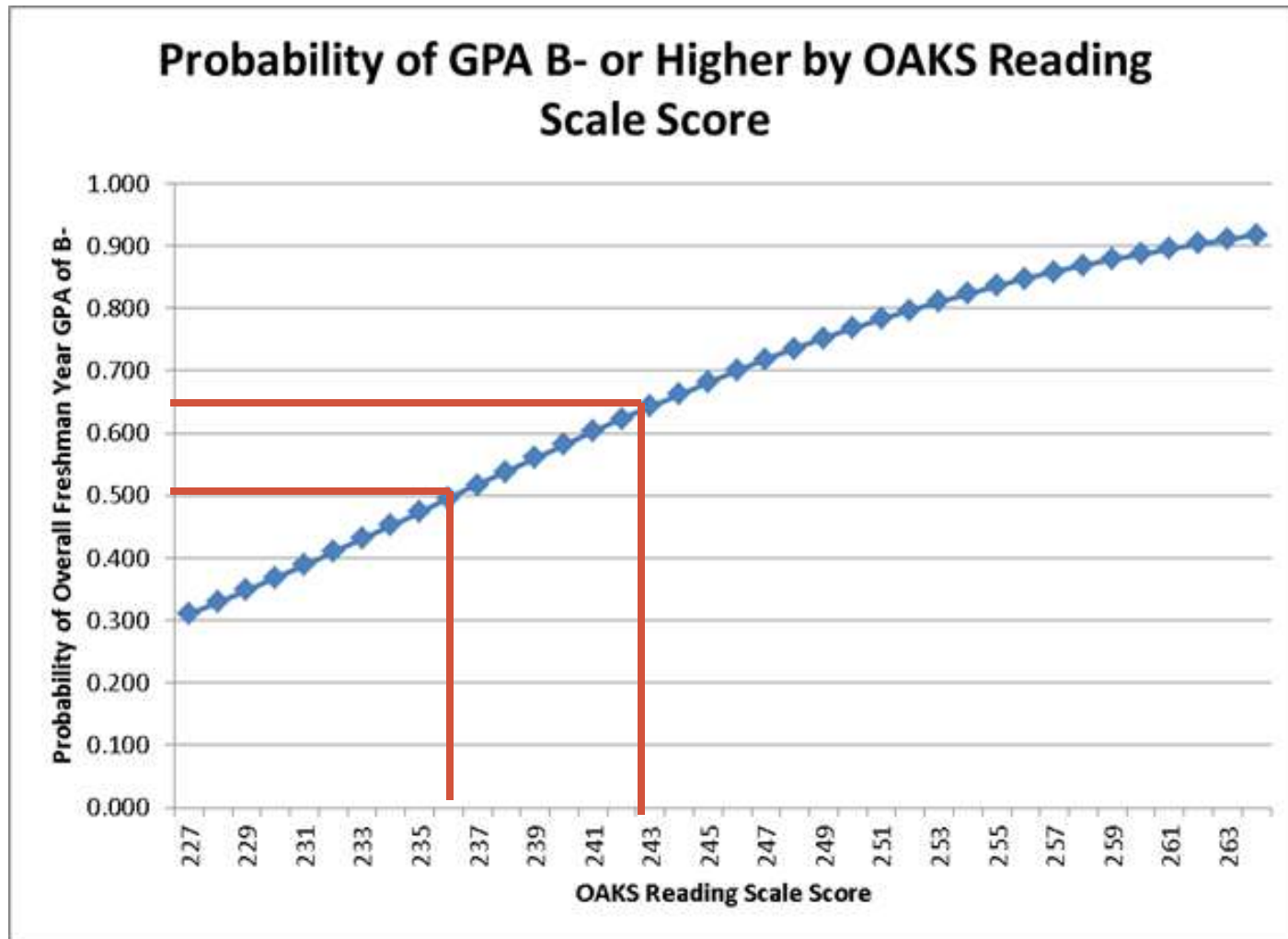
## College Readiness as Predicted by OAKS







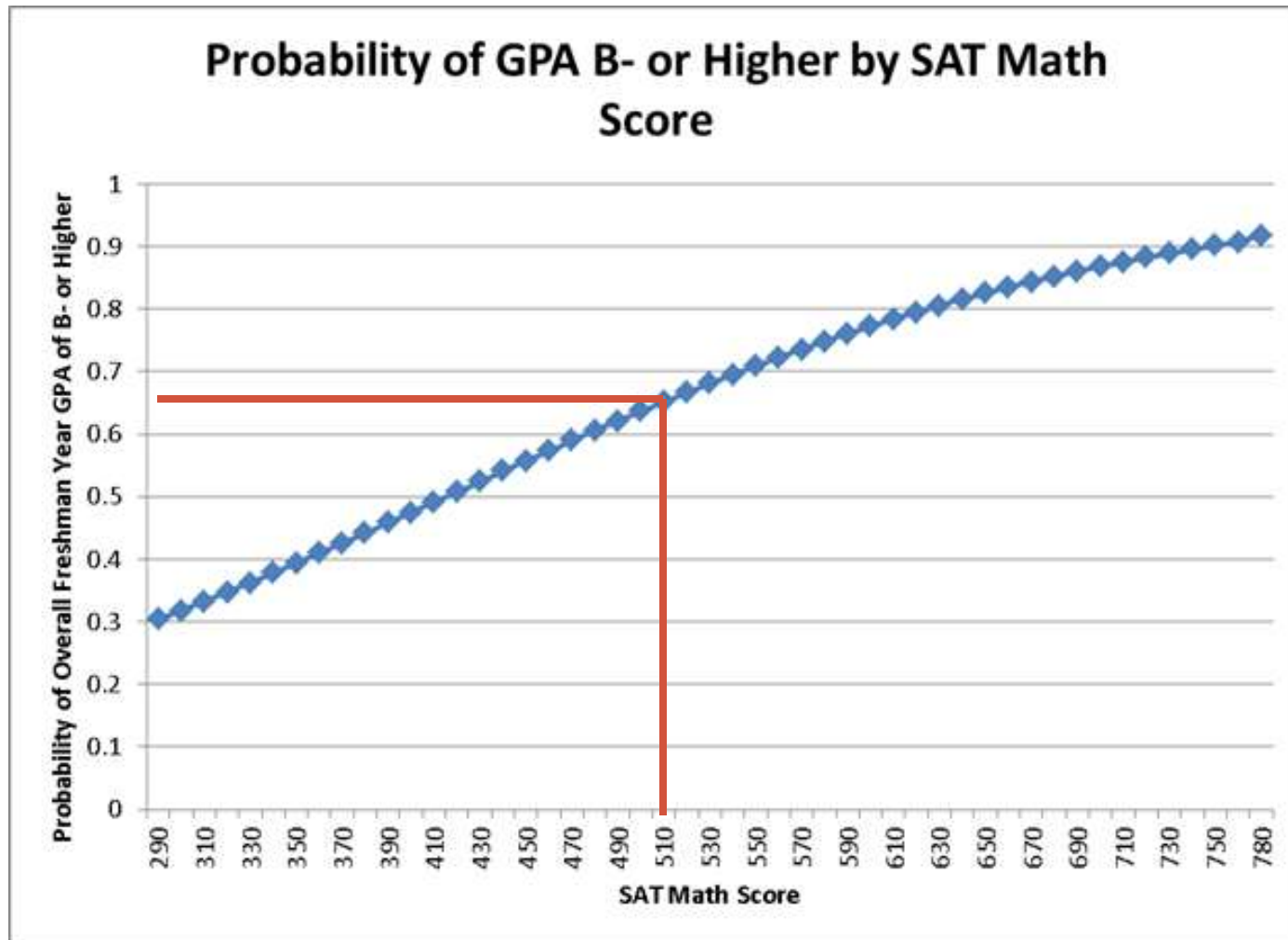
## College Readiness as Predicted by OAKS





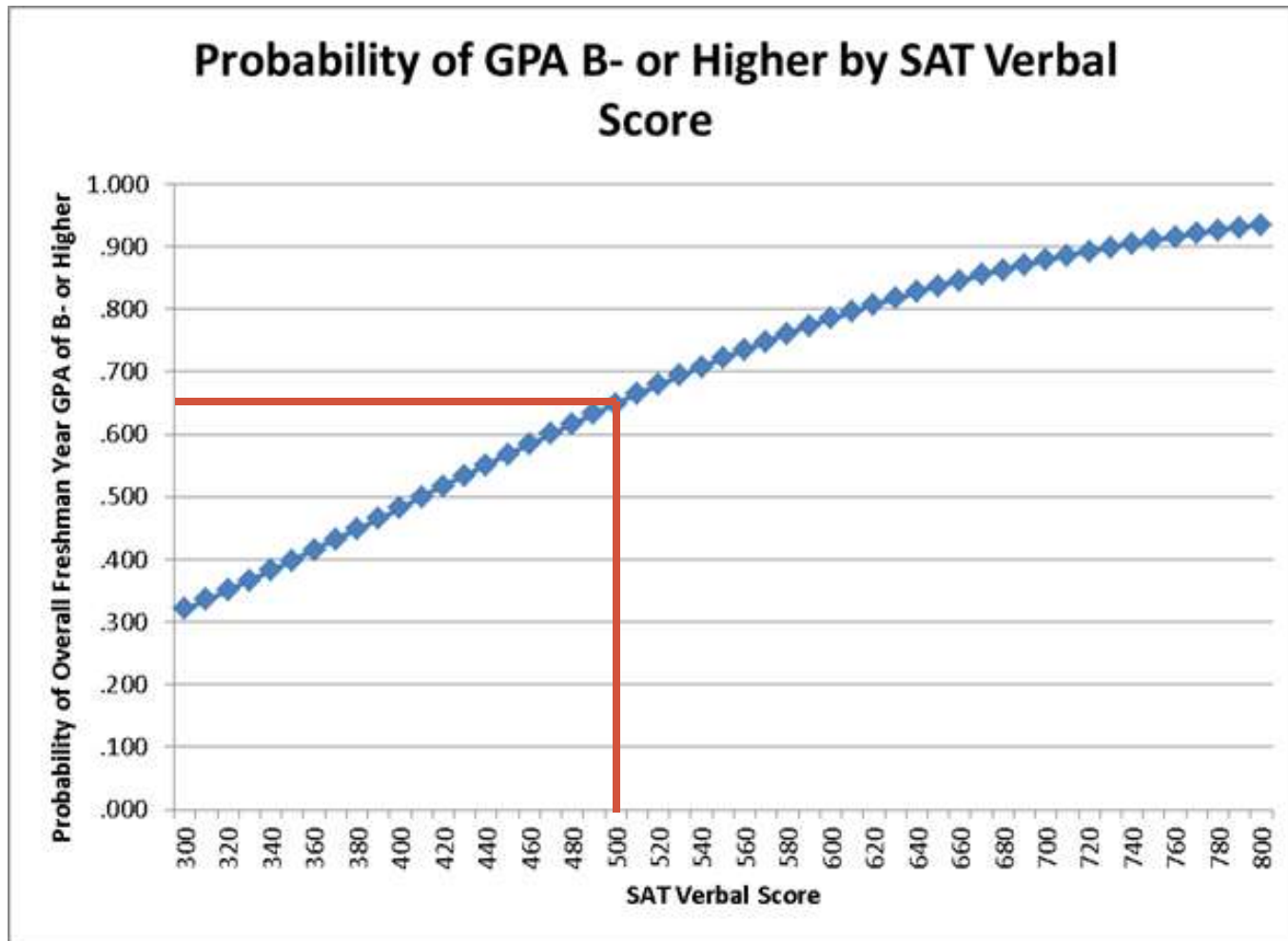
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## College Readiness as Predicted by SAT





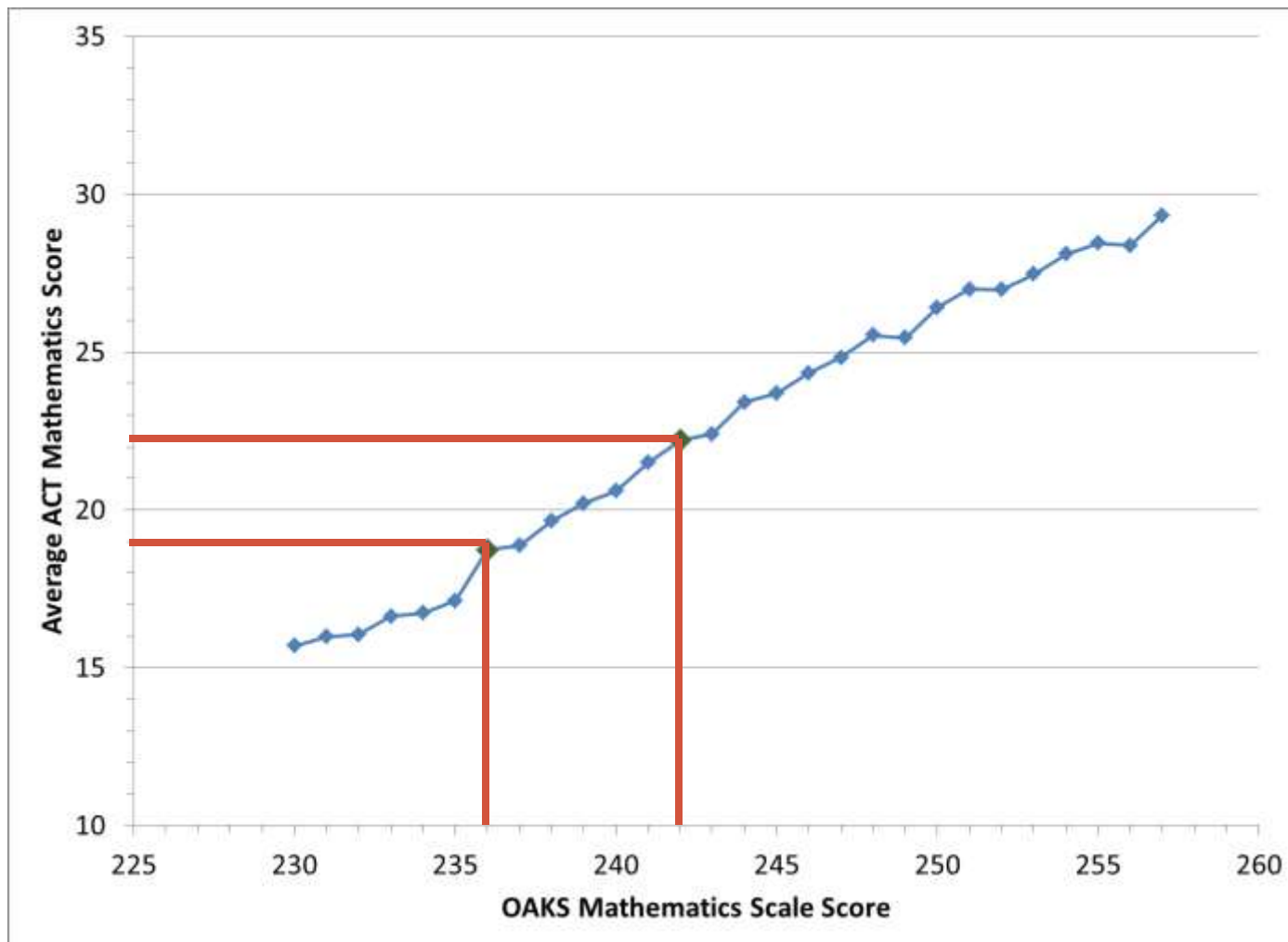
## College Readiness as Predicted by SAT





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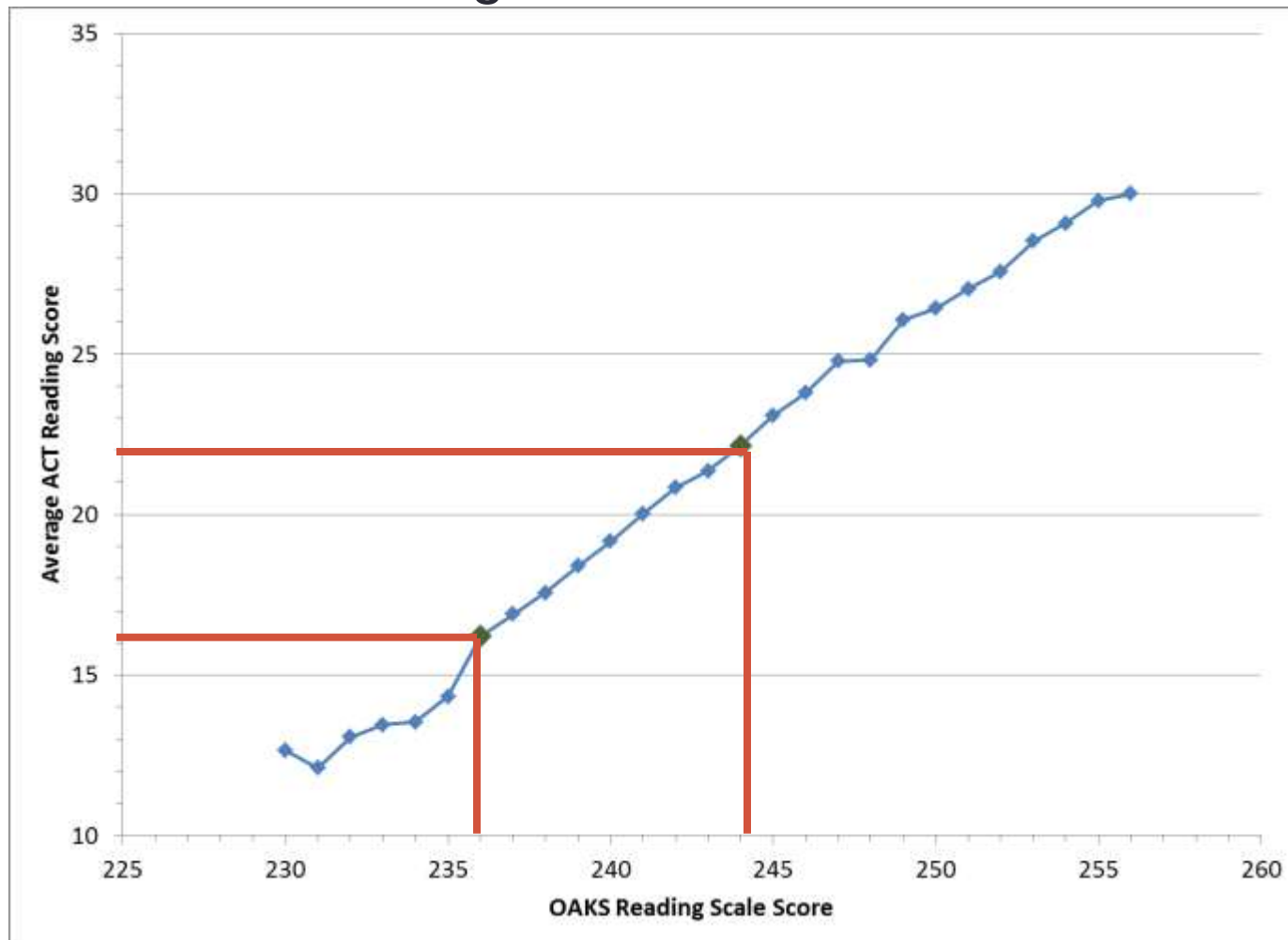
## Average ACT Mathematics Score by OAKS Mathematics Scale Score - Class of 2013





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## Average ACT Reading Score by OAKS Reading Scale Score - Class of 2013



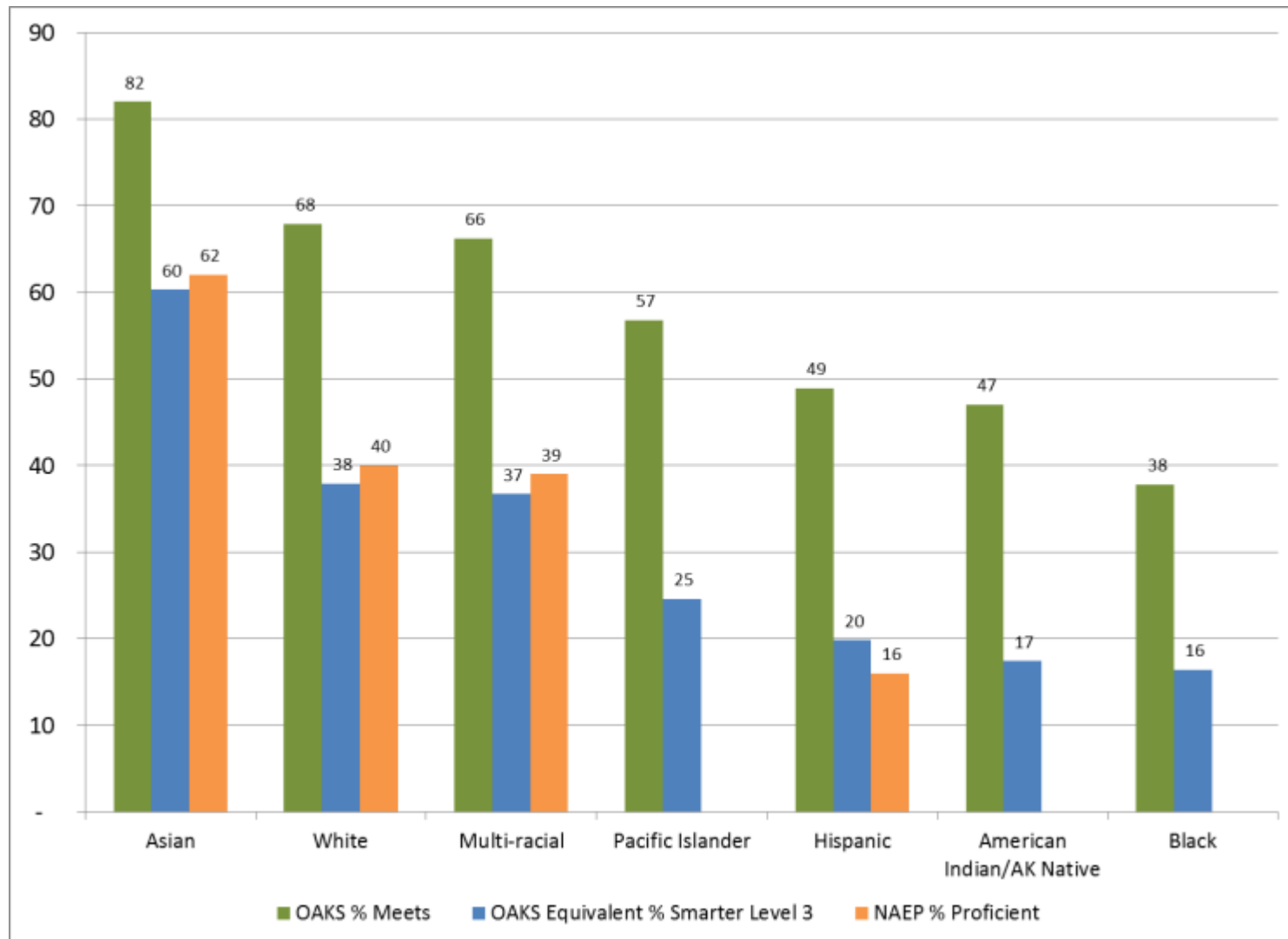
## Independent Sources of College Readiness Evidence

Evidence	Approximate OAKS Reading Standard	Approximate OAKS Mathematics Standard
Smarter Balanced CCR Standard	243	241
College Board (OUS B- GPA)	243	242
ACT College Readiness Benchmark	244	242

- Three independent sources of evidence help confirm a consistent estimated OAKS equivalent “cut score” reflecting Smarter Balanced Level 3 achievement.

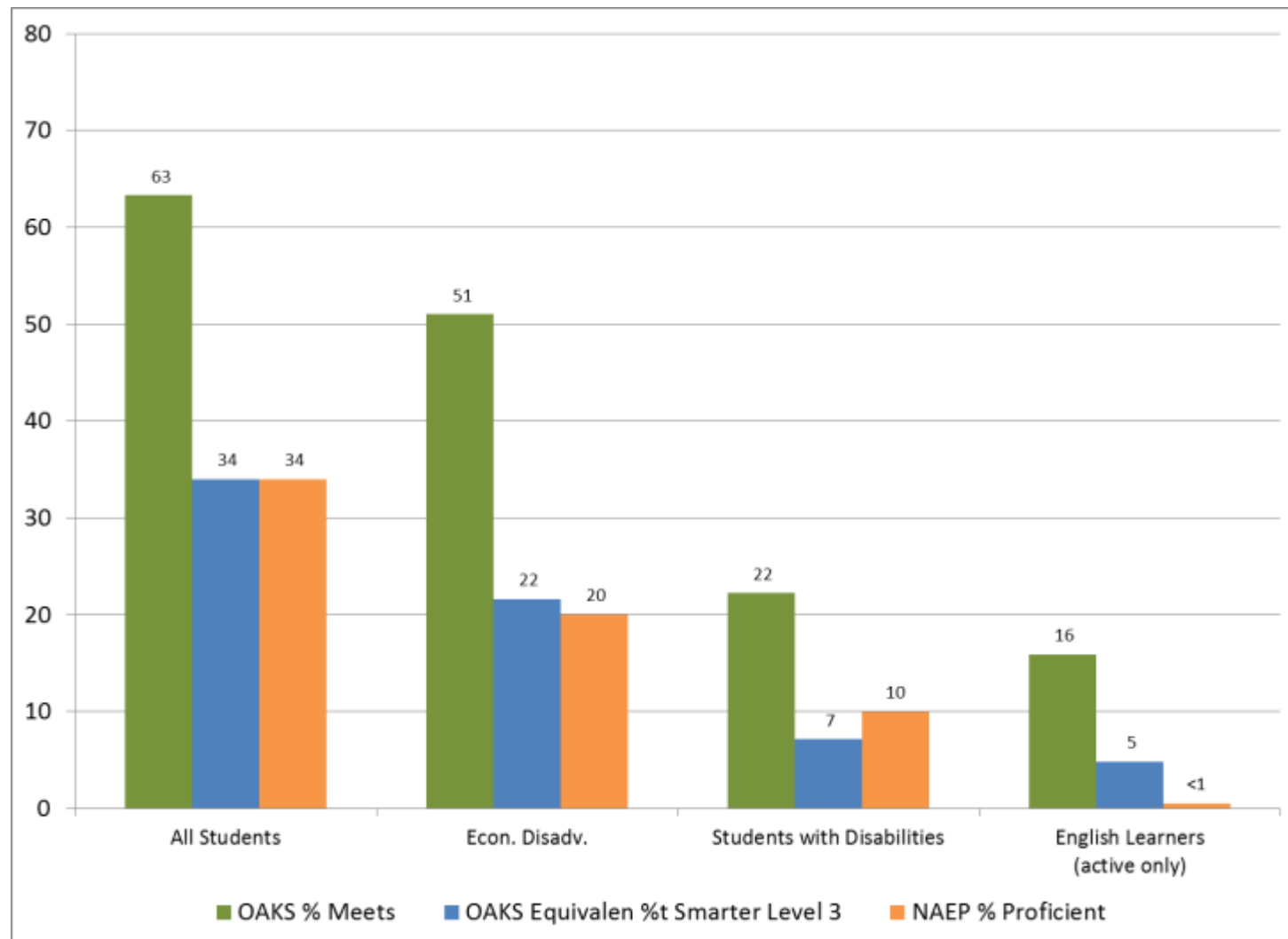


## Math Grade 8 Impact Data





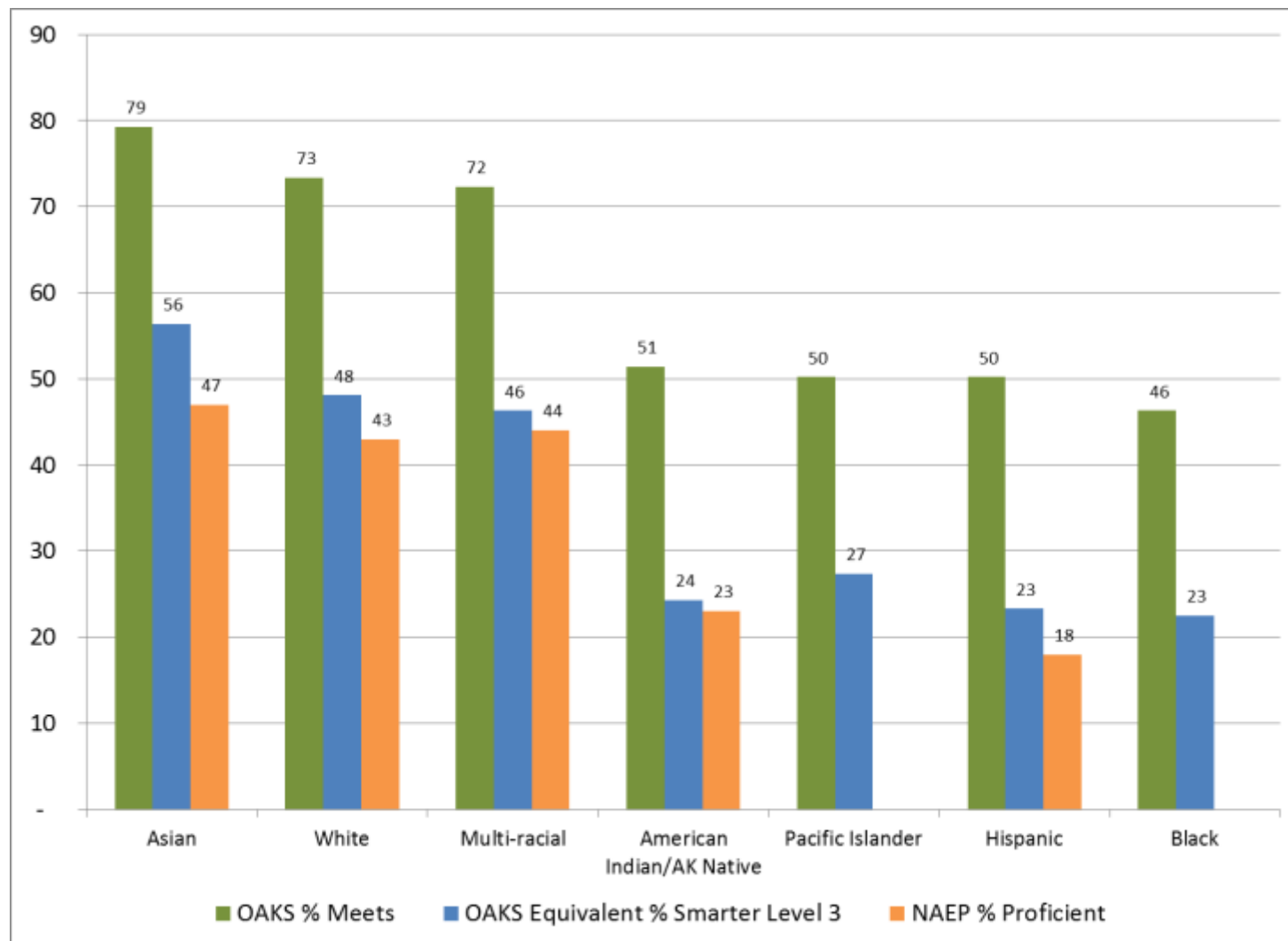
## Math Grade 8 Impact Data





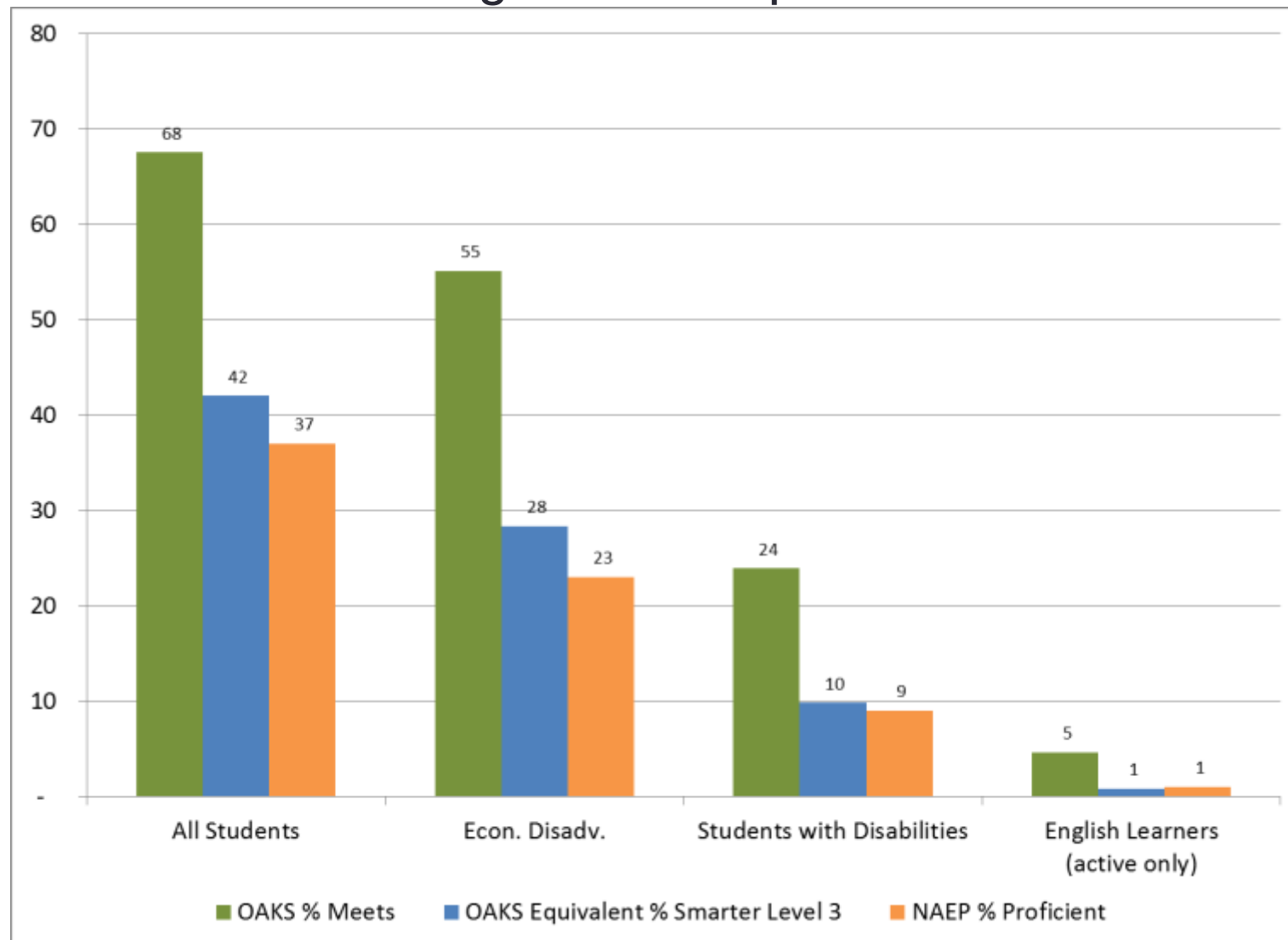


## Reading Grade 8 Impact Data





## Reading Grade 8 Impact Data



## Opportunity to Learn

- There are a number of reasons we can expect to see Oregon students' achievement on the Smarter Balanced assessments improve over time
  - Exposure to standards
  - Improved instructional practice
  - Alignment of instructional materials
  - Student motivation and familiarity with the tests
  - Improvements to test delivery system
  - Adaptive test engine

## Student and Systems Accountability

- Direct linking between OAKS and Smarter Balanced to determine equivalent levels of achievement for Essential Skills graduation requirements.
- Includes statistical analysis and professional judgment.
- Given the differences in expectations and likely percentages of students reported as proficient on Smarter Balanced, ODE staff will facilitate the process to revise Annual Measurable Objectives (AMOs) to better reflect the new Smarter cut scores and align AMOs with state policy.



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