

**HOUSE EDUCATION SUBCOMMITTEE**

**ON REVIEW OF HOUSE BILL 2991**

**January 31, 1997 Hearing Room 137**

**7:00 AM Tapes 13-14**

**MEMBERS PRESENT:**

**Rep. Ron Sunseri, Chair**

**Rep. Bob Jenson**

**Rep. Charles Starr**

**MEMBER EXCUSED:**

**STAFF PRESENT:**

**Bryan Boehringer, Administrator**

**Joan Diaz, Administrative Support**

**ISSUES HEARD:**

**INFORMATIONAL HEARING**

**Invited Testimony to Review HB 2991**

**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.**

<b>Tape #</b>	<b>Speaker</b>	<b>Comments</b>
<b>TAPE 13, A</b>		
005	Chair Sunseri	Calls hearing to order at 7:00 am. Outlines tasks for balance of meetings of subcommittee.
011	Chair Sunseri	Introduces Greg McMurdo, Deputy Superintendent of Public Instruction, and Michael Dalton, Asst. Superintendent, Assessment & Evaluation from the Department of Education and Dr. Haladyna, Professor of Educational Psychology from Arizona State University ( <b>EXHIBIT A</b> ). Indicates initial discussion will focus on testing. Asks workgroup to identify itself.

		Norm Fox, Principal, Garden Way Christian Academy; Marsha Ackerlund, Parent; Mick Ewers, Public School Teacher; Lowell Smith, School Psychologist; Fallie Calder, Oregon School Board Association, and Tricia Bozak, Oregon Education Association.
040	Michael Dalton	Asst. Superintendent, Assessment & Evaluation describes how student testing is performed by technical design team in the areas of: Reading, Writing and Mathematics.
079	Chair Sunseri	Asks workgroup to resume discussion of <b>SECTION 29</b> , on assessment system.
080	Mick Ewers	Comments that <b>SECTION 8 (2) (b)</b> also makes reference to assessments and reads section along with <b>SECTION 29</b> .
129	Chair Sunseri	Asks if group came to an agreement on wording for this section.
	Ewers	Responds group had concerns that Oregon has not implemented a valid and reliable statewide assessment system.
153	Lowell Smith	Shares experience with statewide writing assessment and private testing he arranged for his son. Submits private testing vs. State testing memorandum ( <b>EXHIBIT B</b> ).
172	Ewers	Discusses how private testing is done vs. state testing. Defines what is validity in testing and validity in reliability.
203	Dr. Thomas Haladyna	Professor of Educational Psychology indicates a comprehensive test study is a valid way of evaluating a testing program. Reviewing a single subject piece of evidence will not show validity or reliability of a test program. Study shows Oregon's standard is very high. Oregon's writing assessment model is ahead of most other states.
213	Marsha Ackerlund	Questions whether Oregon has a high standard simply based on how many passed or failed it.
235	Chair Sunseri	Comments that approximately 4,100 students needed remedial help in community college. Discusses deficiency in writing. Questions how can this be if standard is high.

	Haladyna	Comments standards have not been in place long enough; would need several years to chart progress but must keep a standardized scale.
	Dr. Bonnie Grossen	Research Associate, Instructional Technology, University of Oregon asks for a document which mentions technical adequacy of studies mentioned.
	Haladyna	Responds document available at Department of Education. Mentions massive study completed three or four years ago which validates this testing program. States he completed several studies last summer as well.
	Grossen	Responds to Chair that studies done several years ago had problems.
275	Dalton	Comments that 1993-94 report was complimentary from an external review team.
	Haladyna	Suggest that an outside review team should audit for compliance with national standards.
306	Dalton	Responds to question asked that 1990 was the first time Oregon participated statewide. Comments that the National Assessment Educational Progress test (NAEP) is conducted every other year, and that before 1990 federal law had prohibited comparing results state by state.
342	Chair Sunseri	Questions why Oregon hasn't participated in NAEP for the last 6 years.
385	Grossen	States that Oregon did not participate in NAEP 2 years ago as it was too expensive.
<b>TAPE 14, A</b>		
001	Dalton	Responds to Chair that Oregon participated last year and results will be forthcoming in February for some areas and later in the Spring in other areas. This test is for selected grade levels 4, 8, and 12.
	Chair Sunseri	Continues discussing Oregon's testing procedures.
027	Ackerlund	Comments that test in 1990 only measured Math. Questions what was measured last year.

	Haladyna	Gives input that there is no logical basis for making national comparisons. Each state is unique.
	Chair Sunseri	States Oregon law says Oregon will have the best students by the year 2000. Need to implement an assessment of students which demonstrates that has been achieved.
052	Smith	Suggests change law or adopt "off the shelf" test that can be standardized.
098	Greg McMurdo	Deputy Superintendent of Public Instruction comments that there is a time consideration when the education reform act becomes effective. In the interim Oregon will participate in the NAEP testing. There is no other test that's adequate at the present time.
	Chair Sunseri	Asks about academic content in test that Oregon utilizes.
	Dalton	Responds Reading, Writing, Math, Multiple Choice, Writing Sample, Math Problem Solving, etc.
120	Rep. Jenson	Asks to see a sample test and cost of testing.
	Dalton	Responds that by Monday he will have a copy and the cost to the subcommittee.
160	Smith	Expresses concern as to what constitutes a test.
	Grossen	Indicates contract for developing assessment went out before standards were finalized. States it was premature to finalize a test. Standards should have described types of items on statewide assessment.
	Dalton	Responds adjustments have been made on a no cost basis. Tests have now been aligned with curriculum.
210	Ewers	States Department of Education is developing tests simultaneously with adopting standards, which is unacceptable. Cites Common Curriculum Goals Statement.
242	Dalton	Responds Language Arts and Math have changed little since 1986. Assessment has been utilized since 1991, with monitoring in those subject areas.

	Ewers	Indicates the need to maintain balance between reliability, the biggest concern, and validity.
284	Grossen	States she has not seen nature of reliability data.
	Haladyna	Responds that the data is available and that grader consistency is very high. Oregon has an excellent training system to train graders.
	Smith	States "reliability" means you get consistent numbers. "Validity" means you are testing what you want to test.
	Ewers	Discusses whether the public views the goals as valid. Public education should be communicated to the public.
337	Dalton	States curriculum documents are available. There were a number of hearings throughout the state, the Department formed focus groups, and received very extensive public input on those documents.
	Smith	Expresses concern that Oregon is embarking on Certificate of Initial Mastery (CIM) and CIM won't prove itself for a number of years.
392	Dalton	Responds that Oregon has been conducting a writing assessment since the mid-1980's that is state of the art technology.
<b>TAPE 13, B</b>		
005	Dalton	Continues discussing assessments.
015	Haladyna	Distributes and discusses material describing limitations with standardized tests. <b>(EXHIBIT C)</b>
018	Ewers	States there is anxiety expressed by grade school teachers about the way the open-ended math test is constructed. Tests have not been in place long enough to get adequate data.
037	Dalton	Clarifies that math solving testing begins at 5th grade, not 3rd grade.
	Smith	Suggests using both assessment procedures to determine what proves itself to be of most worth before eliminating one testing procedure or the other.
048	Ackerlund	Shares information on outcome based education in Forest Grove.

067	Chair Sunseri	Urges workgroup to move forward to address what is in HB 2991 (1995).
075	Ackerlund	Calls subcommittee's attention to SB 321 (1997) which requires that you have a certificate of completion from a qualified parental education course on file with the Department of Revenue in order to claim your children as dependents on your income tax return.
092	Chair Sunseri	Adjourns meeting at 8:03 am

Submitted By, Reviewed By,

Joan Diaz, Bryan Boehringer,

Administrative Support Administrator

**EXHIBIT SUMMARY**

**A - HB 2991, written materials, Thomas Haladyna, 4 pp**

**B - HB 2991, written materials, Lowell Smith 8 pp**

**C - HB 2991, written materials, Thomas Haladyna, 3 pp**