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Date: Mar 19, 2018

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: Mar 2018 Board Report

Partnership for Assessment of Readiness for College and Careers (PARCC) 2018

The 2018 PARCC is in full swing. Oregon Elementary School began taking the assessment on March 5, and already several hundred test events have been completed. There were very few logistical or implementation changes between 2017 and 2018, so our technology plan, training materials, and schedules remained largely the same. Everything has gone smoothly so far, and we expect the same for DLR when they begin. More updates will follow as we wrap up the assessment.

Assessment Matrix Update

Recent discussions in the Curriculum, Technology, and Data Committee have focused on which assessments are being given to students, when they are administered, and what they measure. This is tracked in a document we call the OCUSD Assessment Matrix, and it is updated whenever major changes have occurred in the district assessment plan. The updated matrix follows, but first is an explanation as to what we measure and why, as well as a glossary of terms.

There are a couple of different functions that assessment serves in the process of educating students. First, some measures are screeners. These types of assessments are intended to provide quick, low-cost information about the skills that students may not yet have mastered. These screeners are used to identify students who may need further diagnostic assessment to figure out what might be getting in the way of student learning. One of the benefits of screeners is that they can be administered with little impact on instructional time. One such screener is AIMSweb, which we use for reading and mathematics.

Another function of assessment is to predict. This can be done with screeners or more diagnostic assessments, depending on the complexity of the skills being measured. Typically, this means an assessment is given with the intention of identifying students who may not be expected to meet a benchmark on a higher-stakes test in the future. Such is the case for AIMSweb and MAP assessments, as well as our practice SAT and the PSAT 8/9 and 10. These are being used to predict how students are expected to perform on a future assessment, and hopefully to inform teachers about where intervention needs to take place to bring students closer to target.

During such intervention, other tools may be employed to monitor progress. This is where a tool like AIMSweb has its maximum benefit. By serving as both a screener and a progress monitoring assessment, it allows us to set individual goals for students, then observe as students close the gap between their performance and that target. AIMSweb is also splintered out into many different skills, so progress can be measured on fairly narrow student behaviors.

Finally, assessment can be used to generate information about student mastery. These are chapter and unit tests, quarterly benchmarks, and the PARCC assessment. These are typically criterion-referenced assessments that inform teachers and students about the degree to which a student has learned all of the skills that have been taught.

The approach we have taken in selecting and using assessments has been that of handing the students off from one test to another. In grades K and 1, the primary skills we assess are captured by AIMSweb, as well as some classroom assessments like Guided Reading levels and BEAR spelling. AIMSweb continues to be important in grade 2, but we also introduce MAP for reading and mathematics. MAP and PARCC (starting in grade 3) are the primary assessments through grade 8. The SAT suite of assessments begins in grade 8 and continues through the end of high school. Thus, grades 2 and 8 are the years when there is overlap of assessments. This provides us opportunities to retain a cohesive longitudinal picture of the learning continuum, even though the same assessment is not used universally across K-12. This handoff because a little clearer when looking at the completed assessment matrix.

Glossary of Assessment Names

AIMSweb – brief, often one-minute probes of specific student skills

- LNF – Letter Naming Fluency
- LSF – Letter Sounds Fluency
- PSF – Phonemic Segmentation Fluency – students break words down into their sounds
- NWF – Nonsense Words Fluency – students read simulated words before they have begun whole words and passages
- Reading-Curriculum Based Measurement – oral reading fluency measure
- MAZE – students circle the correct word from a list of three choices in a reading passage. This is a measure of reading fluency for older students
- OCM – Oral Counting
- NIM – Number Identification
- QDM – Quantity Discrimination – students identify the bigger of two numbers
- MNM – Missing Number – students provide the number missing from sequences of three
- M-COMP – Computation – students perform computation problems at grade level
- M-CAP – Concepts and Applications – students perform more authentic mathematics tasks beyond rote facts and simple computation

Measures of Academic Progress (MAP) – a computer-based assessment that is both diagnostic and measures progress between terms

- Reading
- Mathematics
- Language Usage

Partnership for Assessment of Readiness for College and Careers (PARCC) – a computer-based assessment that currently serves as the Illinois high-stakes test every spring

- English/Language Usage (ELA)
- Mathematics

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SAT – suite of assessments used for college entrance. This is the high-stakes assessment for juniors each spring

- PSAT 8/9
- PSAT 10
- SAT

Respectfully Submitted,

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220

Oregon CUSD Assessment Matrix

Rev: 3/12/2018

Test Group	Measure	K			1			2			3			4			5			6			7			8			9			10			11			12		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
AIMSweb Early Lit	Letter Naming Fluency	X	X	X	X																																			
AIMSweb Early Lit	Letter Sounds Fluency	X	X	X	X																																			
AIMSweb Early Lit	Phonemic Segmentation Fluency		X	X	X	X	O	O	O	O																														
AIMSweb Early Lit	Nonsense Word Fluency		X	X	X	X	O	O	O	O																														
AIMSweb Reading	Reading – Curriculum-Based Measurement					X	X	X	X	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O													
AIMSweb Reading	Reading-MAZE										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X														
AIMSweb Early Num	Oral Counting	X	X	X	X	X	X																																	
AIMSweb Early Num	Number Identification	X	X	X	X	X	X																																	
AIMSweb Early Num	Quantity Discrimination	X	X	X	X	X	X																																	
AIMSweb Early Num	Missing Number	X	X	X	X	X	X																																	
AIMSweb Math	M-Computation							X	X	X																														
AIMSweb Math	M-Concepts and Applications										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X														
Measures of Academic Progress (MAP)	Reading							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X														
Measures of Academic Progress (MAP)	Mathematics							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X														
Measures of Academic Progress (MAP)	Language usage																						X	X	X	X														
Partnership for Assessment of Readiness for College and Careers (PARCC)	English/Language Arts												X			X			X			X			X			X											
Partnership for Assessment of Readiness for College and Careers (PARCC)	Mathematics												X			X			X			X			X			X											
SAT	PSAT8/9																									X													
SAT	PSAT10																												X										
SAT	SAT																															X					X		

X = Administered to all students

O = Administered to at-risk students