**STATE BOARD OF EDUCATION – TOPIC SUMMARY**

**Topic:** Oregon Alternate Assessment aligned to CCSS Plan

**Date:** December 12, 2013

**Staff/Office:** Sarah Drinkwater, Brad Lenhardt, Cristin McLean Office of Learning

**Action Requested: [x]  Informational Only [ ]  Adoption Later** **[ ]  Adoption [ ]  Adoption/Consent**

**ISSUE BEFORE THE BOARD:**

To present the State Board of Education an informational update regarding Oregon’s transition to an alternate assessment aligned to Common Core State Standards (CCSS) plan.

**BACKGROUND:**

Oregon is planning to provide an alternate assessment (AA) aligned to CCSS. To ensure the selection of the best AA for Oregon’s students, the identification and selection of a vendor to develop an alternate assessment is key. The following process was developed by ODE:

**Process Overview: Determining who will provide the Common Core Alternate assessment**

***Spring, 2015: Administer Behavioral Research and Teaching (BRT)***

Rationale:

* ODE currently has an IDEA sub grant with Behavioral Research and Teaching that can be extended
* Alternate assessment developed by BRT is aligned to Common Core (as of 20013-14)
* Alternate assessment developed by BRT has been administered since 2000-01 and is familiar to districts. This is helpful as districts will be transitioning to the Smarter Balanced assessment in 2014-15 and it would be burdensome to districts to have to make both transitions at the same time.
* Information the Oregon Department of Education (ODE) collected from a 2013 Request For Information indicates that the other available Common Core alternate assessments are not yet as far along in development as the alternate assessment developed by BRT.

***Summer, 2015: Stakeholders evaluate Common Core alternate assessments***

Rationale:

* Smarter Balanced will have been operational for one year (2014-15).
* Evaluating the alternate assessment options in Summer, 2015, will ensure that all assessments being evaluated are operational.

Process:

1. ODE will draft a set of features and criteria by which the Common Core alternate assessment will be evaluated.
2. ODE will convene a group of representatives to review the features and criteria and to provide feedback. Representatives will be from organizations such as the following:
	* ODE advisory committees, including education advisory committee
	* Education partner organization
	* PTA
	* Post-secondary constituents
	* State legislators who have been actively involved in special education issues and assessment
	* Educators
	* District leadership
	* State Board member
3. ODE will then revise the initial set of features and criteria to represent the feedback collected.
4. ODE will post an RFI for Common Core alternate assessments that meet these features and criteria.
5. ODE will reconvene the group of representatives to review the RFI responses against the features and criteria and develop a recommendation about which assessment is strongest.

Outcomes

“A” If the recommendation is to continue with BRT, ODE will extend the Common Core alternate assessment contract to BRT.

**OR**

“B” If the recommendation is another assessment, ODE would issue a Request For Proposals and evaluate the Common Core alternate assessment proposals against the features and criteria provided by the group of representatives.

Overview

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| **Academic Year** | **Oregon’s Common Core Alternate Assessment** | **Tasks** |
| 2013-14 | BRT |  |
| 2014-15 | BRT | * Stakeholders to evaluate Common Core alternate assessments
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| 2015-16 | BRT | * Based on stakeholder review, if Outcome B (above), issue RFP, and select new Common Core alternate assessment for **2016-17**. Because the RFP process would take several months and the transition to a new assessment system will require staff training and logistical planning for districts, ODE would extend the alternate assessment contract to BRT for one year, 2015-16.
* Train and prepare for new Common Core alternate assessment.
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| 2016-17 | TBD |  |

**ISSUE OVERVIEW:**

Per a review and recommendation by the Assessment Advisory Committee and the State Advisory Council for Special Education, ODE staff recommends the approach delineated above to the identification and selection of a vendor for Oregon’s alternate assessment aligned to CCSS.