Oregon’s Assessment of Knowledge and Skills

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Oregon’s System in a Nutshell

• Oregon teachers write all of Oregon’s assessment items
• Oregon teachers score all of Oregon’s writing assessments
• Oregon contracts with its Intermediary Service Organizations (ESDs) to provide helpdesk support to schools and districts
Oregon’s System in a Nutshell (cont.)

• Oregon provides up to 3 opportunities for each student through OAKS Online.
• Oregon uses the highest score for accountability
• Oregon’s assessment window extends from mid-October to mid-May
• Oregon’s schools and districts can determine when to test individual students
• Students receive results immediately. Teachers can access reports within 15 min.
Why Computer Based Testing?

• Reduce costs associated with paper and add value to other parts of the system such as multiple opportunities
• Provide instant feedback to teachers and students
• Field testing can be more precisely allocated across districts
• Helps to ensure the right student gets the right test at the right time
Why Computer Based Testing?

• Without shipping, tests can be administered late in the year after instruction has been delivered
• Reduce carbon footprint by using and shipping less paper
• Reduce district storage requirements (paper takes up a lot of space)
Why Adaptive Testing?

• Provide more precise scores for very low and very high performing students. Very important for growth models
• Each student may take a test that is uniquely challenging
• Teaching to the test is discouraged
• Student cheating is difficult
Why Adaptive Testing?

Standard Error of Measurement by Scale Score and Assessment Mode
Grade 8 Mathematics
Increase in OAKS Online

- Pilot for online assessments began in 2001
- Participation in online assessments was voluntary
- Districts saw benefits in the system and allocated resources to use it
- Districts treat network bandwidth and computer labs as resources
- State compromised by making the window long enough for Districts to be able to use the system
Increase in Oregon Online

*Math general education tests used as an example

**461 paper math tests administered in 2008-09
Oregon's Adaptive Tests

Estimate

Strand 2

Strand 1

Overall

Student receives their 2nd item based on the computer's current estimate of their ability out of available "strand 1" items.

Student receives their 3rd item based on the computer's current estimate of their ability out of available "strand 2" items.
Test Opportunities Used

Based on 5th grade reading tests from 2008-09

- Took the Test 1 Time: 28%
- Took the Test 2 Times: 30%
- Took the test 3 times: 42%
USED Approval Evidence Required

• Assessments at or above grade level
• Each Adapted Assessment are comparable & Students would not be “tracked” to certain content standards based on difficulty
• Oregon’s paper assessments were comparable to its Online assessments
• Oregon’s assessments offered in side-by-side English & Spanish are comparable to the English only assessments
OAKS Online Challenges

• Window is open from Mid-October to Mid May
• Uses a lot of computers and computers are not otherwise available for instruction
• Districts use a variety of operating systems. Oregon supports Mac, Linux and PC
• Trouble shooting requires knowledge of Assessment, Applications, Networks and Internet
• More complicated assessments require more sophisticated users
OAKS Online Challenges

- Requires larger item banks
- Building item banks takes time and creates challenges when adopting new content standards
- Changing test vendors requires substantial resources to transfer items, test applications, load software on computers etc…
OAKS Online Challenges

• Can not describe % correct that is required to “meet”
• From a student’s perspective, it is always a hard test
• System must be perfect, 100% of the time
OAKS Online Recent Enhancements

• Students can control the display size of each item
• Students can use the keyboard to navigate throughout the entire system
• Oregon is working with AIR to provide the tests through a refreshable Braille display
• Oregon is using AIR’s new computer scored constructed response
Evidence For Efficiencies

• Hard to make an “apples to apples” comparison of Oregon’s online system with a paper based system.

• Oregon’s costs do not increase on a per-test basis. For test delivery and reporting, Oregon pays about $2 per test (excludes ODE staff and item writing).

• Anticipate reducing human scoring by 45% by implementing Artificial Scoring for Writing assessments.
Future Enhancements

• Oregon, Washington, Utah, Hawaii, Idaho, Delaware, Nebraska, Wisconsin, Wyoming, and Tennessee are developing an Adaptive Assessment consortium.

• Including:
  – More depth, more rigor
  – International benchmarking
  – Even better reporting