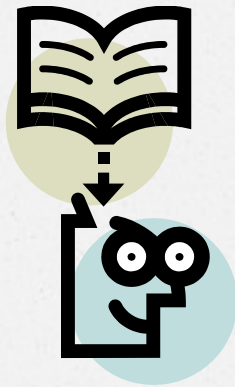
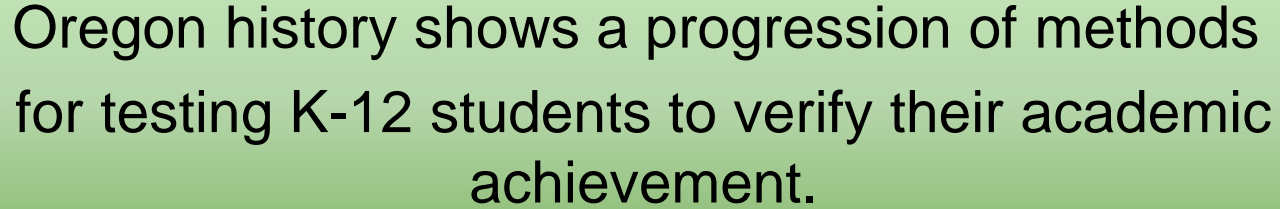


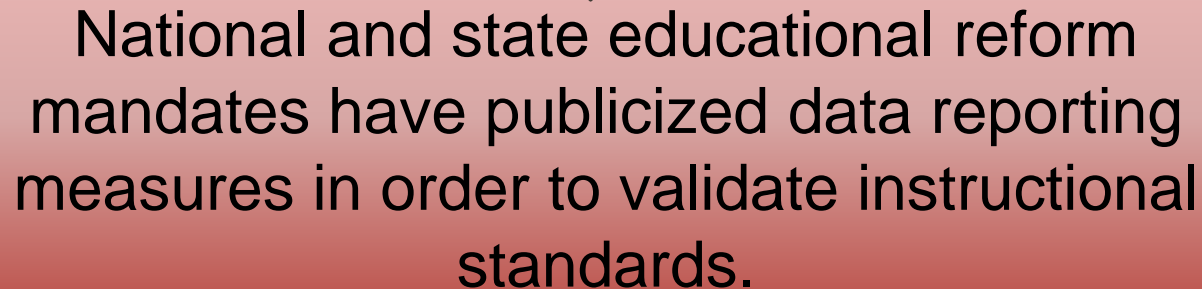
Oregon's Progression of Standardized Testing



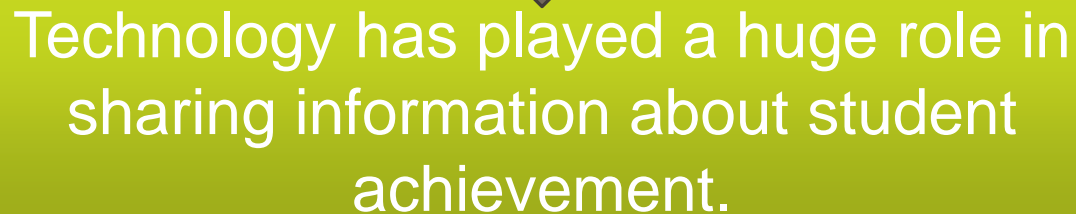
1960's to the Present



Oregon history shows a progression of methods for testing K-12 students to verify their academic achievement.



National and state educational reform mandates have publicized data reporting measures in order to validate instructional standards.



Technology has played a huge role in sharing information about student achievement.

1960's and 1970's

It was Joseph C. Conaty that said, "I am pleased to approve Oregon's assessment system under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended."

Joseph C. Conaty

Oregon's ESEA of 1965

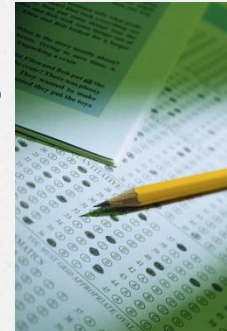
Bill Ayers

Free School Movement

These men helped lead the future development philosophies of educational design in Oregon.

The 1970's - Early 1990's

The Basic Beginnings

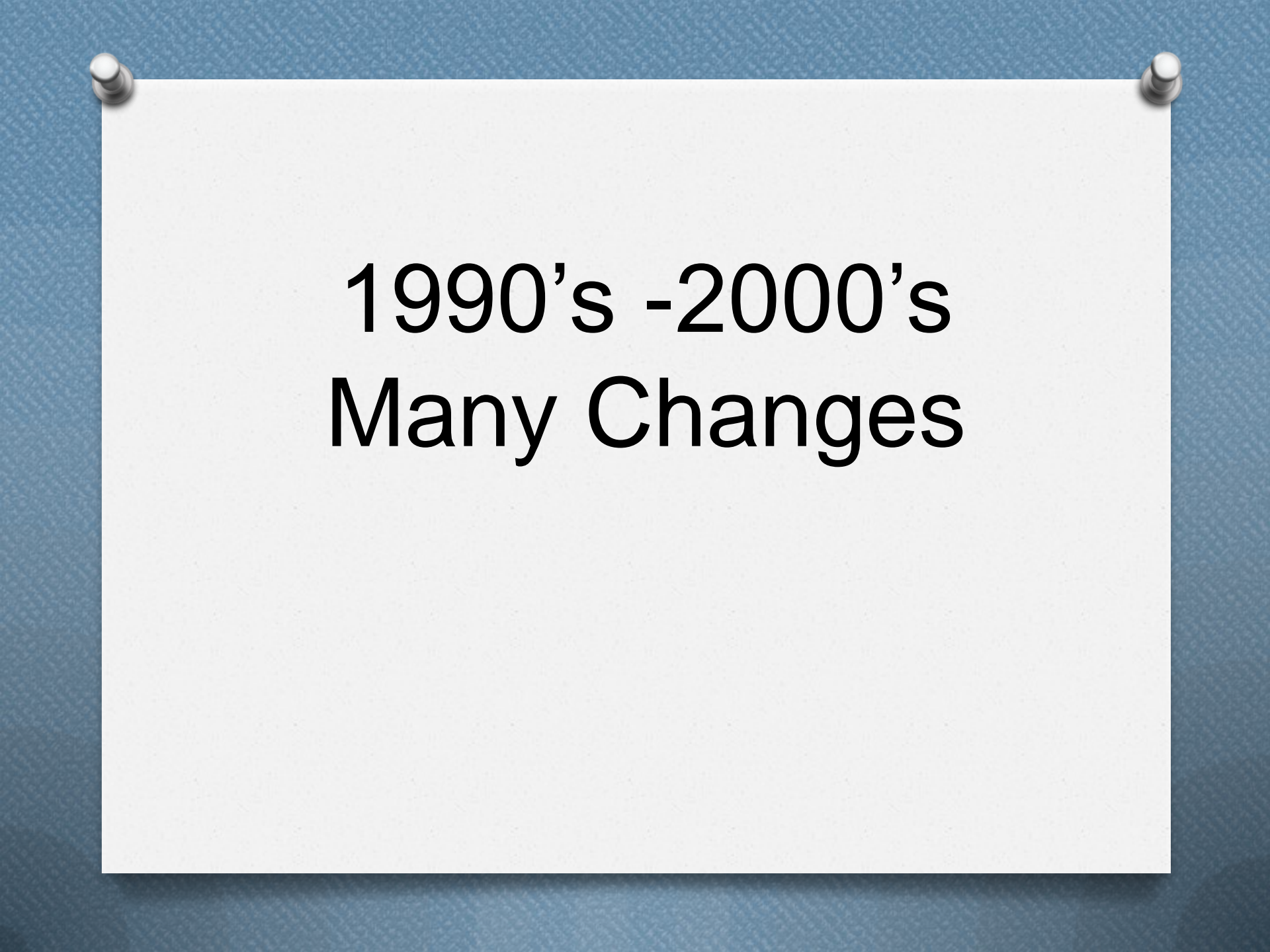


- IOWA BASICS –Standardized Tests
- Oregon Competency Graduation Requirements for Academic Achievement

Educational Funding
Affects Schools due to
Fading
Timber \$

The counties lose about \$230 million annually with the end of payments under the Secure Rural Schools and Community Self-Determination Act. The act was a safety net for rural communities slammed by the recession and collapse of the timber industry, but it expired with no money available to replace it.



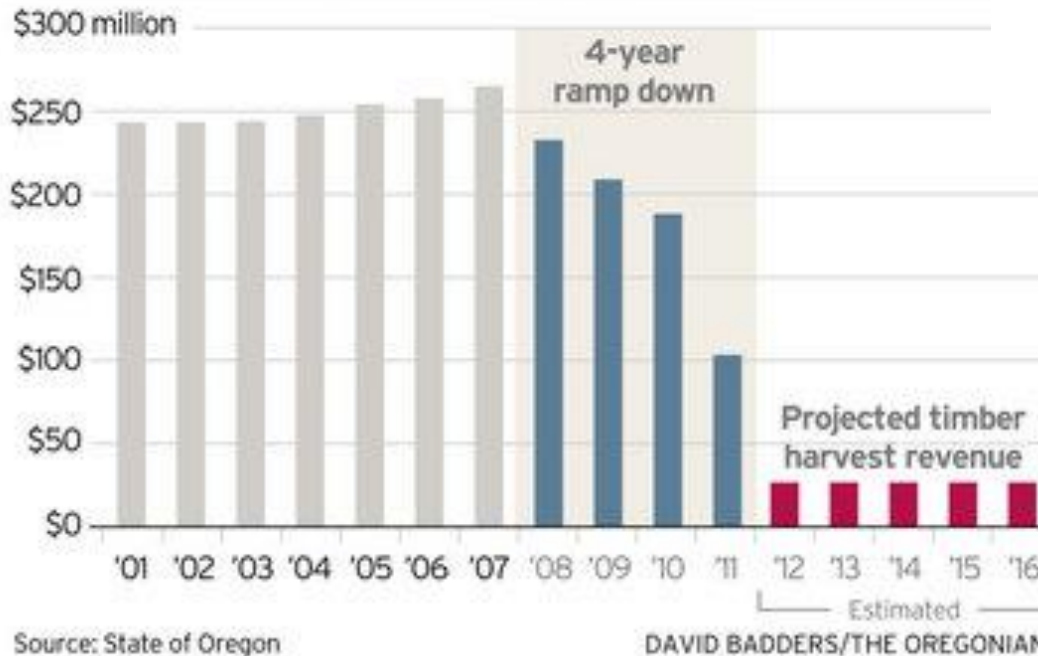


1990's -2000's
Many Changes

1990's – 2000's Test Results Impacted by Downturned Economy



Oregon county timber payments



Budget Cuts:

- Home
- School
- Academics
- Jobs

Annual Yearly Progress of Schools (AYP) publicized school report cards which made odd comparisons amongst student populations.



Apples to
Oranges
Comparisons



This started the 'high stakes' testing and targets teacher evaluation measures of teachers efficiency.

Oregon Education Act 21st Century



- o **329.025 Characteristics of school system.** It is the intent of the Legislative Assembly to maintain a system of public elementary and secondary schools that allows students, parents, teachers, administrators, school district boards and the State Board of Education to be accountable for the development and improvement of the public school system. Retrieved from <http://landru.leg.state.or.us/ors/329.html>

Standardized Testing

Improving America's Schools Act
(IASA)

In 1994 the U.S. Congress passed the Improving America's Schools Act (IASA), the most recent version of the 1965 Elementary and Secondary Education Act.



Oregon was already on track with 21st Century.



Graduation Options



CIM

CAM

2001-2002 Testing Windows were given by ODE.

Performance Assessment Benchmark Tests were given to 3rd, 5th, 8th, and 10th grades. In 2002, these tests will be referred to as Benchmark 1, 2, 3, and CIM assessments respectively. By referring to them in this manner, emphasis is placed on their alignment with state content and performance standards. Retrieved from

<http://www.ode.state.or.us/teachlearn/testing/manuals/2002/mpswripaadmin-23cim.pdf> in 2013.

NCLB Leads Educational Reform in Assessments



Memo # 006-2007-08
Transition of CIM and
CAM to the New
Diploma
August 22, 2007
TO: All K-12
Superintendents; All
Principals
RE: Transition of CIM
and CAM to the New
Diploma

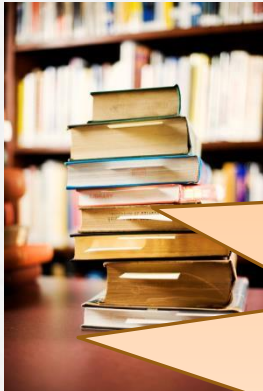
Standards and assessments remain fundamental to Oregon's accountability system and No Child Left Behind (NCLB). Even with the removal of the CIM and CAM certificates, both Oregon law and federal law will continue to require that the state and school districts measure student performance against state adopted content and achievement standards.

<http://www.ode.state.or.us/news/announcements/announcement.aspx?id=2948&typeid=4>

OAKS



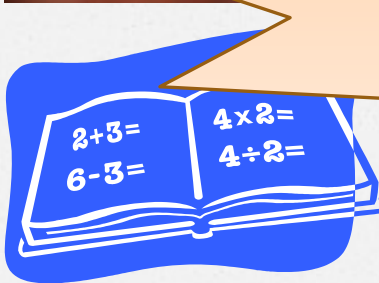
Oregon Assessment of Skills and Knowledge



Bench Mark Grades

3rd, 5th, 8th, & 10th

Reading, Math, Writing, Science



Common Core State Standards

The Common Core State Standards Initiative began in 2009, a collaborative effort among nearly all of the U.S. states and territories, the National Governors Association, and the Council of Chief State School Officers, (Doorey, 2012/2013)

2013 – Oregon will choose a new assessment program that are being created by federally supported consortiums with members from various states as CCSS are implemented in 2013-2014.

Smarter
Balanced

PARCC

In Reflection

Oregon has been on board with new policies and has taken the lead in pursuit of educational 'reform' over the past five decades. There are definitely matters of interests that lie in the educational profession, school districts, and state measures that have been impacted by the National Department of Education. It is apparent that economics and politics have played a large role in the progression of standardized testing in Oregon. It certainly is obvious that Oregon is never stagnant in addressing the needs of our students and future citizens of the United States of America that will likely participate in world-wide issues.



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