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*. 

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behavioral research & teaching
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.
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, 2014 – submit initial 24 items (write full set for two different standards)
  - Content lead may ask to revise and resubmit
- July 9, 2014 – submit a total of 180 items
  - Revise and resubmit, as needed, by July 18, 2014
- August 15, 2014 – submit a total of 360 items
  - Revise and resubmit, as needed, by August 31, 2014
Compensation & Payment Schedule
Compensation

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

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

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

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