

HOUSE COMMITTEE ON AUDITS

February 24, 2005 Wilson High School, Portland OR

3:00 P.M. Tapes 31 - 34

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MEMBERS PRESENT: Rep. Jerry Krummel, Chair

Rep. Tom Butler, Vice Chair

Rep. Alan Brown

Rep. Jackie Dingfelder

MEMBERS EXCUSED: Rep. Diane Rosenbaum, Vice Chair

STAFF PRESENT: Jim Keller, Committee Administrator

Kellie Whiting, Committee Assistant

MEMBERS PRESENT: Rep. Linda Flores, Chair

Rep. John Dallum, Vice-Chair

Rep. Steve March, Vice-Chair

Rep. Debi Farr

Rep. John Lim

Rep. Arnie Roblan

MEMBERS EXCUSED: Rep. Chip Shields

MEASURES / ISSUES HEARD:

Oregon School Assessment Systems, Certificate of Initial Mastery

**and Certificate of Advanced Mastery – Informational
Meeting**

These minutes are in compliance with Senate and House Rules. Only text enclosed in quotation marks reports a speaker's exact words. For complete contents, please refer to the tapes.

TAPE/#	Speaker	Comments
TAPE 31, A		
001	Chair Flores and Chair Krummel	Call the meeting to order at 3:03 p.m. and opens the informational meeting on the Oregon School Assessment System, the Certificate of Initial Mastery and the Certificate of Advanced Mastery (CIM/CAM).

Oregon School Assessment Systems, the Certificate of Initial Mastery and the Certificate of Advanced Mastery - Informational Meeting

016	Chair Krummel	Provides an introduction of the Audit Committee members.
024	Chair Flores	Provides an introduction of the Education Committee members and the Education Committee's objective for the 2005 session.
062	Chair Krummel	Announces that the Audits Committee will be discussing the details of the meeting on Tuesday, March 1, 2005.
083	Tory Paren	Clackamas High School. Testifies in opposition of the CIM. Comments that the CIM/CAM takes away from classroom time and important courses.
121	Jessica Minor	Testifies in opposition of CIM. Comments on the funds spent on the CIM and not on the classroom. Comments on the fees spent to participate in sports and other activities that were not required before the CIM. State that the colleges and universities do not require the CIM on applications. States that activities and sports are being replaced by the CIM. States that public secondary institutions in Oregon do not look at CIM or CAM on a application. Comments on

the added pressures of CIM. States the teachers cannot explain to the students what the CIM is.

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| 143 | Paren | Thanks the committee for hearing their testimony and explains the repercussions CIM has on other important activities and the classroom. |
| 160 | Rep. Butler | Inquires if an out-of-state student cannot transfer in the uniform standard national tests to Oregon, but must catch up with the requirement to complete the CIM from grade three. |
| 164 | Paren | Concurs. Explains the student would have to complete all district requirements of the CIM to graduate. |
| 170 | Rep. Butler | Comments the alternative for the out-of-state student is not graduating. |
| 172 | Paren | Responds that without the CIM the student will not graduate. |
| 178 | Rep. Brown | Clarifies a out-of-state student has to complete a CIM to graduate. |
| 180 | Paren | Responds all the CIM tests are required for graduation. |
| 182 | Rep. Brown | Comments on the hardships for the students. |
| 185 | Paren | Responds about the students moving to Oregon in their senior year and the difficulty the situation entails. |
| 187 | Rep. Farr | Clarifies it is a district requirement and comments on the alternatives for graduation. |
| 196 | Paren | Responds that if CIM were abolished, the focus would be on the additional requirements and graduating requirements already in place. |
| 200 | Rep. Farr | Expresses concern over the districts requirements that are not uniform. |
| 205 | Paren | Asks for clarification. |

207	Rep. Farr	Clarifies that the district may require graduation requirements that do not align with other districts.
210	Paren	Concurs. Explains the graduation requirements and additional testing for students.
212	Minor	Comments about uniform requirements for transferring students.
218	Rep. Dallum	Inquires about the required subject for CIM.
220	Paren	Responds Reading, Writing, Math and Science.
222	Rep. Dallum	Inquires about the time spent on the CIM.
223	Paren	Responds that every day the teacher has have to change the curriculum to include the CIM in every day classes and the explains the days specifically spent on CIM work samples. Comments on the students who choose not to come to class, because they are not learning anything on those days.
229	Minor	Comments on the classroom time spent on the CIM work samples.
232	Rep. Dallum	Inquires if any of the students have had the chance to present the CIM portfolio in further education.
240	Minor	Responds the CIM is not applied in another areas of learning.
242	Paren	Responds she has not learned anything additional from the CIM. Comments that not all colleges she has contacted know what the CIM is.
250	Rep. Dallum	Asks what colleges has Miss. Paren been in contact with.
251	Paren	Responds Pepperdine, Stanford, Northern Arizona, and Montana University.
256	Rep. Krummel	Inquires about the lack of understanding of facility in regards to the CIM. Inquires if there was lack of training from the state or the district.

272	Paren	Responds that the acronym was explained, but the objective was not. Comments on the training of the teachers and the substitute teachers who are there in the classroom due to teacher training days for the CIM.
288	Chair Flores	Inquires about the portfolios.
289	Paren	Responds she kept them in the seventh and eighth grade and in high school, they were only shown their grades from the work samples and are kept of the counselor's offices.
300	Rep. Dallum	Inquires about the lost work samples.
302	Minor	Responds the loss of the portfolios is a big problem at their school.
311	Paren	Responds the students have complained about the loss of their portfolio from the counselor's office and have had to re-do their work samples because of the loss.
314	Rep. Dallum	Inquires about the percentage of loss.
316	Paren	Responds often.
318	Rep. Butler	Inquires about Miss Paren's and Minor's goals after high school.
333	Minor	Responds she will like to attend law school.
338	Paren	Responds she would like to major in business and a minor in law.
339	Rep. Butler	Inquires why they are choosing to go out-of-state for education.
345	Paren	Responds she is looking at University of Oregon.
348	Rep. Butler	Inquires about their uniforms.
355	Paren	Responds they are both state officers for DECCA, a marketing program for students.
360	Minor	Responds about the DECCA program.

362	Rep. Roblan	Inquires about the correlation between tests.
365	Paren	Responds about the testing for the CIM math tests, the SATs and ACTs.
88	Rep. Roblan	Inquires about the math problem solving and multiple tests.
390	Paren	Responds the CIM math tests did not help prepare for the SAT tests.
391	Minor	Responds the SAT tests are timed and you are expected to answer accurately and quickly.

TAPE 32, A

002	John Nelson	Portland, OR. Testifies in opposition of CIM. Comments he opted out of having his children take the CIM tests because the teachers could not explain what the CIM was. States the colleges do not ask for CIM and the requirements do not match up with college requirements. States they are costly and impose a system with no prescriptive value.
045	Rep. Butler	Inquires how the students were opted out from the CIM/CAM.
053	Nelson	Responds he sent a note to the school stating the students were not to participate in the CIM/CAM.
058	Rep. Butler	Inquires if the parents can opt-out from their children taking the CIM.
060	Nelson	Respond they need to show reason and his reason was that it was in the best interests of his children.
066	Rep. Butler	Inquires about the score on the Oregon Report Card.
077	Nelson	Responds that the comparability and educational interpretability.
087	Rep. Farr	Inquires if he met with district officials to explain the CIM/CAM.
092	Nelson	Responds he did ask why the districts participate and explains the response.

103	Rep. Farr	Inquires about the response from the district.
105	Nelson	Responds that by keeping the number of students participating, the better the school looked.
121	Rep. Farr	Comments on the importance of keeping high expectations for the students.
123	Rep. Roblan	Comments on the requirements of the No Child Left Behind Act (NCLB).
129	Nelson	Responds about the priority of the districts.
149	Rep. Dallum	Inquires the number of days allocated to implement the CIM/CAM.
153	Nelson	Responds about the time spent on the work portfolios and implementation. Comments on the loss of the time spent in the classroom.
178	Rep. March	Comments that adequate yearly progress is a federal mandate.
199	Chair Flores	Comments that there is flexibility.
200	Brooke Mowry	Teacher. Testifies in opposition of CIM. Provides testimony about the irrelevance of the CIM in regards to college admission and the job recruitment. Comments on the schools and businesses in which do not ask for the CIM. Comments that colleges look at attendance and grades. Comments on the additional data collected and additional score sheets. Explains the procedure for the collection of data and where it is stored. Comments on the duplication of work and the time spent on the CIM.
267	Chair Krummel	Clarifies that in-state and out-of-state colleges do not ask for anything relevant to the CIM.
280	Mowry	Responds that only the Oregon Universities are aware CIM exists and explains the capacity hardships for keeping the portfolios. States that there are not tapes of the student's speeches. Comments the colleges look for GPA, SAT scores and a high school diploma.
298	Chair Krummel	

Inquires about Western Oregon University and inquires if they ask for a CIM or CAM on the application.

302 Mowry Responds she will review the application, but states the CIM is not used for consideration for admissions.

320 Chair Krummel Comments that Western Oregon University is the Senate President's school.

326 Rep. Farr Inquires what the time element would be if Oregon were to design another form of testing.

328 Mowry Responds that she does not know the amount of time.

360 Rep. Roblan Inquires about PASS program for admissions.

369 Mowry Responds that PASS was not fully implemented.

378 Rep. Dallum Inquires about the number of students with the CIM portfolio.

388 Mowry Responds that there are no work samples, just score sheets.

410 Ben Seale Senior, Clackamas High School. Testifies in opposition of CIM.

TAPE 31, B

001 Seale States the CIM was never mentioned on the application at Oregon State University, in which he was accepted. Comments the CIM is a waste of limited resources.

013 Rep. Farr Comments that assessments are requirements and replacements will still be needed.

022 Rep. Butler Comments that the assessments in the future should be uniform.

028 Rep. Farr Notes that each state is required to develop their own tests.

034 Rep. Butler Comments on the uniform tests other states use and the compliance with the NCLB act. Expresses concern over not allowing Oregon

students to use uniform tests so they can compare themselves in some way to out-of-state students.

- 058 Rep. Farr Concur.
- 060 Chair Flores Clarifies that the states do have the opportunity to present the system to the federal governments for approval.
- 070 Rep. Dallum Responds to Rep. Butler's concern and notes Rep. Butler's point is well taken.
- 078 John Liljegren Portland, OR. Testifies in opposition of CIM. States he has two sons in college and states the CAM program is not relevant. States both his sons have never been asked about the CIM/CAM from college admissions. States the educational value as a parent is through testing, not portfolios or writing samples.
- 185 Doug Kosty Assistant Superintendent for Oregon Assessments. Testifies in regards to Oregon Assessments and refers to the CIM/CAM Report **(EXHIBIT A)**. Explains the costs associated with the CIM/CAM. Explains the cost per-student.
- 263 Rep. Roblan Inquires about the two different tests.
- 269 Kosty Explains the numbers are based on each students taking two subject tests.
- 271 Rep. Roblan Inquires if there are three knowledge and skills tests.
- 275 Kosty Concur. States there will be three tests for the 05-07 biennium.
- 281 Chair Flores Inquires how many items are created.
- 285 Kosty Responds about the items generated. States at the end of year there were 13,400 items and the total cost was \$960,000.
- 300 Chair Flores Inquires about the costs of building the first collaboration of items that were refined.
- 303 Kosty Responds about the included costs.

308	Rep. Dallum	Asks who built the standards.
310	Kosty	Responds Oregon teachers under the guidance of the Department of Education.
312	Rep. Dallum	Comments the items were developed by teachers against those standards.
315	Kosty	Concurs.
333	Rep. Dallum	Expresses concern if students are doing poorly and the teachers designed standards and items tested.
342	Chair Krummel	Inquires about the math test questions and asks if the test was stopped due to unreliability and not being a statistically valid measure.
370	Kosty	Responds that the math problem solving test was suspended. Explains the purpose for the suspension.

TAPE 32, B

002	Chair Krummel	Asks who was held accountable for the flaws in the math test.
008	Kosty	Responds he does not know.
011	Chair Krummel	Inquires about the increased costs due to the flawed tests.
014	Kosty	Responds the suspended tests were not scored.
020	Chair Krummel	Inquires if the elimination of performance testing and staying with the knowledge and skill testing would save costs.
030	Kosty	Concurs. Explains the savings and the projected costs.
040	Chair Flores	Inquires if other testing alternatives have been explored.
048	Kosty	Responds a request for information was sent out in regards to alternative tests. States the department is anticipating a request for proposal later this year.

053	Chair Flores	Inquires if the request for information included both components for knowledge and skills.
055	Kosty	Responds it was for both components.
060	Chair Flores	Inquires if there is an indicator of cost.
062	Kosty	Responds he will prepare and discuss the costs with the Audits Committee at the next meeting.
064	Rep, Dallum	Inquires if it is normal protocol to test each item, before it enters the classroom.
072	Kosty	Concurs. Responds it is called field testing.
074	Rep. Dallum	Inquires if this was done in regards to the math portion.
076	Kosty	Responds it was done in an un-controlled process.
081	Rep, Dallum	Inquires if there was a breach of protocol.
085	Kosty	States that he cannot respond.
088	Rep. Dallum	Inquires if there is assurance that the correct protocol was used in regards to the other tests.
093	Kosty	Responds all items go through a field test.
095	Rep. Farr	Inquires about the CAM expenditures on page one. Inquires if the federal fund distribution is included in the figure.
110	Kosty	Clarifies the numbers are a combination of state and federal funds.
118	Rep. Farr	Inquires about the appropriation of the CAM money for each school district.
120	Kosty	Responds the information will be provided at the next meeting.

123	Chair Krummel	Requests the information.
128	Rob Kremer	Testifies in opposition of CIM and performance assessments. Speaks about his experiences on the campaign trail and the communication with teachers, students and teachers concerning the negative impact the CIM/CAM has on the student's learning. Submits the packet of e-mail responses of citizens in opposition of the CIM/CAM (EXHIBIT B) and submits the list of names of citizens in opposition of CIM/CAM and the assessment system (EXHIBIT C) .
209	Rep. Farr	Inquires about the time involved in assessing with another type of tests.
216	Kremer	Responds that the charter schools do administer the standardized national norm tests and the timeframe is usually three days.
230	Rep. Farr	Inquires about the amount of students taking the tests are English second language speakers, learning disabled or come from a poverty home.
238	Kremer	Clarifies that he is co-founder of the charter schools. Comments that the demographics vary. Responds he does not have the special education figures. Comments the rate of special education identification is lower and explains why.
273	Scott Haynes	Sherwood, OR. Testifies in opposition of CIM. Comments at Sherwood High School, they took a week to learn how to take the test and explains the time spent taking the test. Comments there is not a national comparison for the CIM. States Portland State University was not interested in the CIM or CAM. Comments the only impact CIM has outside the classroom is the fee charged to students if they do not pick up the portfolios upon graduation.
339	Jim Haynes	Sherwood OR. Testifies in opposition of CIM. States that the students see it as a distraction to classroom learning time. Comments on the undue pressure of the tests. States the testing is incurring cost, yet the need for textbooks is not being met. States recruiting agencies for colleges do not recognize the CIM/CAM.
400	Rep. Roblan	Inquires about the instruction to take the test.
405	Scott Haynes	Responds the instruction was for the wording of the test. Comments it does not pertain to any test he has taken since then.

- 413 Rep. Roblan Inquires if the instruction was for both Math and Writing.
- 415 Scott Haynes Concur.
- 416 JT Grobert Clackamas. Testifies in opposition of CIM. States that the CIM/CAM should be replaced with more standardized tests.

TAPE 33, A

- 001 Grobert Continues testimony. Comments on the implementation of the CIM/CAM.
- 062 Steve Schopp Tualatin, OR. Testifies in opposition of CIM and the state assessments. Explains his experiences with his daughter in the educational system. States that his daughter was not addressed with the CIM issue in regards to in-state college enrollment.
- 175 Kate Wilkins Beaverton, OR. Submits and reads from prepared testimony in opposition of the CIM/CAM (**EXHIBIT D**). States the CIM is a drain on the classroom. States the students can take the assessment repeatedly. Comments on the CIM not challenging the students beyond the test.
- 264 Rep. Butler Inquires if the challenge stops at the CIM and how do the students excel.
- 283 Wilkins Responds the students are excelling in spite of, not because of. States the focus is not on helping the students who have met benchmarks and who are excelling above the CIM.
- 301 Cleon Cox Tigard, OR. Testifies in opposition of CIM/ CAM. Speaks about college enrollment and the lack of inquiry for the CIM. Comments on the school board meetings in which he attends. Comments on other alternatives for speech courses in which are free of charge.
- 380 Samantha Wreck Student, Wilson High School. Testifies in opposition of CIM. Comments on the courses and activities lost because of the CIM.
- 398 Kaitlin Park Student, Wilson High School. Testifies in opposition of CIM. States the teachers teach how to take the test, not the substance of the test.

TAPE 34, A

- 009 Chair Krummel Provides closing comments.
- Chair Flores Provides closing comments. Closes the informational meeting on the Oregon School Assessment System, the Certificate of Initial Mastery and the Certificate of Advanced Mastery. Adjourns at 5:30 p.m.

EXHIBIT SUMMARY

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- A. Oregon School Assessments, CIM/CAM Report, Doug Kosty, 15 pp**
- B. Oregon School Assessments, e-mail responses, Rob Kremer, 74 pp**
- C. Oregon School Assessments, name list, Rob Kremer, 40 pp**
- D. Oregon School Assessments, prepared testimony, Kate Wilkins, 3 pp**