

Test Administration Manual

2016-17 School Year



Smarter Balanced Mathematics

Smarter Balanced English Language Arts

Science

Social Sciences

English Language Proficiency

Kindergarten Assessment

WITH POLICY & PROCEDURE FOR ADDITIONAL ASSESSMENTS:
EXTENDED ASSESSMENT, LOGRAMOS, NAEP, & PSAT/NMSQT®

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Table of Contents

1.0 Overview 7

 1.1 Oregon Statewide Assessments 7

 1.2 About the Smarter Balanced Assessment Consortium and the ELPA21 Consortium 8

 1.3 Summary of Changes 8

 1.4 User Roles and Responsibilities..... 8

 1.5 Training Requirements.....11

 1.6 Frequently Used Terms.....15

 1.7 Resources.....17

2.0 Test Security22

 2.1 Testing Requirements to Produce Valid Test Results.....22

 2.2 Security of the Test Environment23

 2.3 Online Testing Security Features24

 2.4 Secure Handling of Printed Test Materials and Note Paper: Printing, Storage, and Disposal.....25

 2.5 Student Confidentiality26

 2.6 Sensitive Responses.....27

3.0 Test Improprieties and Irregularities29

 3.1 Adult-Initiated Test Improprieties.....29

 3.2 Student-Initiated Test Improprieties.....30

 3.3 Responding to Student Questions During an Assessment31

 3.4 Test Irregularities31

 3.5 Consequences of Test Improprieties and Irregularities.....31

 3.6 Reporting Test Improprieties and Irregularities.....33

4.0 Accessibility Supports34

5.0 Scheduling Test Administration35

 5.1 Testing Time and Recommended Order of Administration35

 5.2 School-Level Test Windows37

 5.3 Parent Requests for Exemption from State Testing.....37

 5.4 Providing for Students Who Are Not Testing38

6.0 Planning for Test Administration40

 6.1 Establishing Appropriate Testing Conditions40

 6.2 Preparing for Test Administration40

 6.3 Preparing Students for Testing.....41

 6.4 Pause Rules and Test Expirations42

7.0 Administering the Smarter Balanced Mathematics and English Language Arts Assessments	45
7.1 Components of the Smarter Balanced Mathematics and English Language Arts Assessments	45
7.2 Performance Tasks	45
7.3 Smarter Balanced Mathematics and English Language Arts Assessment Administration Procedure	46
7.4 Student Directions for Smarter Balanced Mathematics and English Language Arts Administration	47
7.5 Testing Over Multiple Sessions or Days	53
7.6 Following Test Administration	54
8.0 Administering the OAKS Online Science and Social Sciences Assessments	55
8.1 OAKS Online Science and Social Sciences Administration Procedure	55
8.2 Student Directions for OAKS Online Science and Social Sciences Administration	56
8.3 Testing Over Multiple Sessions or Days	62
8.4 Following Test Administration	62
9.0 Administering the ELPA21	63
9.1 Components of the ELPA21	63
9.2 Student Technology Skill Requirements	63
9.3 Exempting Domains for Students on an IEP or 504 Plan	63
9.4 ELPA21 Administration Procedure	64
9.5 Student Directions for ELPA21 Administration	66
9.6 Testing Over Multiple Sessions or Days	75
9.7 Following Test Administration	75
9.8 2016-17 ELPA21 Data Delivery	76
10.0 Administering the Kindergarten Assessment	77
10.1 Overview	77
10.2 Ordering the Kindergarten Assessment	78
10.3 Preparing to Administer the Kindergarten Assessment	79
10.4 Components of the Kindergarten Assessment	79
10.5 Establishing Appropriate Testing Conditions	81
10.6 Kindergarten Assessment Administration Procedure	81
10.7 Following Test Administration	85
10.8 Kindergarten Assessment Data Submission and Reporting	86
11.0 Administering the OAKS Extended Assessments	88
11.1 Overview	88
11.2 Following Test Administration	89

12.0 Administering the Logramos Spanish Literacy Assessment	90
12.1 Overview	90
12.2 Ordering Logramos Test Materials	90
12.3 Submitting Tests for Scoring	91
12.4 Following Test Administration.....	91
13.0 Administering the NAEP	92
14.0 Administering the PSAT/NMSQT®	94
14.1 Ordering PSAT/ NMSQT® Test Materials	94
14.2 Testing Requirements	94
Appendix A: 2016-17 Oregon Statewide Test Schedule	95
Appendix B: Student Inclusion.....	96
Appendix C: Accessing Student Scores Online.....	104
Appendix D: Assurance of Test Security Forms	107
Appendix E: OAR 581-022-0610 Administration of State Assessments	112

LIST OF TABLES

Table 1: User Roles in the Online Testing System	8
Table 2: Reading Requirements by Role.....	11
Table 3: 2016-17 Schedule of ODE-Facilitated WebEx Sessions.....	12
Table 4: 2016-17 Schedule of ODE-Provided Kindergarten Assessment Trainings.....	13
Table 5: 2016-17 Schedule of ODE-Provided Kindergarten Assessment Data Collection Trainings.....	13
Table 6: Frequently Used Terms.....	15
Table 7: Manuals	17
Table 8: User Guides	18
Table 9: Online Training Modules	19
Table 10: Other Resources	21
Table 11: Requirements of the Test Environment	23
Table 12: Examples of Reported Adult-Initiated Test Improprieties	29
Table 13: Examples of Reported Student-Initiated Test Improprieties	30
Table 14: Outcomes of Test Improprieties and Irregularities	32
Table 15: Definitions for Universal Tools, Designated Supports, and Accommodations	34
Table 16: Estimated Testing Times for Online Tests	35
Table 17: Assessment Sequence—Smarter Balanced ELA Assessment.....	36
Table 18: Assessment Sequence—Smarter Balanced Mathematics Assessment.....	36
Table 19: Age / Grade Equivalencies for Non-Graded Programs	96
Table 20: Assessment Requirements for EL Students Based on Enrollment Date	100
Table 21: Administration Codes	105
Table 22: ELPA21 “ONLY” IEP Test Administration Codes.....	106

1.0 OVERVIEW

1.1 Oregon Statewide Assessments

Thank you for participating in the Oregon Statewide Assessments. The information in the Test Administration Manual applies to the 2016-17 school year for Oregon’s Statewide Assessments:

- The Smarter Balanced Assessment in Mathematics and English Language Arts/Literacy (ELA);
- The Oregon Assessment of Knowledge and Skills (OAKS) in Science and Social Sciences;
- The English Language Proficiency Assessment for the 21st Century (ELPA21);
- The Extended Assessments in Mathematics, ELA, and Science; and
- The Kindergarten Assessment

The Test Administration Manual outlines policies and procedures for the Oregon statewide assessments, as well as the Logramos, NAEP, and PSAT/NMSQT® assessments to ensure both test reliability and validity from classroom to classroom, teacher to teacher, school to school, and district to district. It is designed to promote:

- Fair and equitable testing for each student
- Standardized test administration so that the testing environment is similar for all students
- Test security and student confidentiality practices
- Test validity and accuracy
- Efficiency to minimize the burden for students, teachers, and school and district test coordinators

Multiple measures should be used to monitor and help improve student achievement. Statewide test results may be used as one measure to provide students with feedback regarding the degree to which they have mastered the knowledge and skills described in the state content standards. Statewide test results also provide information to meet Federal and State reporting requirements and inform districts, schools, parents, and other citizens regarding the effectiveness of instructional programs. Further, students may use specified Oregon Statewide Assessments as evidence of their proficiency in the Essential Skills.



Note: Essential Skills Assessment Administration This Test Administration Manual contains the administration requirements and procedures for those statewide assessments that may be used by students as evidence of proficiency in the Essential Skills. Policies governing the Essential Skills graduation requirements and approved assessment options are contained in the Essential Skills and Local Performance Assessment Manual, available at <http://www.ode.state.or.us/search/page/?id=2042>. The Essential Skills Manual is required reading for all District Test Coordinators.

With the exception of the Kindergarten Assessment, the Oregon Statewide Assessments are summative assessments, which are assessments of learning generally carried out at the end of an instructional period. Summative assessments are typically used for program accountability and to assign achievement level scores to students. Summative assessments are not designed as diagnostic tools for student placement or as formative assessments. Formative assessments are assessments for learning that are used while a student is still learning. Given the specific focus and purpose of summative assessments, the Oregon Statewide Assessments can only be used as part of a collection of evidence regarding the academic needs of individual students.

This Test Administration Manual (TAM) is intended for staff who play a role in the administration of the Oregon Statewide Assessments (District Test Coordinators, School Test Coordinators, and

Test Administrators). In addition, this manual is designed to provide Smarter Balanced and ELPA21 policies and procedures to ensure standard administration and to support the integrity and validity of the test.

1.2 About the Smarter Balanced Assessment Consortium and the ELPA21 Consortium

The Smarter Balanced Assessment Consortium is a state-led consortium working to develop next-generation assessments aligned to the Common Core State Standards in English language arts (ELA)/literacy and mathematics that accurately measure student progress toward college- and career-readiness. For more information about the Smarter Balanced Assessment Consortium, go to <http://www.smarterbalanced.org/>.

The English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium is a group of states designing and developing an assessment system for English learners. The system is based on Oregon’s adopted English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness. For more information about the ELPA21 Consortium, go to <http://www.elpa21.org>.

1.3 Summary of Changes

The 2016-2017 Test Administration Manual contains all final policies for the 2016- 2017 statewide assessments. ODE has made a few important changes to the 2016-17 Test Administration Manual compared to the 2015-16 Test Administration Manual. These changes are summarized below:

- Added guidance on the reading and training requirements for District Level Users (Section 1.5 and Appendix D)
- Updated guidance on Kindergarten Assessment Assurance Forms (Section 2.1, Section 10.1, and Appendix D)
- Updated procedure for DTCS to submit test impropriety and irregularity reports (Section 3.6)
- Updated guidance regarding setting local test windows (Section 5)
- Updated guidance regarding annual notice to parents about opting out of the statewide summative assessments in Math and English Language Arts (Section 5)
- Updated test administration protocols for ELPA21 (Section 9)
- Updated test administration protocols for the Kindergarten Assessment (Section 10)

1.4 User Roles and Responsibilities

User roles and their responsibilities are provided in Table 1 below.

Table 1: User Roles in the Online Testing System

User Role	Description
District Test Coordinator (DTC)	DTCS are district personnel responsible for the overall administration of testing in a district. <u>There may only be one recognized DTC per district at any given time.</u> If the district determines that the current DTC is no longer able to fill this role, the district superintendent must notify ODE and provide ODE with the name and contact information for a replacement or interim DTC within one business day of learning of the need for a replacement. A district might determine that the current DTC is unable to fill the role for a variety of reasons, including extended illness, conflict of interest, or staffing changes. Depending on the circumstances, the replacement may be either temporary or for the remainder of the school

User Role	Description
	<p>year. The role of DTC encompasses training School Test Coordinators (STCs) and Test Administrators (TAs) administering any Oregon Statewide Assessment.</p> <p>DTCs are responsible for the following:</p> <ul style="list-style-type: none"> • Managing all aspects of testing. DTCs manage ELPA21 in conjunction with the Title III Directors. DTCs manage the Braille administration of Smarter Balanced and OAKS Online Science and Social Sciences in conjunction with the Itinerant Teachers for students with visual impairments. DTCs manage the Extended Assessment in conjunction with the Special Education Directors. • Managing all aspects of paper testing (Kindergarten and Extended Assessments) including ordering, receiving, distributing, inventorying, and returning materials, as well as submitting student scores. • Ensuring district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv. • Facilitating the adoption of local district policies as needed to ensure all aspects of test security. • Adding STCs and TAs into TIDE; • Coordinating with STCs so that tests are administered in the appropriate grade(s) and content area(s) for their schools; this includes coordination of school-level test windows. • Ensuring that the STCs and TAs in their district are appropriately trained regarding test administration and security policies and procedures and managing Assurance of Test Security forms for all district personnel. • Investigating any potential test irregularities or improprieties. DTCs also report all potential test improprieties to ODE.
<p>School Test Coordinator (STC)</p>	<p>STCs are school personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. STCs must ensure that all assessments are handled and administered in an environment that complies with the policies and procedures in the Test Administration Manual. An STC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an STC should be a person with non-instructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.</p> <p>STCs are accountable for ensuring that testing in their school is conducted in accordance with the test security and other policies and procedures described in the Test Administration Manual. STCs are responsible for:</p> <ul style="list-style-type: none"> • Identifying TAs and ensuring that they are properly trained. • Coordinating with TAs so that they administer tests in the appropriate content areas for their school. • Creating or approving testing schedules and procedures for the school (consistent with district and state policies). • Working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved. • Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate.

User Role	Description
Test Administrator (TA)	<ul style="list-style-type: none"> • Addressing testing issues, as needed. • Reporting all potential test irregularities and improprieties to their DTC. <p>TAs are district or school personnel, substitute teachers, or volunteers responsible for administering the Oregon Statewide Assessments in a secure manner in compliance with the policies and procedures in the Test Administration Manual. TAs can set up test sessions for online tests and administer tests in their schools.</p> <ul style="list-style-type: none"> • Substitutes and volunteers are not prohibited from the TA role; however, districts using substitutes or volunteers to administer an Oregon Statewide Assessment must ensure that they first receive training as described in <i>Section 1.5 Training Requirements</i> of this manual. In addition, the district must establish policies and procedures to address test improprieties initiated by substitutes or volunteers. • Districts must avoid having a TA administer an Oregon Statewide Assessment to a relative or other student with whom the TA shares a personal tie. In cases where the only available TA is related to or otherwise shares a personal tie with a student, the district must notify their Regional ESD Partner of the relationship before the TA administers the test to the student. <p>TAs administer the Oregon Statewide Assessments. STCs should identify school personnel to act as TAs. TAs are responsible for:</p> <ul style="list-style-type: none"> • Completing test administration training (see <i>Section 1.5 Training Requirements</i>) and reviewing all policy and administration documents prior to administering any Oregon Statewide Assessments. • Viewing student information prior to testing to ensure the right student is getting the right test with the correct supports. • Administering the Oregon Statewide Assessments. • Reporting all potential test improprieties or irregularities to their STC and DTC.
Regional ESD Partner	<p>Regional ESD Partners are regional system administrators who provide help desk services for assessment and data collection questions, as well as liaisons with ODE and with ODE’s testing vendors.</p> <p>After contacting your STC and DTC, your Regional ESD Partner should be your next contact for all assessment and accountability related support, including questions regarding test administration, test ordering, test record management, data collection, federal accountability, and Oregon Report Cards. Before contacting your Regional ESD Partner, please have the following information available:</p> <ul style="list-style-type: none"> • State-provided institution ID Number and student SSID number (if applicable) • DTC’s name and contact information • District Technology Support’s name and contact information <p>Regional ESD Partner contact information is available online at http://www.ode.state.or.us/go/assessmenthelp.</p>

District Responsibility for Enforcing Test Administration Policies



Note: Districts must enforce assessment policies for public charter schools and alternative education programs. Under Section 2 of OAR 581-022-0610: Administration of State Tests, school districts must enforce the assessment policies described in that rule for all students enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district. The resident school district must enforce assessment policies for any of its students enrolled in an alternative education program.

OAR 581-022-0610: Administration of State Tests establishes which district has default responsibility for enforcing test administration policies for students enrolled in public schools, public charter schools, and alternative education programs. Under certain circumstances, the default district may make arrangements with another district to delegate test administration responsibility for students attending a specific school or program. For instance, the resident district may arrange to delegate responsibility for students attending an alternative education program located in another district to the district where the alternative education program is located.

Delegating test administration responsibility for students may entail delegating responsibility for the following test administration duties: training TAs, providing students with access to the Oregon Statewide Assessments, ordering and returning appropriate paper-based tests, ensuring a secure testing environment for students, and investigating test improprieties. Assigning embedded test settings for students remains the responsibility of the default (resident district). While the receiving district might oversee the decision-making process about which accessibility supports would be appropriate for the individual student, the receiving district must still coordinate with the resident district to assign all embedded settings in TIDE in advance of testing. In addition, responsibility for recommending an outcome for a student’s test in the case of a test impropriety will remain with the default district.

Districts entering into an agreement to delegate test administration responsibility to another district must complete the District Testing Responsibility Delegation Form available online at www.ode.state.or.us/groups/supportstaff/districttestcoordinators/testingdelegationform.doc. Both the delegating district and the district assuming responsibility must sign the form and keep a copy of the signed form on file at both district offices.

1.5 Training Requirements

Table 2 below summarizes the reading requirements by role.

Table 2: Reading Requirements by Role

User Role	Description
District Test Coordinator (and District Level Users)	<ul style="list-style-type: none"> Sections 1 – 14 of the Test Administration Manual Appendices A – F of the Test Administration Manual The Oregon Accessibility Manual (see OAM for role-specific reading requirements) (http://www.ode.state.or.us/search/page/?=487) The Essential Skills and Local Performance Assessment Manual (http://www.ode.state.or.us/search/page/?id=2042)
School Test Coordinator	<ul style="list-style-type: none"> Sections 1 – 12 of the Test Administration Manual Appendices A – F of the Test Administration Manual The Oregon Accessibility Manual (see OAM for role-specific reading requirements) (http://www.ode.state.or.us/search/page/?=487)
Test Administrator	<ul style="list-style-type: none"> Sections 1 - 4 of the Test Administration Manual, plus Sections 6 – 12 depending on the specific assessments that the TA will administer Appendix A of the Test Administration Manual The Oregon Accessibility Manual (see OAM for role-specific reading requirements) (http://www.ode.state.or.us/search/page/?=487)

In addition to the reading requirements in Table 2, the user guides identified in [Table 8](#) below are also recommended reading for DTCs, STCs, and TAs to support them in their roles.



Note: Throughout the manual, each section contains a tab in the margin that identifies which user roles are responsible for reading that particular section. Sections with tabs indicating **All Roles** are required reading for DTCs, STCs, and **all** TAs. Sections with tabs indicating **DTCs, STCs, and administering TAs** are required reading for DTCs, STCs, and those TAs who will be administering the specific assessment discussed in that section.

District Test Coordinator Training

DTCs must register annually with ODE by August 1, 2016 using the DTC Designation Form located at <http://www.ode.state.or.us/search/page/?id=625> and participate in annual test security and administration training provided by ODE. DTCs who do *not* participate in annual test security and administration training **will not receive access** to the OAKS system and may not receive important updates sent to the DTC listserv. For 2016-17, DTCs must:

1. Independently review the 2016-17 ODE-provided recorded training modules posted to <http://www.ode.state.or.us/search/page/?id=2744> between October 1 and November 4, 2016;
2. Complete the ODE-provided training survey posted to <http://www.ode.state.or.us/search/page/?id=2744> by November 4, 2016; and
3. Register for one of the required ODE-facilitated Webinar sessions listed in the schedule below.

DTCs must watch all of the ODE-provided training modules prior to completing the training survey.

The purpose of the training survey is to check for comprehension of the test security and administration requirements and to provide DTCs with an opportunity to submit questions they would like addressed during the ODE-facilitated Webinar sessions. The purpose of the required ODE-facilitated Webinar sessions is to clear up misconceptions indicated in the training survey responses, address questions submitted through the training survey, and provide an opportunity for DTCs to ask additional questions and seek clarification. Table 3 below includes the 2016-17 schedule for the required ODE-facilitated WebEx sessions.

Table 3: 2016-17 Schedule of ODE-Facilitated WebEx Sessions (Required Component of Annual DTC Training following independent review of ODE-provided training modules)

Date	Time
November 8, 2016	3:00 – 4:30p PDT
November 9, 2016	9:00 – 10:30a PDT
November 10, 2016	3:45 – 5:15p PDT

ODE requires that all DTCs register for one of these scheduled ODE-facilitated Webinar sessions by October 14, 2016 using the GoToWebinar link [here](#). DTCs who are unable to participate in one of these ODE-facilitated WebEx sessions must notify their regional ESD partner by November 1, 2016 and make arrangements to use one of the following make-up training options before November 15, 2016. These make-up training options are also available for interim or replacement DTCs appointed mid-year:

- **Regional ESD Partner Training:** ODE’s authorized Regional ESD Partner will provide one make-up training session as needed in December 2016 for incoming DTCs in cases where the outgoing DTC is not available to provide internal make-up training. To exercise this option, the district must notify its [Regional ESD Partner](#) by November 15, 2016.

- **Internal Training:** Districts may provide internal make-up training in cases where the outgoing DTC has received annual ODE-provided training for the current school year. The outgoing DTC must train the incoming DTC using the recorded training modules posted to <http://www.ode.state.or.us/search/page/?id=2744>. To exercise this option, the district must notify its [Regional ESD Partner](#), including the date and time when the internal training will occur.



Training Requirement for District Level Users. In addition to District Test Coordinators (DTCs), the OAKS Online System provides district-level access and rights to TIDE, the Test Delivery System, and the Online Reporting System for locally designated District Level Users (DLUs). DTCs must locally ensure that all DLUs meet the same training requirements as DTCs and sign the DTC/DLU Assurance of Test Security Form because DLUs have access to the same parts of the system as DTCs (including the ability to set up test sessions and access confidential student information such as test settings and scores).

In addition, DTCs from all districts supporting Kindergarten programs in 2016-17 are also required to participate in a specialized Kindergarten Assessment Training. To satisfy the Kindergarten Assessment training requirement, DTCs must:

- Independently review the 2016-17 ODE-provided recorded training modules posted to <http://www.ode.state.or.us/search/page/?id=2744>; and
- Register for one of the required ODE-facilitated Webinar sessions listed in the schedule below.

The Kindergarten Assessment Training will follow a train-the-trainer model, and the purpose of the required ODE-facilitated Webinar sessions is to check for comprehension of the Kindergarten Assessment administration requirements and to provide an opportunity for DTCs to ask questions and seek clarification. Table 4 below includes the 2016-17 schedule for the required ODE-provided Kindergarten Assessment Training. All trainings will be provided remotely via GoToWebinar.

Table 4: 2016-17 Schedule of ODE-Provided Kindergarten Assessment Trainings (Required Component of Annual DTC Training for districts supporting Kindergarten programs).

Date	Time
May 25, 2016	3:00 – 4:00p PDT
August 17, 2016	9:00 – 10:00a PDT

To register for the May training session, DTCs must use the GoTo Webinar link [here](#) by **May 18, 2016**. To register for the August training session, DTCs must use the link above by **August 10, 2016**. DTCs who are unable to participate in one of these ODE-provided trainings must notify their Regional ESD Partner by August 10, 2016 and make arrangements for a make-up training to occur prior to their district’s Kindergarten Assessment testing window.

In addition ODE strongly recommends that all districts participate in at least one of the Kindergarten Assessment Data Collection trainings listed in Table 5 below.

Table 5: 2016-17 Schedule of ODE-Provided Kindergarten Assessment Data Collection Trainings (strongly recommended for all districts supporting Kindergarten programs)

Date	Time
August 23, 2016	2:00 – 4:00p PDT
September 22, 2016	2:00 – 4:00p PDT

School Test Coordinator Training

STCs must receive annual training from the DTC on the test administration policies and procedures included in this Test Administration Manual and the Oregon Accessibility Manual. To ensure consistent and valid administration of the Oregon Statewide Assessments, districts must use the ODE-provided training modules posted to <http://www.ode.state.or.us/search/page/?id=2744> for the current school year when training STCs. While districts may include additional materials in their STC trainings, at a minimum the following modules are required for all STCs (see also Table 9):

- Module 1 – Test Coordinators
- Module 2 – Test Administrators
- Module 3 – Accessibility Supports
- Module 4 – Test Security
- Module 5 – Smarter Balanced
- Module 6 – OAKS Online Science and Social Sciences
- Module 7 – ELPA21

In addition to the modules, STC training must provide STCs with an opportunity to ask questions and receive clarification.

In addition, STCs from all schools supporting Kindergarten programs in 2016-17 are also required to participate in a specialized Kindergarten Assessment Training. Based on local district policy, STCs may participate directly in one of the ODE-provided trainings listed in Table 4 above. If the district does not arrange for its STCs to participate directly in the ODE-provided training, then the district must separately ensure that STCs are trained locally prior to administration of the Kindergarten Assessment.

Test Administrator Training

Any individual who will be interacting with students during administration of an Oregon Statewide Assessment is considered a TA and must receive annual training from either the DTC or STC on the test administration policies and procedures included in this Test Administration Manual and the Oregon Accessibility Manual. To ensure consistent and valid administration of the Oregon Statewide Assessments, districts must use the ODE-provided training modules posted to <http://www.ode.state.or.us/search/page/?id=2744> for the current school year when training TAs. While districts may include additional materials in their TA trainings, at a minimum the following modules are required for all TAs (see also Table 9):

- Module 2 – Test Administrators
- Module 3 – Accessibility Supports
- Module 4 – Test Security
- Module 5 – Smarter Balanced (required for TAs administering Smarter Balanced Mathematics or ELA assessments)
- Module 6 – OAKS Online Science and Social Sciences (required for TAs administering OAKS Online Science or Social Sciences assessments)
- Module 7 – ELPA21 (required for TAs administering the ELPA21)

In addition to the modules, TA training must provide TAs with an opportunity to ask questions and receive clarification.

TAs who will administer either online assessments through the Braille Interface or the Extended Assessments must receive additional specialized training from ODE or its designee in addition to receiving the test administration and security training required for all TAs.

In addition, TAs who will administer the Kindergarten Assessment are required to participate in a specialized Kindergarten Assessment Training. Based on local district policy, TAs may participate directly in one of the ODE-provided trainings listed in Table 4 above. If the district does not arrange for its TAs to participate directly in the ODE-provided training, then the district must separately ensure that all Kindergarten Assessment TAs are trained locally prior to administering the Kindergarten Assessment. For Kindergarten teachers who will only administer the approaches to learning measure and will not administer the early literacy or early math measures, districts have the option to limit training to the following sections of the Kindergarten Assessment Training:

- Assessment Administration
- Administering Approaches to Learning (Child Behavior Rating Scale)

DTCs must also ensure that all TAs administering the Kindergarten Assessment read the required sections of the Test Administration Manual.

For tips on practices that districts can use to ensure that all TAs receive the required training, see <http://www.ode.state.or.us/search/page/?=2444>.

1.6 Frequently Used Terms

Table 6 defines terms used in the Oregon Statewide Assessment System.

Table 6: Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Note: accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. See the Oregon Accessibility Manual for complete information. http://www.ode.state.or.us/search/page/?=487
Break	The number of items per session can be based on the student's need. There is no limit on the number of breaks or the length of a break that a student might be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT current segment only.
Computer Adaptive Test (CAT)	The Smarter Balanced assessments are comprised of two components: a performance task (see definition) and computer adaptive items, such as Multiple Choice, Matching Tables, and Drag and Drop. Based on student responses, the computer program adjusts the difficulty of items throughout the computer adaptive segment of the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and can quickly identify which skills students have mastered.
Consortium	The Smarter Balanced Assessment Consortium.

Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). They are either provided as digitally delivered components of the test delivery system or separate from it. See the Oregon Accessibility Manual for complete information. http://www.ode.state.or.us/search/page/?=487
District Test Coordinator (DTC)	District personnel responsible for the overall administration of testing in a district. See <i>Section 1.4 User Roles and Responsibilities</i> for details.
Force Majeure	An extraordinary circumstance (e.g., a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g., flooding, earthquake, volcano activity) that directly prevents a school from making reasonable attempts to adhere to the current year test schedule.
Full-write	A component of the Smarter Balanced ELA performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which the student engages the full writing process.
Invalidation	The act of omitting test results and student responses from the testing and accountability systems for a given testing opportunity for which the student may not retest. Invalidation is often the outcome for tests impacted by a test impropriety.
Modification	Any change away from a standard administration that is not listed in the Oregon Accessibility Manual is considered a Modification. Any practice or procedure that compromises the intent of the assessment through a change in the achievement level, learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not explicitly listed in the Oregon Accessibility Manual. See the Oregon Accessibility Manual for complete information http://www.ode.state.or.us/search/page/?=487
Pause	A student or TA may pause any part of the test as needed. Depending on the section of the test, the consequences of a student’s pausing the test will differ. Pauses of more than 20 minutes in OAKS Science, OAKS Social Sciences, and the computer-adaptive testing (CAT) segment of the Smarter mathematics and ELA tests will prevent the student from returning to items already attempted. For the Smarter mathematics and ELA performance tasks and ELPA21 the student can pause for any amount of time and still return to any previously answered item within the current segment only. More information on test pausing is available in <i>Section 6.4 Pause Rules and Test Expirations</i> .
Performance Task (PT)	The Smarter Balanced assessments are comprised of two components: a performance task (PT), which is an individually administered, computer-generated task, and computer adaptive items (see definition). A PT is a required portion of both the Smarter Balanced mathematics and ELA assessments that requires students to answer a set of complex questions that are centered on a common theme or problem.
Reset	Granted under very rare circumstances, resetting a test allows the student to restart the test.
School Test Coordinator (STC)	School personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. See <i>Section 1.4 User Roles and Responsibilities</i> for details.

Secure Browser	A web browser that is downloaded and installed on a computer prior to a student's beginning online testing. The browser is specifically to provide secure access to the online testing system and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during testing.
Secure Student Identifier (SSID)	A secure, unique student identifier assigned to each student and used during the log-in process.
Segment	The Smarter Balanced and ELPA21 assessments are broken up into segments within the online testing system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments, one segment which allows calculator use and another segment which does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.
Session	A timeframe in which students actively test. Additional information on session recommendations is in <i>Section 5.1 Testing Time and Recommended Order of Administration</i> .
Test Administrator (TA)	District or school personnel, substitute teachers, or volunteers responsible for administering the Oregon Statewide Assessments in a secure manner in compliance with the policies and procedures in the Test Administration Manual. See <i>Section 1.4 User Roles and Responsibilities</i> for details.
Test Impropriety	Adult or student behaviors prohibited during test administration because they give students an unfair advantage or otherwise compromise the security or validity of the test administration. For specific details on how to proceed when an impropriety has occurred, please refer to <i>Section 3.6 Reporting Test Improperities</i> .
Test Information Distribution Engine (TIDE)	The User Management System used to manage district- and school-level users, update student settings, and order Kindergarten Assessments.
Test Irregularity	An unusual circumstance that impacts an individual or group of students who is testing and may potentially affect student performance on the test or interpretation of those scores. For specific details on how to proceed when an irregularity has occurred, please refer to <i>Section 3.6 Reporting Test Improperities</i> .
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test delivery system or separate from it. Universal tools are available to all students based on student preference and selection. See the Oregon Accessibility Manual for complete information. [http://www.ode.state.or.us/search/page/?=487]

1.7 Resources

The Test Administration Manual is complemented by a variety of other resources listed in Table 7 (manuals), Table 8 (user guides), Table 9 (online training modules), and Table 10 (other resources).

Table 7: Manuals

Resource	Description
<i>Oregon Accessibility Manual</i>	Describes the universal tools, designated supports, and accommodations available for the Oregon Statewide Assessment System. [http://www.ode.state.or.us/search/page/?=487]

Resource	Description
<i>Essential Skills and Local Performance Assessment Manual</i>	Describes the policies and assessment options governing the Essential Skills graduation requirement and the local performance assessment requirement at grades 3 – 8 and high school. http://www.ode.state.or.us/search/page/?id=2042
<i>Best Practices Guide for Administering OAKS</i>	Includes guidance around appropriately administering the OAKS as a summative assessment and around retesting students in grades 3 - 8 who have already met or exceeded the achievement standards. http://www.ode.state.or.us/wma/teachlearn/testing/admin/best_practices_guide.pdf
<i>Extended Assessment Manual</i>	Provides a general overview of the Extended Assessments, including a description of its architecture, an overview of general administration and scoring procedures, and materials preparation tables. http://www.ode.state.or.us/search/results/?id=178

Table 8: User Guides

Resource	Description
<i>Test Administrator User Guide</i>	The TA User Guide is designed to familiarize Test Administrators with the Test Delivery System. It provides information about general testing rules and policies and an overview of the student and TA Interfaces. Appendices provide supplemental information about the secure browsers. http://www.ode.state.or.us/search/page/?id=391
<i>Online Reporting System User Guide</i>	The ORS User Guide provides district- and school-level personnel with step-by-step instructions on how to view and understand the various reports available in the Online Reporting System. The Online Reporting System provides two major types of reports: Score Reports and Test Management Center reports. Score Reports allow authorized users to view institution, personnel, roster, and individual student reports for a selected subject and assessment and break down data by category. Longitudinal data is also available for ascertaining trends in testing. Test Management Center reports allow authorized users to determine the percentage of students who have completed testing for a given subject and grade, and who needs to start or complete a test opportunity. In addition to viewing score reports and test management center reports, authorized users can also manage rosters. <i>Note: The score data in the Online Reporting System are not the official source of data. The only source for official scores is ODE's student-centered staging application. Thus, the score data from the OAKS Online Reporting System should be considered preliminary information.</i> http://www.ode.state.or.us/search/page/?id=391
<i>Test Information Distribution Engine (TIDE) User Guide</i>	The TIDE User Guide allows authorized state, district, and school personnel to manage user and student information for the online assessments. This user guide is organized based on the tasks available in TIDE. http://www.ode.state.or.us/search/page/?id=391
<i>Technical Specifications Manual for Online Testing</i>	This manual provides system administrators with information, tools, and recommended configuration details to help districts and/or schools prepare their networks for operational testing. http://www.ode.state.or.us/search/page/?id=391

<i>Secure Browser Installation Manual</i>	This manual provides system administrators and other school technology staff with instructions for installing the secure browsers on computers and tablets running a supported operating system. This manual is organized by operating system. http://www.ode.state.or.us/search/page/?id=391
<i>Braille Requirements and Testing Manual</i>	This manual is for both system administrators and test administrators. It provides a comprehensive overview of the hardware and software requirements for computers that will be used by students who have the Braille testing accommodation. Information on how to print test material is included. This manual also includes a quick guide to administering a test session and the required test settings for students taking a test with Braille. A section on common JAWS commands for students is included. http://www.ode.state.or.us/search/page/?id=391

Table 9: Online Training Modules

Module Name	Required or Optional	Primary Audience	Objective	Approx. Duration in Minutes
Test Coordinators (Developed by ODE)	Required	DTCs and STCs	This module ensures that DTCs and STCs understand their roles and responsibilities, are able to train TAs, and understand state policies so they can build effective school procedures	15 – 20
Test Administrators (Developed by ODE)	Required	DTCs, STCs, and TAs	This module ensures that TAs understand their roles and responsibilities, understand how to use valid test administration practices, learn where to find test administration resources and tools, and are aware of what’s new this year in the statewide assessment system	15 – 20
Accessibility Supports (Developed by ODE)	Required	DTCs, STCs, and TAs	This module identifies the purpose of accessibility supports to ensure that supports are selected and administered appropriately	15 – 20
Test Security (Developed by ODE)	Required	DTCs, STCs, and TAs	This module describes the principles of secure test administration, how to maintain security of printed test materials, and how to avoid and respond to test improprieties	10 – 15
Smarter Balanced (Developed by ODE)	Required	DTCs, STCs, and TAs administering Smarter Balanced Assessments	This module gives an overview of how to administer the Smarter Balanced assessments	10 – 15

Module Name	Required or Optional	Primary Audience	Objective	Approx. Duration in Minutes
OAKS Online Science and Social Sciences (Developed by ODE)	Required	DTCs, STCs, and TAs administering OAKS Online Science and Social Sciences Assessments	This module gives an overview of how to administer the OAKS Online Science and Social Sciences assessments	10 - 15
ELPA21 (Developed by ODE)	Required	DTCs, STCs, and TAs administering ELPA21	This module gives an overview of how to administer the ELPA21	10 - 15
Accessibility and Accommodations (Developed by Smarter Balanced)*	Optional (recommended)	DTCs, STCs, and TAs	This module describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility to Smarter Balanced assessments.	35
Let's Talk Universal Tools (Developed by Smarter Balanced)*	Optional (recommended)	TAs and Students	This module acquaints students and teachers with the online, universal tools (e.g., types of calculators, expandable text) available in the Smarter Balanced assessments. This module should be shown to students in a classroom setting. It is encouraged that the teacher be in the room to answer questions from the students as they view the module.	14
Performance Task Overview (Developed by Smarter Balanced)*	Optional (recommended)	DTCs, STCs, and TAs	This module provides an overview of what a performance task is.	11

* Optional Smarter Balanced-provided training modules available at <http://www.ode.state.or.us/search/page/?id=4299>

Table 10: Other Resources

Resource	Description
<i>Practice Test</i>	<p>Practice Tests include both computer adaptive test items and performance tasks for each grade level and provide a preview of the item types included in the online assessments.</p> <p>Smarter Balanced, OAKS Online Science and Social Sciences, and ELPA21 Practice Tests: https://oakspt.tds.airast.org/student</p>
<i>Training Test</i>	<p>Smarter Balanced Training Tests are available to familiarize students and TAs with the format and functionality of the Smarter Balanced assessments. This resource will be available by grade band (3–5, 6–8, high school) and has approximately six to nine mathematics and six to seven ELA items per grade band. Training Tests do not require use of the Secure Browser.</p> <p>https://oakspt.tds.airast.org/student</p>
<i>Web Pages</i>	<p>Accessibility Webpage: http://www.ode.state.or.us/search/page/?=487</p> <p>AESRP Webpage: http://www.ode.state.or.us/go/AESRP</p> <p>Assessment Home Page: http://www.ode.state.or.us/go/assessment</p> <p>Assessment Administration Webpage: http://www.ode.state.or.us/search/page/?id=625</p> <p>Regional ESD Partner Helpdesk: http://www.ode.state.or.us/go/assessmenthelp</p> <p>Braille Interface Webpage: http://www.ode.state.or.us/go/braille</p> <p>Essential Skills Webpage: http://www.ode.state.or.us/search/page/?=2042</p> <p>Extended Assessment Webpage: http://www.ode.state.or.us/search/results/?id=178</p> <p>Kindergarten Assessment: http://oregonearlylearning.com/kindergarten-assessment/</p> <p>Kindergarten Assessment Resources: http://www.ode.state.or.us/go/ka</p> <p>NAEP Resources: http://nces.ed.gov/nationsreportcard/itmrls/</p> <p>OAKS Online Portal: http://oaksportal.org</p> <p>OAKS Online User Guides: http://www.ode.state.or.us/search/page/?id=391</p> <p>ODE-Provided Allowable Resources: http://www.ode.state.or.us/search/page/?=2346</p> <p>Oregon Administrative Rules: http://www.ode.state.or.us/search/results/?id=47</p> <p>Promising Test Practices Webpage: http://www.ode.state.or.us/search/page/?id=2444</p> <p>Smarter Balanced Assessments: http://www.ode.state.or.us/search/page/?id=3298</p> <p>Test Administration Manual and Appendices: http://www.ode.state.or.us/go/tam</p> <p>Training Modules: http://www.ode.state.or.us/search/page/?id=2744</p> <p>Test Security Webpage: http://www.ode.state.or.us/go/TestSecurity</p> <p>Work Samples Webpage: http://www.ode.state.or.us/search/page/?id=2662</p>

2.0 TEST SECURITY

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

With the exception of the Kindergarten Assessment, all test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Failure to honor security severely jeopardizes student information and puts the operational test at risk.

2.1 Testing Requirements to Produce Valid Test Results

ODE sets requirements for secure and valid testing in order to ensure that each Oregon student has a fair opportunity to demonstrate his or her abilities and school districts are fairly rated for state and federal accountability. **Requirements include:**

- All Oregon Statewide Assessments must be administered and supervised at all times by a trained TA.
- Prior to administering any assessment other than the Kindergarten Assessment, each TA must receive security training consistent with the requirements described in *Section 1.5 Training Requirements* and have a signed **Test Administrator Assurance of Test Security form** (available at <http://www.ode.state.or.us/go/TestSecurity>) on file at the District Office, valid for the current school year (see *Appendix D: Assurance of Test Security Forms*). TAs must renew this form annually upon completion of test administration and security training. All TAs must also satisfy the reading requirements described in *Section 1.5 Training Requirements*. **Note: any individual who will be interacting with students during testing is considered a TA.**
- **New for 2016-17**, prior to administering the Kindergarten Assessment or handling confidential Kindergarten Assessment student responses must have a signed **Kindergarten Assessment Assurance form** (available at <http://www.ode.state.or.us/go/TestSecurity>) on file at the District Office, valid for the current school year (see *Appendix D: Assurance of Test Security Forms*). Kindergarten Assessment TAs and other authorized staff handling confidential Kindergarten Assessment student responses must renew this form annually. All TAs must also satisfy the test administration training and reading requirements described in *Section 1.5 Training Requirements*. **Note: any individual who will be interacting with students during administration of the Kindergarten Assessment is considered a TA.**
- STCs and DTCs must receive test administration and security training consistent with the requirements described in *Section 1.5 Training Requirements* and have a signed **STC or DTC Assurance of Test Security form** (available at <http://www.ode.state.or.us/go/TestSecurity>) on file at the District Office, valid for the current school year (see *Appendix D: Assurance of Test Security Forms*). STCs and DTCs must renew this form annually upon completion of training. All STCs and DTCs must also satisfy the reading requirements described in *Section 1.5 Training Requirements*.
- Any person (office staff, computer lab support staff, etc.) who has access to or participates in the handling of secure test materials but who does NOT interact with students during administration of the test must sign a **Non-Administrator Assurance of Test Security form** (available at <http://www.ode.state.or.us/go/TestSecurity>) prior to gaining access to secure test materials. This signed form must be kept on file at the District Office, valid for the current school year (see *Appendix D: Assurance of Test Security Forms*). **Parents or guardians who make prior arrangements with the district to observe the testing environment must also sign this form. Even after signing this form, however, the parent or guardian must be seated far enough from students to prevent distraction or other interference with the test**

administration. If practicable, it is preferable to allow the parent or guardian to watch the test through an observation window rather than having the parent or guardian present in the test environment.



Access to the Secure Test Environment. Under no circumstances may districts provide unauthorized individuals, including media, access to the secure test environment or secure test materials. Doing so constitutes a significant security breach and must be reported immediately.

In addition, ODE has identified the following practices as standard testing conditions available for all students:

- Dividing testing into several testing events, including providing students with extended time or frequent breaks as needed.
- Reading or rereading student directions to students. The verbatim student directions are provided in *Section 7: Administering Smarter Balanced*, *Section 8: Administering OAKS Online Science and Social Sciences*, and *Section 9: Administering ELPA21*. The student directions for the Kindergarten Assessment and the Extended Assessments are embedded directly in the assessment materials.

2.2 Security of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing. The test environment includes what a student can see, hear, or access (including via technology). A violation of the security of the test environment may result in a test impropriety. Table 11 describes security requirements for the test environment during various stages of testing.

Table 11: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials must be removed or covered, including but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions or other visual barriers.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation (e.g., if testing in a school library or computer lab, access should be restricted to testing students and authorized staff while testing is in progress).
Student supervision	Students are actively supervised by a trained TA (or TAs) and the students are free from access to unauthorized electronic devices that allow access to outside information, communication among students, or photographing or copying test content. This includes, but is not limited to, cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those accessibility supports identified in the Oregon Accessibility Manual that are permitted for each specific test (or portion of a test).

Requirement	Description
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. Students who are not being tested must not have access to secure testing materials, including test items. Based on the item type (i.e., performance tasks), trained TAs may also have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any items.
No answer key development	No form or type of answer key may be developed for test items.
Testing through secure browser	Administration of online assessments is permitted only through the Student Interface via a secure browser.
DURING AND AFTER TESTING	
No access to responses	DTCs, STCs, TAs, and other staff are not permitted to review student responses.
No copies of test materials	Unless needed as a print-on-request or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DTCs, STCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of a performance task.
All test materials must remain secure at all times	Printed materials, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by authorized staff.
AFTER TESTING	
No test materials used for instructions	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately shredded. See section 3.2 <i>Secure Handling of Printed Materials</i> for details.

2.3 Online Testing Security Features

Test security is essential to ensuring the reliability and validity of student scores. Students use a secure browser to access online tests (Smarter Balanced, OAKS Online Science and Social Sciences, and ELPA21). Download and installation information for the secure browser is provided online at <http://oaksportal.org>. The secure browser provides a secure environment for student testing by disabling the hot-keys, copy and screenshot capabilities, and access to the desktop (internet, email, and other files or programs installed on school machines). The secure browser will not display the IP address or other URL for the site. **Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. The “back” and “forward” browser options are not available, except as allowed in the testing environment as testing navigation tools.** Students will

not be able to print from the secure browsers, but they are able to submit printing requests to the TA if they are assigned print-on-request. During testing, the desktop is “locked down” and students must “Pause” (which saves the student’s test for another session) or answer all items and complete a test in order to exit the secure browser.

In the event of technical difficulties that require force quitting of the secure browser, TAs should contact their [Regional ESD Partner](#) for the force quit commands to close the secure browser.

Additional security is provided by a confirmation page presented immediately after student login, where students confirm their legal name, SSID, test, test language, and grade information prior to beginning a test. TAs may help younger students confirm this information.

After students log in, the TA must confirm and approve that these are the correct students to take the test and approve the students’ login request. This is done through the session monitoring screen, which identifies every student who logs in to a testing session. The TA should review the student name and grade information to ensure that all students logging into a session have entered the correct SSID and that the information is correct in the system.

Finally, during testing, the student’s name and SSID are displayed in the upper left corner of the test screens, so the TA can confirm that students are logged in correctly during testing.

Student identity confirmation helps keep test items secure by ensuring that students see only the tests they are supposed to see. Only trained TAs who have signed the Assurance of Test Security form may be given access to the Test Information Distribution System (TIDE) of OAKS Online. Under no circumstance may students access TIDE or the Online Reporting System. Additional information about student login and session monitoring are provided in the TA User Guide.

2.4 Secure Handling of Printed Test Materials and Note Paper: Printing, Storage, and Disposal

With the exception of the Kindergarten Assessment, all of Oregon’s statewide assessments are secure. To ensure the security of Oregon’s test items and student confidentiality, all printed testing materials (e.g., test session management reports, materials with individual student information, and student score reports) must be kept secure. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Printing Individual Test Items, Passages, or Stimuli

Print-on-request must be set in TIDE prior to test administration. The decision to allow students to use print-on-request must be made on the basis of individual student need. See the Oregon Accessibility Manual for additional information about eligibility for print-on-request by content area.



Note: Assigning Print-on-Request. The printing of items/stimuli is intended for those rare instances where a student’s condition (e.g., photosensitive epilepsy) prevents him or her from accessing material online. Access to printed items/stimuli should **not** be assigned based solely on a student’s personal preference. The use of print-on-request should be minimal.

Once a student is approved to receive the printing of test items/stimuli, that student may send a print request to the TA during testing by clicking on the print icon on the screen. Before the TA approves the student’s request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff who have signed an Assurance of Test Security form.

Destruction of printed materials and note paper

Printed test items/stimuli, including embossed Braille printouts, must be collected and inventoried at the end of each test session and then immediately securely shredded. Except as specifically noted

below, DO NOT keep printed test items/ stimuli for future test sessions. The following test materials must be securely shredded immediately following each test session:

- Scratch paper and all other paper handouts written on by students during testing;
- Any reports or other documents that contain personally identifiable student information; and
- Printed test items or stimuli.

Use of scratch paper

The only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when notes are used during ELPA21 and the Smarter Balanced ELA and mathematics CAT constructed response items or PTs.

During the ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes is the preferred mode for note taking during the ELA PT, students may use scratch paper to make notes or develop draft responses.

To maintain the security of scratch paper used for notes on ELPA21 items and the ELA or Mathematics CAT constructed response items or PTs, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. All scratch paper must be securely stored in between test sessions and then securely destroyed immediately upon the student's completion of the test.



The retention of scratch paper is only allowed for ELPA21 items, and the Smarter Balanced PTs and CAT constructed response items. Following the end of each test session, all scratch paper and graph paper must be collected, inventoried, and immediately shredded upon completion of the test to maintain test security.

2.5 Student Confidentiality

Individual student information and test results must not be made public. Student test materials and reports must not be exposed in such a manner that student names can be identified with student results, except to authorized individuals with an educational need to know. Individual student information and test results must not be made public unless:

- The district has explicitly identified state test scores and/or results as directory information consistent with FERPA guidelines;
- The release of the data does not expose the performance of students who did not meet the state's achievement standard; and
- Parents are made aware in advance of the reward and potential consequences of any honor provided to students based on these data and are given an opportunity to decline the honor on behalf of their child.

Secure Student Identification Numbers (SSIDs) and other confidential personally identifiable student data must remain secure at all times and must not be associated with a student's name in an unsecured place or manner. Displaying student SSIDs with student names on any non-secure materials compromises the security of confidential student information. **Please note that student body cards distributed to students are not secure, and districts are prohibited from including student SSIDs on student body cards or other non-secure materials.**

Only students may log in to their online testing. TAs or other staff or volunteers may not log in using a student's SSID except when helping a student who is having problems logging in.



Keep student information confidential. SSIDs associated with student names or other personally identifiable student data must not be sent in an e-mail or fax. If necessary, phone your [Regional ESD Partner](#) (e.g., to report a wrong name associated with a SSID number or to troubleshoot Online tests). **If information is to be sent via e-mail or fax, include only the SSID, not the student's name.** Tips on securely transmitting confidential student information are located at <http://www.ode.state.or.us/search/page/?id=2444>.

While test items must be kept secure, the Family Educational Rights and Privacy Act (FERPA) requires that parents have the opportunity to view their student's most recent test booklets or a computer generated list of test items. If a parent requests to view the items on their student's test, contact your DTC who will inform Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us. ODE will contact the parent to arrange a secure viewing of test items from their student's test. For the Kindergarten Assessment and Extended Assessments (as well as writing assessments from previous years), the DTC should work directly with the parents to arrange a local viewing of their student's test. For the Kindergarten Assessment, DTCs will arrange for parents to view a copy of the Student Booklet, the Assessor Booklets (A1 & A2), and Assessor Score sheet. To maintain the security of the Extended Assessment, districts must follow the Parent Test Review protocol and have the parent sign the Parent Test Review Meeting form posted to <http://www.ode.state.or.us/go/testsecurity>. Districts must maintain a signed copy of the Parent Test Review Meeting form on file at the district office, subject to audit by ODE.

2.6 Sensitive Responses

Taking appropriate action with student responses or student actions that cause concern

Throughout the test administration process, student safety is always the primary consideration. During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Although TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper, a TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to:

1. Suicide
2. Criminal activity
3. Alcohol or drug use
4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect

Collecting information

Prior to administration, each TA should have a thorough understanding of school, district, and state policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, district, and state policies.

Escalating information

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern in accordance with school, district, and state policies and procedures.

3.0 TEST IMPROPRIETIES AND IRREGULARITIES

Test security incidents, such as improprieties and irregularities, are behaviors prohibited during test administration, either because they give a student an unfair advantage or because they compromise the secure administration of the assessment. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test impropriety. TAs and STCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test impropriety or irregularity that could potentially affect the integrity of the tests or the data must follow the steps outlined in *Section 3.6 Reporting Test Improprieties and Irregularities* below.

3.1 Adult-Initiated Test Improprieties

Adult-initiated test improprieties are adult behaviors prohibited during test administration because they give students an unfair advantage or otherwise compromise the State’s standard test administration. **TAs must not assist or interfere with student testing.** Adults must carefully adhere to all test administration procedures to avoid test improprieties. *This Test Administration Manual generally describes allowable actions. If the Manual does not explicitly allow an action, contact your DTC to determine whether such an action is allowable prior to administering an assessment.* Table 12 below provides **examples** of adult-initiated test improprieties that have been reported to ODE in previous school years. **This list is not intended to be comprehensive.**

Table 12: Examples of Reported Adult-Initiated Test Improprieties

Description
<ul style="list-style-type: none"> Failing to ensure administration and supervision of an Oregon Statewide Assessment by qualified, trained personnel at all times.
<ul style="list-style-type: none"> Using a student’s SSID to log into an online test other than while helping a student to log in.
<ul style="list-style-type: none"> Giving out log-in information (username and password), including to other authorized users.
<ul style="list-style-type: none"> Sending a student’s name and SSID together in an email message.
<ul style="list-style-type: none"> Giving students the wrong SSID during the log-in process, causing students to log in and test under another student’s SSID.
<ul style="list-style-type: none"> Coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer.
<ul style="list-style-type: none"> Providing a student with access to supports not identified in the Oregon Accessibility Manual or providing an approved support in a manner that is inconsistent with the Oregon Accessibility Manual.
<ul style="list-style-type: none"> Providing a student access to another person’s work/responses.
<ul style="list-style-type: none"> Providing students with non-allowable materials or devices during test administration.
<ul style="list-style-type: none"> Leading students through instructional strategies such as Think Aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
<ul style="list-style-type: none"> Modifying student responses or records at any time.

Description
<ul style="list-style-type: none"> • Giving the student the wrong test, including administering an assessment in a manner that is inconsistent with a student’s IEP, giving the wrong test format, or testing a student at the wrong grade level.
<ul style="list-style-type: none"> • Losing or otherwise failing to account for secure test materials (e.g., printed items, stimuli, or passages).
<ul style="list-style-type: none"> • Failing to securely store test materials, including allowing students to remove test items, reading passages, writing prompts, or scratch paper that was used during assessment from the secure test environment.
<ul style="list-style-type: none"> • Copying or otherwise retaining test items, stimuli, reading passages, or writing prompts. This includes the use of photo-copiers or digital, electronic, or manual devices to record or communicate a test item without prior permission from ODE.
<ul style="list-style-type: none"> • Using secure test items, modified secure test items, reading passages, or writing prompts for instructional purposes.
<ul style="list-style-type: none"> • Developing answer keys to test items and using them for instructional purposes or to give students input on their progress and test performance.
<ul style="list-style-type: none"> • Giving the media writing prompts, modified test items, or reading passages, or providing the media access to the secure test environment.
<ul style="list-style-type: none"> • Reviewing or discussing the content of test items, stimuli, reading passages, or writing prompts, for any reason.
<ul style="list-style-type: none"> • Testing students outside of the school-level test window (where applicable).



Special Consideration for the Kindergarten Assessment: The Kindergarten Assessment is a required assessment for all students entering kindergarten and is administered to students one-on-one, with the TA recording the student’s responses. Given the heightened level of required interaction between the student and the TA, TAs must be especially vigilant to avoid coaching students to protect the validity of the assessment results. To avoid coaching, the Assessor Booklet contains specific language that TAs may say to students who appear to be confused or struggling. For more information, see *Section 10: Administering the Kindergarten Assessment*.

3.2 Student-Initiated Test Improprieties

Student-initiated test improprieties are student behaviors prohibited during test administration because they can give students an unfair advantage or otherwise compromise the State’s standard test administration. Table 13 below provides **examples** of student-initiated test improprieties that have been reported to ODE in previous school years. **This list is not intended to be comprehensive.**

Table 13: Examples of Reported Student-Initiated Test Improprieties

Description
<ul style="list-style-type: none"> • Students cheating, including passing notes or giving help to other students during testing.
<ul style="list-style-type: none"> • Students talking during testing.

<ul style="list-style-type: none"> • Accessing or using electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
<ul style="list-style-type: none"> • Accessing the internet during a testing event.
<ul style="list-style-type: none"> • Accessing or using non-allowable resources, including other students' work, during a test administration.
<ul style="list-style-type: none"> • Removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

3.3 Responding to Student Questions During an Assessment

Helping students violates the integrity and validity of the test. If a student asks for help remind the student to “do your best” using the verbatim student directions provided in *Sections 7 –9*, but do not initiate assistance or give any indication that you can help. *Use caution: check your verbal and nonverbal cues to ensure that the student does not receive any inappropriate coaching that may impact a student’s response to a test item.*



Student Comments. TAs must not review test items for any reason. If a student is concerned about an item, TAs may direct the student to enter the concern in Online Comments. However, TAs must not initiate comments on test items. *TAs may, however, immediately report system errors (e.g. technology issues) to their DTC.*

Review the Oregon Accessibility Manual to understand what is allowable in case a student requests an alteration in how a test is being administered. In cases where a student’s IEP indicates that a designated support or accommodation should be used, review the student’s IEP as well as the Oregon Accessibility Manual.

3.4 Test Irregularities

Test irregularities are unusual circumstances that may potentially affect student performance on the test or interpretation of student scores. Often, test irregularities may impact a group of students who are testing. Examples of test irregularities include major disruptions to a test, such as:

- Administration of test accommodations to a group of students or to an entire class without an investigation of individual student need
- A fire drill, a school-wide power outage, or a force majeure (e.g. a natural disaster)

During an event such as a fire drill or other evacuation, safety is the top priority. If the TA can safely access the TA workstation before evacuating the test environment, then the TA should pause all tests before evacuating. If the TA cannot safely access the TA workstation, then the TA should evacuate and secure the test environment consistent with the school’s evacuation policy. Upon returning to the test environment, the TA should pause all tests before students return to their stations. This helps to ensure that students do not sit at the wrong computer by mistake.

3.5 Consequences of Test Improprieties and Irregularities

If test improprieties or irregularities occur during administration of an online test, ODE may invalidate impacted tests, although invalidation will not occur automatically. ODE will not invalidate a test until it verifies the facts associated with the alleged test impropriety or irregularity with the DTC. If a test is invalidated, the test results and student responses will be omitted from the testing, reporting, and accountability systems and the student will lose that test opportunity, regardless of whether the

impropriety or irregularity was initiated by an adult or a student (note: for all assessments other than OAKS Online Science and Social Sciences, students only have one test opportunity).

In extremely rare instances, rather than invalidating a test, ODE may reset a student’s online assessment at the request of the school district if ODE determines that a reset does not compromise the security or validity of the assessment. If an online test is reset, the student responses will be removed, and the student may retest. ODE may also reopen a test that has expired or that was submitted accidentally, allowing the student to resume the test opportunity. If an *expired* test is reopened, the test will reopen at the location at which the student stopped the assessment. The student will be able to review items within the current segment of the assessment but cannot return to previous segments. If a *submitted* test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment but cannot return to previous segments. Table 14 summarizes the outcomes permitted under Oregon’s test security policies in the event of a test impropriety or irregularity.

Table 14: Outcomes of Test Improperities and Irregularities

Type of Appeal	Description	Conditions for Use
INVALIDATION	Invalidating a student’s test eliminates the test. The test will not be scored or counted for participation.	The State may invalidate any test if: <ul style="list-style-type: none"> • There is a test impropriety. • The test is administered in a manner inconsistent with the Test Administration Manual or the Oregon Accessibility Manual. • A student deliberately does not attempt to respond appropriately to items.
RESET	Resetting a student’s test removes that test from the system and enables the student to start a new test.	The State may reset a test if: <ul style="list-style-type: none"> • A test irregularity occurs as the result of an error on the part of either ODE or one of its agents, including test vendors or helpdesk staff. • Any of the following settings were incorrectly set and the error was caught within the first five items presented to the student: <ul style="list-style-type: none"> • American Sign Language (for Smarter Balanced mathematics and ELA listening) • Closed captioning (for ELA listening stimuli) • Language (including stacked translations, translated glossaries, and Braille)
REOPEN	Reopening a test allows a student to access a test that has already been submitted or has expired.	The State may reopen a test if: <ul style="list-style-type: none"> • A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. • A student is unable to complete the test before it expires due to an unanticipated excused absence or unanticipated school closure. • A student starts a Smarter Balanced PT unintentionally and the student is unable to complete the test before it expires • A student unintentionally submits a test before he or she has completed it.
RESTORE	Restoring a test returns a test from the Reset status to its prior status.	The State may only restore a test if a test was inadvertently or inappropriately reset.

If a district fails to enter a student’s Kindergarten Assessment or OAKS Extended Assessment score by the applicable deadline identified in *Appendix A: Test Schedule*, ODE will not include the student’s score when calculating the district’s participation rate for accountability purposes.

In cases where a force majeure (including but not limited to power outages or network disturbances lasting for at least one full school day, floods, earthquakes, fires, or pandemics) occurs within three business days of the close of the testing window and prevents the district from meeting the deadline, districts may submit a force majeure exception request. Upon receipt of such a request, ODE may permit a one-day extension of the testing window or deadline to enter scores as applicable for each day of the force majeure, for up to five days. Districts must apply this extension starting on the first school day after normal operations resume. **Note: for an extremely severe force majeure that prevents districts from completing testing over an extended period of time (e.g., more than 3 weeks), ODE will work with the U.S. Department of Education and the impacted districts to ensure valid and reliable accountability calculations. This may include a requirement to test students in the following school year based on their prior grade of enrollment.**

Violations of test security are subject to the district’s disciplinary policy and the policy of the Teacher Standards and Practices Commission (TSPC) as appropriate. As a result, personnel associated with a test impropriety may be subject to disciplinary action as determined by the school district or TSPC.



TSPC licensure could be jeopardized. Breaches of security through the mishandling of test materials could result in disciplinary action by the Teacher Standards and Practices Commission (TSPC). In certain cases, security breaches could even jeopardize licensure for certified and administrative staff.

When a test impropriety occurs, if the district determines that the test impropriety qualifies as gross neglect of duty, then the district must also report it to TSPC. OAR 584-20-0041 Reporting Requirements requires that districts report to TSPC within 30 days the name of any educator who the district reasonably believes may have committed gross neglect of duty as described in OAR 584-20-0040 Grounds for Disciplinary Action. Section 4 of OAR 584-20-0040 defines gross neglect of duty as, “any serious and material inattention to or breach of professional responsibilities.” The determination of whether a test impropriety qualifies as gross neglect of duty is made by the district.

3.6 Reporting Test Improperities and Irregularities

All potential test improprieties or irregularities must be immediately reported to the DTC, even if you are unsure of the exact situation. **When a test impropriety or irregularity involves a student test, the district must ensure that the student discontinues testing pending the DTC’s investigation.** The student must not resume testing until the district receives authorization from ODE. Continuing testing for a student before receiving authorization from ODE could result in tests that are invalidated and reduce opportunities available to the district and the student.

DTCs must then submit an initial report for all potential test improprieties to ODE within one day of learning of the potential test impropriety. Similarly, DTCs must report all test irregularities that impact either test security or test validity. New for 2016-17, DTCs must submit their initial report electronically using an online form available at <http://www.ode.state.or.us/go/TestSecurity>. A step-by-step guide and how-to video are also available at <http://www.ode.state.or.us/go/TestSecurity> to assist DTCs with using the new online form and submission process. Based on the initial report, ODE may request further investigation by the DTC, in which case the DTC must provide results to ODE within 30 calendar days. In regard to any potential teacher or administrator violation, DTCs should work within district policy and the rules established by the TSPC.

4.0 ACCESSIBILITY SUPPORTS

The Oregon Accessibility Manual provides information for classroom teachers, English development educators, special education teachers, and other educators to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them; it is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Oregon Accessibility Manual applies to all students and emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The Oregon Accessibility Manual focuses on universal tools, designated supports, and accommodations for Oregon’s statewide assessment system. At the same time, the Oregon Accessibility Manual supports important instructional decisions about accessibility and accommodations for students who participate in Oregon’s statewide assessment system. The Oregon Accessibility Manual recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.



Note: The Oregon Accessibility Manual, as well as the full list of universal tools, designated supports, and accommodations supported for Oregon’s statewide assessment system, can be found at: <http://www.ode.state.or.us/search/page/?=487>.

Please be sure to review the Oregon Accessibility Manual thoroughly before test administration.

Oregon’s online statewide assessments contain embedded universal tools, designated supports, and accommodations; these are defined in Table 15. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system. Oregon’s paper-based Kindergarten and Extended Assessments also support non-embedded resources.

Table 15: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
Accommodation	Accommodations are changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. Note: accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans.

For additional information about the availability of designated supports and accommodations, refer to the Oregon Accessibility Manual available at <http://www.ode.state.or.us/search/page/?=487>.

5.0 SCHEDULING TEST ADMINISTRATION

5.1 Testing Time and Recommended Order of Administration

Testing Time

Table 16 contains the estimated time it will take most students to complete each of Oregon’s online tests. This information is for scheduling purposes only, as the assessments are not timed.

Table 16: Estimated Testing Times for Online Tests

Content Area	Grades	Computer-Adaptive Test hrs : mins	Performance Task hrs : mins	Total hrs : mins
Smarter Balanced English Language Arts/Literacy	3–5	2:10	2:50	5:00
	6–8	2:20	2:50	5:10
	HS	2:10	2:45	4:55
Smarter Balanced Mathematics	3–5	1:40	1:00	2:40
	6–8	2:00	1:00	3:00
	HS	1:45	0:50	2:35
OAKS Online Science & Social Sciences*	5	1:00	n/a	1:00
	8	1:00	n/a	1:00
	HS	1:00	n/a	1:00
ELPA21**	K	1:00	n/a	1:00
	1	1:00	n/a	1:00
	2–3	1:15	n/a	1:15
	4–5	1:30	n/a	1:30
	6–8	2:30	n/a	2:30
	HS	3:00	n/a	3:00

* For OAKS Science and Social Sciences, students have up to two annual test opportunities at grades 5 and 8 and up to three annual test opportunities in high school based on local retest policy. Estimated times are per test opportunity.

**Testing times are estimated using actual time it took most students to complete the ELPA21 during the 2015-16 administration and the assumption of an adjusted format for the 2016-17 ELPA21 administration.

When developing a testing schedule, you may use the estimated testing times to calculate the number of days and the amount of time it will take to complete a test in each content area and grade level. These estimates do not account for any time needed to start computers, load secure browsers, and log in students. TAs should work with STCs to determine precise testing schedules.

Duration and timing information for ELA and mathematics

The scheduling/rules for each of these components is included in Table 17 and Table 18. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

Table 17: Assessment Sequence—Smarter Balanced ELA Assessment

	CAT Items	Performance Task (PT)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) Session durations range from 40–60 minutes 	The PT is presented in two parts. Recommendations: <ul style="list-style-type: none"> Administer in two sessions corresponding to Parts 1 and 2 of the PT Session durations range from 60–120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1. Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	Once a student has started the CAT segment, it will be available for 45 days. Recommendation: Student completes this portion within five days of starting.	Once a student has started the PT, it will be available for 20 days.

Table 18: Assessment Sequence—Smarter Balanced Mathematics Assessment

	CAT Items	Performance Task (PT)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> Administered in two sessions Session durations range from 40–60 minutes Most students will complete the CAT segment in two sessions of 60 minutes or less or one long session of more than 60 minutes.	Recommendations: <ul style="list-style-type: none"> Administered in one session Session duration ranges from 40–120 minutes
Breaks within Sessions	Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	Once a student has started the CAT segment, it will be available for 45 days. Recommendation: Student completes this segment within five days of starting it.	Once a student has started the PT, it will be available for 20 days.

5.2 School-Level Test Windows

To ensure that testing occurs at the appropriate time in relation to student instruction, districts are required to establish school-level test windows for both the Smarter Balanced and Kindergarten assessments. Districts may otherwise choose to develop school-level test windows to allocate resources toward testing. To manage testing resources, school-level test windows may be set for specific content areas and grade levels. Schools should coordinate with the DTC to establish the duration of the school-level test window based on the number of enrolled students the school projects will be eligible to test. The following criteria apply when setting school-level test windows:

- **Smarter Balanced Mathematics and ELA:** School-level test windows **must not begin until at least sixty-six percent (66%) of a school's annual instructional days have been completed** and must last for at least four calendar weeks. ODE may invalidate tests started before this instructional day threshold is met; to avoid inadvertently testing students before the start of the school-level test window, schools are strongly encouraged to use the school-level test window feature in TIDE to restrict student access to online tests until the start of the school-level test window. (Note: for the grade 12 retest, there is no instructional day requirement that must be met before students may access the test.)
- **OAKS Online Science and Social Sciences:** School-level test windows must last for at least four calendar weeks.
- **Kindergarten Assessment:** School-level test windows must begin no later than the first day of the district's school year and must last for at least six calendar weeks. Districts may exempt any student enrolling in Kindergarten in the last three weeks of the school-imposed test window from participating in the Kindergarten Assessment.



Regardless of the test window a school establishes to complete testing, schools will be held accountable for ensuring that all students who are enrolled as of the first school day in May have tested. With the exception of students who are not tested due to a medical emergency, students who are enrolled on the first school day in May who are not tested will be counted as non-participants for accountability calculations. For ELPA21 and the Extended Assessments, whose statewide test windows close before May 1, districts may use administration code 8 for students who enroll after the close of the statewide test window but who are enrolled on the first school day in May.

The Best Practices Guide for Administering OAKS provides guidance to help inform districts' development of appropriate school-imposed test windows (located at <http://www.ode.state.or.us/go/tam>). In addition, ODE has developed a promising practices document (available at <http://www.ode.state.or.us/search/page/?=2444>) with tips to assist schools in calculating their instructional day threshold and developing a school-level test window.

5.3 Parent Requests for Exemption from State Testing

House Bill 2655, which went into effect January 1, 2016, established a new policy for exempting students from the Smarter Balanced and Extended Math and English language arts (ELA) assessments. HB 2655 also established a Student Assessment Bill of Rights permitting parents or adult students to annually opt-out of Oregon's statewide summative assessments in Mathematics and English language arts. Consistent with the requirements of HB 2655, the Oregon Department of Education (ODE) has developed an annual notice (available at <http://www.ode.state.or.us/search/page/?id=4302>) that describes these assessments, identifies the timeframe when the assessment will most likely be administered, and identifies a student's or

parent’s right to excuse the student from testing. **Districts and public charter schools must provide parents and adult students with the ODE-developed annual notice at the beginning of each school year.** In addition, districts and public charter schools must provide parents and adult students with separate notice at least 30 days prior to administering the statewide summative assessments in Math and ELA using the ODE-provided 30-day notice and opt-out form (available at <http://www.ode.state.or.us/search/page/?id=4302>). School districts and public charter schools must use the 30-day notice and opt-out form provided by ODE to communicate with all parents about state testing requirements and their right to opt-out by **January 7, 2017**. Districts may communicate with parents using existing communication protocols, including but not limited to fall registration materials, parent conferences, electronic media, or letters home. In addition, HB 2655 requires school districts and public charter schools to provide supervised study time for students who opt-out of testing. The bill also reiterates current Essential Skills policy and graduation requirements, in that a student who opts out of testing may not be denied a diploma if they are able to satisfy all other diploma requirements. Students who do opt-out of the Smarter Balanced state tests, however, still need to meet the Essential Skills graduation requirement using another approved assessment option. For additional information about implementing the requirements of HB 2655, please see Executive Numbered Memorandum 003-2015-16 – Exemption from Smarter Balanced Assessments (<http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=13809&TypeID=4>).

For all other statewide assessments (OAKS Online Science and Social Sciences, ELPA21, the Kindergarten Assessment, and the Extended Science Assessment), parents may request that their student be exempted from state testing based on either **disability** or **religion**. OAR 581-022-1910 allows school districts to excuse students from a state required program or learning activity, including state testing, to accommodate a student’s disabilities or religious beliefs. In order for a school district to excuse a student from testing under this rule, the student’s parent must submit a written request to the school district, listing the reasons for the request and proposing an alternative individualized learning activity for the student that meets the same goals that would be accomplished by participation in state testing. Appropriate school personnel must evaluate and approve the parent request.

When reviewing a parent’s request for exemption, school district personnel should first discuss the use of accommodations with the parent to determine whether the use of any appropriate accommodations during testing might address the parent’s concerns and allow the student to participate in testing.

5.4 Providing for Students Who Are Not Testing



Non-participants. For *all* required assessments, students who are enrolled in school during the statewide test window who are not tested due to a parent-requested exemption must be counted as non-participants (see Appendix C: Accessing Student Scores Online for instructions on noting this in Student Centered Staging).

To the extent possible, districts should avoid having anyone in the test environment who is not actively involved in testing, including other students. When a district cannot avoid having non-testing students present in the test environment, the district should arrange the test environment to ensure that the following requirements for secure and valid testing are met:

- **A quiet environment, void of talking or other distractions that might interfere with a student’s ability to concentrate or compromise the test situation.** When setting up the test environment, the TA should only provide non-testing students with quiet activities that will not cause a distraction to students who are testing.

- **Observation of test items by only the student taking the test.** To protect the security of the test items, access to the test environment should be controlled to prevent anyone other than the student who is testing from being able to see the test items. When students who are not testing are present in the test environment, districts should arrange the test environment so that non-testing students are separated from those who are testing. This ensures both that the non-testing students cannot view their classmates' secure test items, and that testing students cannot access any non-allowable resources that their non-testing classmates may be using.

ODE realizes that providing alternative activities for non-testing students can sometimes present a challenge for districts. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book. **The Best Practices Guide for Administering OAKS provides guidance to help districts to provide for students who are not testing (located at <http://www.ode.state.or.us/go/tam>).**

6.0 PLANNING FOR TEST ADMINISTRATION



Note: This section is required for all TAs administering an online assessment (Smarter Balanced, OAKS Online, and ELPA21).

6.1 Establishing Appropriate Testing Conditions

STCs and TAs will need to work together to determine the most appropriate testing option(s) and testing environment based on factors such as the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

Test administration should be conducted in a room that does not crowd students. Good lighting, ventilation, and freedom from noise and interruptions are important factors to consider when selecting a site.

Prepare rooms for test administration following the requirements for a secure test environment described in *Section 2 Test Security*. As a reminder, information that is displayed on bulletin boards, chalkboards or dry-erase boards, or charts and that might be used by students to help answer questions **must be removed or covered**. This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc. **Cell phones or other electronic devices are not allowed to be used during testing (i.e., turned off and put away)**. It may be helpful to place a “TESTING—DO NOT DISTURB” sign on the door. It may also be helpful to post signs in halls and entrances rerouting hallway traffic, if necessary, in order to promote optimum testing conditions.

Appropriate seating arrangements must be used to discourage students from aiding one another. Students must be seated so that they cannot view the answers of others. To prevent confusion, arrangements for student seating must be completed prior to the test administration.

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may do after they finish the test. Additional guidance on providing for students who are not testing is included in *Section 5.4 Providing for Students Who Are Not Testing*.

6.2 Preparing for Test Administration

To help preserve test security and ensure valid and reliable test results, TAs must adhere to the following procedures:

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year. **(Remember, TAs administering tests using the Braille Interface must receive both district-provided test administration and security training and ODE-provided training specific to the Braille interface.)**
- Review your notes from Test Administration training. Immediately contact your STC if you have not been trained **this year**.
- Review this **Test Administration Manual**, paying special attention to Sections 2 and 3, as well as Sections 6 - 12 for the applicable assessments you will administer.

- Review the **Oregon Accessibility Manual**, paying special attention to any designated supports or accommodations which your students will need.
- *If you are administering an online test (Smarter Balanced, OAKS Online Science and Social Sciences, or ELPA21)*, review the **Test Administrator User Guide** to ensure familiarity with both the TA and student interfaces of the online testing system.
- Locate and verify student information prior to testing online, including:
 - SSID
 - Student’s legal name
 - Student’s enrolled grade
 - Any embedded designated supports or accommodations to be assigned to the student in TIDE, including **text to speech, language, print size, and print-on-request** (see the Oregon Accessibility Manual)
 - Any non-embedded designated supports or accommodations to be administered to the student during the test, including **read-aloud** (see the Oregon Accessibility Manual)



IMPORTANT: Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update, once made, may take **up to 24 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the student’s not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

- Before administering ELPA21, ensure that the student’s LEP flag is set to “yes” in TIDE. Students will not be able to access ELPA21 until this step has been done by the district.
- Check headsets to ensure they are properly installed and functioning correctly and that all headset and computer updates have been installed.
- Examine the test environment for non-allowable resources. Only those resources identified in the Oregon Accessibility Manual as a universal tool, designated support, or accommodation may be available for student access during testing.
- Review the verbatim student directions found in *Sections 7 – 9* (Smarter Balanced, OAKS Online Science and Social Sciences, and ELPA21) prior to testing.
- Plan time for make-up testing for students who are absent for any portion of the regular testing period. Every effort must be made to ensure that all students have an opportunity to complete the assessments.



IMPORTANT: When students move within the state, their data record must be updated at least 24 hours before the student begins testing in the new school or district. District personnel responsible for enrolling new students should be sure to confirm whether a new student already has an SSID before creating a new SSID. Failure to do so may result in multiple SSIDs being assigned to a student.

6.3 Preparing Students for Testing

Practice and Training Tests

In preparation for testing, it is highly recommended that all students access the Practice Tests available online to become familiar with the functionality of the online testing system and the various item types they will encounter in the online tests (Smarter Balanced, OAKS Online Science and Social Sciences, and ELPA21). Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the operational test.

- ODE provides practice tests (available at <https://oakspt.tds.airast.org/student>) to provide students experience with the Smarter Balanced, OAKS Online Science and Social Sciences, and ELPA21 testing environment. These practice tests include only a limited number of questions.
- Smarter Balanced provides an additional Training Test (available at <https://oakspt.tds.airast.org/student>).



Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test impropriety. For all Training Test sessions, use the TA Training Site and the Training Tests.

It is **highly recommended** that **ALL** students access the practice tests before testing. The practice tests are especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through with their students to promote familiarity with the testing format and basic test rules.

6.4 Pause Rules and Test Expirations

Basic test rules

- For the Smarter Balanced assessments, computer adaptive items and performance tasks will be presented as separate tests. Students may not return to a test once it has been completed and submitted.
- Within each ELPA21 and Smarter Balanced test there may be segments. A student may not return to a segment once it has been completed and submitted.
- Students **must answer all test items on a page** before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page.
- Students must answer all test items before the test can be submitted.
- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items that have already been answered within a segment prior to submitting their test for scoring.

Pause rules

- **For the OAKS Online Science and Social Sciences assessments and the CAT segment of the Smarter Balanced assessments, if a test is paused for more than 20 minutes the student is:**
 - Required to log back into the student interface;
 - Presented with the test page containing the test item(s) he or she was working on when the test was paused (if the page contains at least one unanswered item) OR with the next test page (if all items on the previous test page were answered); and
 - NOT permitted to review or change any previously answered test items (with the exception of items on a page that contains at least one item that was not answered yet).
- **For ELPA21 and the PT portion of the Smarter Balanced assessments there are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue typing his or her responses. Please note that there are specified recommendations provided in *Section 5.1 Testing Time and Recommended Order of Administration*.

- Any highlighted text, notes on the digital notepad, or items marked for review will not be saved when a test is paused for more than 20 minutes.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

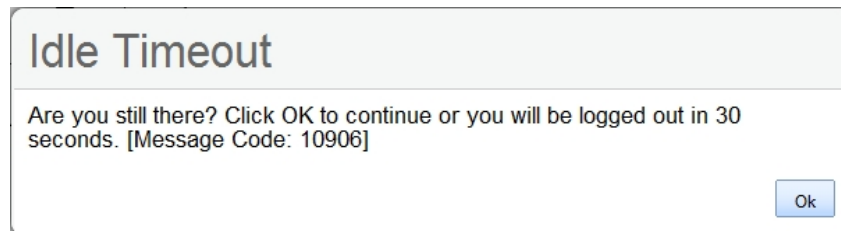
Scenarios:

1. If during an OAKS Online Science or Social Sciences assessment or the CAT segment of a Smarter Balanced assessment a test is paused for **less than 20 minutes** (or does not pause at all), the student can return to previous test pages and change the response to any question he or she has already answered within a segment (if multiple segments).
2. If during an OAKS Online Science or Social Sciences assessment or the CAT segment of the Smarter Balanced ELA assessment a test is paused for **more than 20 minutes** without having answered all items in the item group, when the student resumes testing, answered items will be “locked down” so that students may still review but may not revise responses to previously answered items in the item group.
 - a. Example: An item group has questions 4 – 10. A student answers questions 4 – 9 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can answer question 10 and can review responses to questions 4 – 9 but cannot revise responses to questions 4 – 9.
3. If during the CAT segment of a Smarter Balanced Mathematics assessment or an OAKS Online Science or Social Sciences assessment for which paginated item groups has been disabled a test is paused for **more than 20 minutes**, when the student resumes testing, the test will return the student to the last page with unanswered items. If a page has both answered and unanswered items, the student may change any answers present on that page. However, he or she may not return to previous pages and consequently cannot change answers to items on previous pages.
 - a. Example: A single test page has questions 4–10. A student answers questions 4–9 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to questions 4–10 but cannot return to questions 1–3 on an earlier page.
4. If during an OAKS Online Science or Social Sciences assessment or the CAT segment of a Smarter Balanced assessment a test is paused for **more than 20 minutes** and there are no previously answered items on that individual page, the student will not have access to any items for which a response has already been provided.
 - a. Example: Question 6 is the only item on a test page and the student does not answer it before pausing the test. The student resumes testing after pausing for more than 20 minutes and is directed to the page with question 6. The student may not return to questions 1–5.
 - b. Example: A page contains questions 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on question 12 and cannot return to questions 1–11.
5. If during ELPA21 or the performance task portion a Smarter Balanced assessment a test is paused for more than 20 minutes, the student will return to the section and continue typing his or her responses. There are no pause restrictions.

Test timeout (due to inactivity)

As a security measure for all online tests, students are automatically logged out of the test after 20 minutes of test inactivity. *Activity* is defined as selecting an answer or navigation option in the test (e.g., clicking [Next] or [Back] or using the **Past/Marked Questions** drop-down list to navigate to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the test, a warning message will be displayed on the screen. If the student does not click [Ok] within 30 seconds after this message appears, he or she will be logged out. Clicking [Ok] will restart the 20 minute inactivity timer.



Caution: As a security measure, TAs are automatically logged out after thirty minutes of user inactivity in the session, which will result in the closing of the test session.

Test expiration

A student's test remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test, whichever occurs sooner. However, as a best practice, ODE recommends that students complete the test within five days of starting.

Exception: The PT portion of the Smarter Balanced assessments is administered as a separate test that remains active for only **twenty calendar days** after the student has begun the PT. As a best practice, ODE recommends that students complete the PT portion within ten days of starting.

A summary of recommendations for the number of sessions and session durations is provided in *Section 4.5 Testing Time and Recommended Order of Administration*.

Breaking up the Test

It may take some students more than the estimated time to finish each test. Therefore, you may wish to break students' testing into shorter sessions. These shorter testing periods may make their testing experience less stressful.

Breaking up a test requires great care to avoid breaches of test security. Please consider the following issues when breaking up a test:

- If you know you will be administering the test in multiple sessions, remind students before they begin that they will be resuming the test at another date/time.
- A student returning to an online test will start on the same number the student was working on previously. **Please note the pause rules described in *Section 6.4 Pause Rules and Test Expirations* above.**
- Any printed test items or stimuli (including reading passages) must be securely shredded and may not be retained for use across test sessions.
- When resuming a test, TAs must review the process and re-read the student directions.
- For the PT portion of the Smarter Balanced assessments, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

7.0 ADMINISTERING THE SMARTER BALANCED MATHEMATICS AND ENGLISH LANGUAGE ARTS ASSESSMENTS



Note: This section is required for all TAs administering the Smarter Balanced assessments; it includes directions for administration and a script to use in the administration of tests.

7.1 Components of the Smarter Balanced Mathematics and English Language Arts Assessments

The Smarter Balanced Mathematics and English Language Arts (ELA) assessments are each comprised of two separate assessment segments: the computer-adaptive test (CAT) items and the PT. Smarter Balanced recommends that students take the PT and the CAT segments on separate days. However, districts/schools may opt to administer in a different order if needed.

Important Recommendations:

- If a student begins the assessment with the CAT segment, he or she should complete all the items in that segment prior to moving on to the PT segment. Similarly, if a student begins the assessment with the PT segment, he or she should complete the entire PT segment prior to moving on to the CAT segment. It is recommended that you not have more than one segment open for any student at a given time. As a reminder, the performance task expires **twenty calendar days** after it is started.
- It is recommended that an entire content session (ELA or mathematics) be completed before starting another, but it is not required and would be up to the discretion of the School or District Test Coordinator.
- Students who take a Smarter Balanced Mathematics test using the stacked Spanish/English version can respond to open-ended questions in Spanish or English. If they respond in Spanish, their response will be scored by a trained Spanish-speaking scorer. Responses in languages other than Spanish and English will not be scored.

7.2 Performance Tasks

The students must work independently on the secure performance task responses; instructions will be delivered to them in the Test Delivery System.

ELA

The ELA PT consists of two parts: Part 1 and Part 2. It is recommended that each part be administered on separate days. In Part 1, students will read sources and answer two to three research questions. During Part 2 (the full write), students will provide a written response using those sources. Only in Part 2 of the ELA performance task may students have access to a hard-copy (non-embedded universal tool) or online dictionary or online thesaurus (embedded universal tools).

Note 1: if you opt to offer a hard-copy dictionary to your students, it must be a commercially published dictionary in print form. Teacher- or student-created dictionaries are not allowed.

Note 2: ELA performance tasks may require headsets.

Mathematics

The mathematics performance task should be administered in one session.

Note: Mathematics performance tasks do not require headsets unless needed as an accommodation.

7.3 Smarter Balanced Mathematics and English Language Arts Assessment Administration Procedure

Students Log In

On the first screen, students enter the Session ID, his/her legal first name, and SSID. This must match a record in Consolidated Collections – SSID System, so be sure that the student uses the same first name as appears on the SSID file, not a nickname. If the student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID for example). If the student is still having difficulty, the TA can look up the correct information in the *Student Lookup*. Students are only imported in the OAKS Online system if their SSID record has been updated for the current school year. For other problems during the log in process, please contact your [Regional ESD Partner](#).

The second screen calls for verification of student information. If you agree that the student's information is incorrect, instruct the student to select "No" to exit the student login.

The student will now see a page indicating the test(s) the student is able to start as determined by the TA (who selects subjects when creating a session). If the session includes multiple subjects, the student must choose the appropriate test from those listed. The test opportunity the student will be using is displayed next to the corresponding test.

Approving Students for Testing

After students log in, you must confirm that these are the correct students to take the test and approve the students' login requests. The upper right corner of your screen will always display a list of students who are awaiting approval at any time. **Please make sure the correct student has logged in.**

The TA should monitor the student's selection when sessions are open to multiple subjects. Before approving students to test, TAs must review the student's test settings, including language, to ensure they are correct.

Once students begin appearing in the preview box, you can click [**Approvals (#)**] to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click the green checkmark to approve each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click [**Approve All Students**].

Reminder. If any student's test settings are incorrect, do NOT approve that student.

After you approve students, remind them to verify that their test subject and test settings are correct. **Remember,** once a student starts a test opportunity, test settings may not be changed for that test opportunity.

Each student will be logging in at a different time. Monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

Monitoring Testing

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with *Section 2 Test Security*. If you witness or suspect the possibility of a test impropriety, contact your STC and DTC immediately.

Please be aware that all students approach test taking differently, and even though a student may appear to be daydreaming, that student may actually be mentally working through a test item. Interactions between a TA and a student during testing must be kept to a minimum. Before approaching a student to remind him or her to stay on task, be sure to consider that student's individual needs and test-taking style.

You may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let you see how many items have been delivered to each student (e.g., question 24 of 40).

End the test session and log out of the TA Site.

When there are approximately five minutes left for the test session, give students a brief warning.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student (presented after any pause taken) or to end the test. Tests can no longer be paused after the last item has been presented.

The student will not be able to return to previously answered or marked questions following a PAUSE of 20 minutes or more. However, students may PAUSE on any item without answering all items in an item set. For the CAT segment, the student’s test can be resumed at any time within the testing window up to 45 calendar days from the start date; after 45 calendar days the test record is expired and the opportunity is lost. For the performance task, there is no pause limit, but the test expires twenty calendar days after it is started.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking [REVIEW MY ANSWERS] and then [SUBMIT TEST] once they are done reviewing. Once a student clicks [SUBMIT TEST], the student will not be able to review answers.

Once students have completed testing, the TA is responsible for closing out the testing session. Be sure students successfully log off from the secure browser, and also be sure to log out of *your* session AND close the browser used for monitoring the session. Collect any scratch paper or printed test materials for secure destruction consistent with *Section 2 Test Security*.

7.4 Student Directions for Smarter Balanced Mathematics and English Language Arts Administration

To ensure that students understand about the test they are to take and correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. The directions are organized into the following stages: student directions for taking the test, full log-in directions, paraphrased log-in directions, and student directions during testing, and directions for ending the test. Once students are comfortable with the log-in process, TAs may substitute the paraphrased log-in directions for the full log-in directions for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to Oregon’s online testing system or who may continue to benefit from having the full log-in directions read to them at the start of each testing event. Translated Spanish student directions appear beginning on p. 49. (Note: The directions below may be translated to the student’s language of origin and will count as a standard administration.)

All directions that you are to read to students are in boxes so they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “I made a mistake. Listen again.” Then read the direction again.

Student Directions (English)

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students prior to having students log into the test.

Today, you will take the Smarter Balanced ____ test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

[For Braille administration only:

Math: Each question will be read aloud to you through your computer's screen reader and will be embossed into Braille for you to read. You will use your refreshable Braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable Braille display or keyboard, please raise your hand.

ELA: Each question will be presented in Braille through your refreshable Braille display. Questions that include a table, chart, or graph will be embossed into Braille for you to read. You can also request to print any question, and it will be embossed into Braille for you to read. You will use your refreshable Braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable Braille display or keyboard, please raise your hand.]

You must answer each question on the screen before going on to the next one. Go ahead and select what you think is the best answer even if you are unsure and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session.

[For the Math CAT (grades 6 – 8 and 11) and ELA PT only: Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.]

You may pause at any point in the test by clicking PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.

[For the CAT portion only: If you pause your test for more than 20 minutes, you will no longer be able to go back and change your answers]

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone, please raise your hand and I will come and collect it before the test begins.

Full Log-in Directions

Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your

screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.

After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

[For the ELA test ONLY: Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click YES. If not, raise your hand.]

Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Paraphrased Log-in Directions

Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.

Now click “Sign In.” Make sure that your personal information on the next screen is correct and click YES to continue.

On the next screen, select the [INSERT NAME OF TEST].

After I approve you to begin testing, make sure that the you have the right test and settings, then click YES, START MY TEST. If any of the test information is incorrect, please raise your hand.

[For the ELA test ONLY: Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click YES. If not, raise your hand.]

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below verbatim.

Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the “i” button available through the dropdown menu on the right side of the screen. You can send a comment about this item if you wish by clicking on the comment button also available through the dropdown menu.

Directions for Ending the Test Session

We are nearing the end of this test session. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions.

If you need additional time let me know.

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.

[For the CAT portion only: Remember, if you are pausing your test for more than 20 minutes, you will no longer be able to go back and change your answers when you return to the test.]

If you have answered all the questions on your test and have finished reviewing your answers, click END TEST. You will be asked to confirm that you are ready to submit your test. Click yes, and after reviewing any marked answers, click SUBMIT TEST. I will now collect any scratch paper or other materials.

Student Directions (Spanish)

Student Directions for Taking the Test

Hoy, va a tomar el examen de ___ de Smarter Balanced. Se le dará una identificación para la sesión del examen que es requerida para comenzar el examen. Antes de ingresar al sistema, vamos a repasar algunas reglas del examen.

[Solo para la administración en Braille:

Matemáticas: cada pregunta se le leerá en voz alta a través del lector de pantalla de su computadora y será grabada en relieve en Braille para que lo lea. Usted utilizará su dispositivo Braille o teclado de computadora para seleccionar su respuesta a cada pregunta y moverse a través del examen. Si necesita ayuda para utilizar su dispositivo Braille o el teclado, por favor levante la mano.

Artes de Lenguaje Inglés: Cada pregunta será presentada en Braille a través del dispositivo Braille. Las preguntas que incluyan una tabla, un gráfico o gráfica serán grabadas en Braille para que las lea. También puede solicitar que le impriman

cualquier pregunta, y será grabada en relieve en Braille para que la lea. Usted va a utilizar su dispositivo Braille o su teclado de la computadora para seleccionar su respuesta a cada pregunta y moverse a través del examen. Si necesita ayuda para utilizar su dispositivo Braille o el teclado, por favor levante la mano.]

Debe responder a cada pregunta en la pantalla antes de pasar a la siguiente. Proporcione la respuesta que usted crea es la mejor, incluso si no está seguro y márkela antes de pasar a la siguiente pregunta si desea revisar esa respuesta después. Puede regresar y cambiar la respuesta durante esta sesión del examen.

[Solo para CAT de matemáticas y ELA PT: Por favor tenga en cuenta que este examen está dividido en segmentos. Cuando llegue al final de cada segmento, se le pedirá que revise sus respuestas antes de continuar. Una vez que envíe sus respuestas y continúe al siguiente segmento, no podrá regresar al segmento anterior.]

Usted puede hacer una pausa en cualquier momento del examen haciendo clic en PAUSE en lugar de NEXT después de responder a una pregunta. Por favor levante la mano si necesita un descanso y pida permiso antes de hacer clic en PAUSE.

[Sólo para la porción de Smarter CAT: Si usted pone pausa al examen por más de 20 minutos, ya no podrá regresar y cambiar sus respuestas.]

Sus respuestas deben ser su propio trabajo. Por favor mantenga sus ojos en su propio examen y recuerde que no debe hablar. Si tiene un teléfono celular, por favor levante la mano y voy y pasará a recogerlo antes de que comience el examen.

Full Log-in Directions

Ahora estamos listos para iniciar la sesión. Una vez que haya iniciado la sesión, tendrá que esperar a que yo apruebe el examen antes de que comience. Voy a revisar que haya ingresado correctamente la identificación de la sesión del examen y otra información.

Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen. Levante la mano si necesita ayuda para escribir esta información en su teclado.

Ahora haga clic “Sign In”. Una vez que haya iniciado su sesión exitosamente, verá una pantalla con su nombre y otra información sobre usted. Si toda la información en su pantalla es correcta, seleccione YES para continuar. Si cualquiera de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la siguiente pantalla, seleccione [INSERT NAME OF TEST]. Después de seleccionar su examen, verá una pantalla con una barra en movimiento y un mensaje diciendo que está esperando por la aprobación del Administrador del Examen. Por favor espere en silencio mientras verifico cada uno de sus exámenes.

Después de que apruebe dar inicio a su examen, usted verá una pantalla pidiéndole que revise el contenido temático de materias y las configuraciones. Si toda la

información es correcta, usted puede seleccionar YES, START MY TEST. Si hay algo incorrecto, por favor levante la mano.

*[Para el examen **ELA SOLAMENTE**: A continuación, usted deberá ver una pantalla que le pide que verifique que el sonido en su computadora está funcionando. Póngase sus audífonos y haga clic en el icono de las bocinas en el círculo para escuchar el sonido. Si usted escucha el timbre, haga clic en YES. Si no, levante su mano.]*

Antes de que aparezca su examen, verá una página tutorial enlistando las herramientas del examen y los botones que puede utilizar durante el examen o que aparecerán en el examen. Por favor lea esto cuidadosamente. Usted también puede encontrar esta información durante su examen haciendo clic en el botón HELP en la esquina superior de la derecha.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Paraphrased Log-in Directions

Ahora estamos listos para iniciar la sesión. Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen.

Ahora haga clic en “Sign In”. Asegúrese de que su información personal en la próxima pantalla esta correcta y haga clic en YES” para continuar.

En la próxima pantalla, seleccione [INSERT NAME OF TEST].

Después de que yo lo apruebe para que comience el examen, asegúrese de que tiene el examen correcto y la configuración, luego haga clic en YES, START MY TEST. Si cualquier información del examen es incorrecta, por favor levante su mano.

*[Para el examen **ELA SOLAMENTE**: A continuación, usted deberá ver una pantalla que le pide que verifique que el sonido en su computadora está funcionando. Póngase sus audífonos y haga clic en el icono de las bocinas en el círculo para escuchar el sonido. Si usted escucha el timbre, haga clic en YES. Si no, levante su mano.]*

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

Es importante que trate de hacer lo mejor que pueda. ¿Necesita hacer una pausa en el examen y tomar un descanso?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below **verbatim**.

Haga su mejor esfuerzo y elija la respuesta que tenga más sentido para usted. Si no está seguro acerca de cómo funciona una pregunta, usted puede revisar un tutorial haciendo clic en el botón “i” disponible a través del menú desplegable del lado derecho de la pantalla. Si lo desea, puede enviar un comentario acerca de esta pregunta haciendo clic en el botón de comentario también disponible a través del menú desplegable.

Directions for Ending the Test Session

Nos estamos acercando al final de esta sesión. Por favor revise ahora cualquier pregunta completada o marcada. No envíe su examen a menos que haya respondido a todas las preguntas.

Si necesita más tiempo, hágamelo saber.

Esta sesión del examen ha terminado. Si no ha terminado, haga clic en PAUSE, y podrá terminar en otro momento.

[Para la porción de CAT solamente: Recuerde, si usted pone pausa a su examen por más de 20 minutos, ya no podrá regresar y cambiar sus respuestas cuando regrese al examen.]

Si ha contestado a todas las preguntas en su examen y ha terminado de revisar sus respuestas, haga clic en END TEST. Se le pedirá que confirme que usted está listo para enviar su examen. Haga clic en yes, y después de revisar cualquier respuesta marcada, haga clic en SUBMIT TEST. Ahora voy a recoger el papel borrador u otros materiales.

7.5 Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student’s schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2 of the PT. Students can be provided with breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason it is recommended that students complete Part 1 in one test session. Part 2 would ideally be delivered

the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one session of 40–120 minutes.

If you intend to administer the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA performance task might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the session.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. A summary of recommendations for the number of sessions and session durations is in *Section 5.1 Testing Time and Recommended Order of Administration*.

7.6 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities*.

8.0 ADMINISTERING THE OAKS ONLINE SCIENCE AND SOCIAL SCIENCES ASSESSMENTS



Note: This section is required for all TAs administering the OAKS Online assessments; it includes directions and a script to use during the administration of OAKS Online Science and Social Sciences tests. This section governs the administration of OAKS Online Science and Social Sciences tests.

8.1 OAKS Online Science and Social Sciences Administration Procedure

Students Log In

On the first screen, students enter the Session ID, his/her legal first name and SSID. This must match a record in Consolidated Collections – SSID System, so be sure that the student uses the same first name as appears on the SSID file, not a nickname. If the student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID for example). If the student is still having difficulty, the TA can look up the correct information in the *Student Lookup*. Students are only imported in the OAKS Online system if their SSID record has been updated for the current school year. For other problems during the log in process, please contact your [Regional ESD Partner](#).

The second screen calls for verification of student information. If you agree that the student's information is incorrect, instruct the student to select "No" to exit the student login.

The student will now see a page indicating the test(s) the student is able to start as determined by the TA (who selects subjects when creating a session). If the session includes multiple subjects, the student must choose the appropriate test from those listed. The test opportunity the student will be using is displayed next to the corresponding test.

Approving Students for Testing

After students log in, you must confirm that these are the correct students to take the test and approve the students' login requests. The upper right corner of your screen will always display a list of students who are awaiting approval at any time. **Please make sure the correct student has logged in.**

The TA should monitor the student's selection when sessions are open to multiple subjects. Before approving students to test, TAs must review the student's test settings, including language, to ensure they are correct.

Once students begin appearing in the preview box, you can click [**Approvals (#)**] to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click the green checkmark to approve each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click [**Approve All Students**].

Reminder. If any student's test settings are incorrect, do NOT approve that student.

After you approve students, remind them to verify that their test subject and test settings are correct. **Remember,** once a student starts a test opportunity, test settings may not be changed for that test opportunity.

Each student will be logging in at a different time. Monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

Monitoring Testing

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with *Section 2 Test Security*. If you witness or suspect the possibility of a test impropriety, contact your STC and DTC immediately.

Please be aware that all students approach test taking differently, and even though a student may appear to be daydreaming, that student may actually be mentally working through a test item. Interactions between a TA and a student during testing must be kept to a minimum. Before approaching a student to remind him or her to stay on task, be sure to consider that student's individual needs and test-taking style.

You may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let you see how many items have been delivered to each student (e.g., question 24 of 40).

End the test session and log out of the TA Site.

When there are approximately five minutes left for the test session, give students a brief warning.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student (presented after any pause taken) or to end the test. Tests can no longer be paused after the last item has been presented.

The student will not be able to return to previously answered or marked questions following a PAUSE of 20 minutes or more. However, students may PAUSE on any item without answering all items in an item set. If the student selects PAUSE, the test session can be resumed at any time within 45 calendar days; after 45 calendar days the test record is expired and the opportunity is lost. When the student logs back in, he/she will only be able to review and change responses to items from the last presented item set.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking **[REVIEW MY ANSWERS]** and then **[SUBMIT TEST]** once they are done reviewing. Once a student clicks **[SUBMIT TEST]**, the student will not be able to review answers.

Once students have completed testing, the TA is responsible for closing out the testing session. Be sure students successfully log off from the secure browser, and also be sure to log out of *your* session AND close the browser used for monitoring the session. Collect any scratch paper or printed test materials for secure destruction consistent with *Section 2 Test Security*.

8.2 Student Directions for OAKS Online Science and Social Sciences Administration

To ensure that students understand about the test they are to take and correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. The directions are organized into the following stages: student directions for taking the test, full log-in directions, paraphrased log-in directions, and student directions during testing, and directions for ending the test. Once students are comfortable with the log-in process, TAs may substitute the paraphrased log-in directions for the full log-in directions for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to Oregon's online testing system or who may continue to benefit from having the full log-in directions read to them at the start of each testing event.. Translated Spanish student directions appear beginning on p. 58. Note: The directions below may be translated to the student's language of origin and will count as a standard administration.

All directions that you are to read to students are in boxes so they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, "I made a mistake. Listen again." Then read the direction again.

*Student Directions (English)***Student Directions for Taking the Test**

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to students prior to having students log into the test.

Today, you will take the OAKS Online ____ test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

[For Braille administration only:

Science: Each question will be read aloud to you through your computer's screen reader and will be embossed into Braille for you to read. You will use your refreshable Braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable Braille display or keyboard, please raise your hand.

Social Sciences: Each question will be read aloud to you through your computer's screen reader and will be presented in Braille through your refreshable Braille display. Questions that include a table, chart, or graph will be embossed into Braille for you to read. You can also request to print any question, and it will be embossed into Braille for you to read. You will use your refreshable Braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable Braille display or keyboard, please raise your hand.]

You must answer each question on the screen before going on to the next one. Go ahead and provide what you think is the best answer even if you are unsure and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session.

You may pause at any point in the test by clicking PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.

If you pause your test for more than 20 minutes, you will no longer be able to go back and change your answers.

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone, please raise your hand and I will come and collect it before the test begins.

Full Log-in Directions

Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

Now click “Sign In.” Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.

After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Paraphrased Log-in Directions

Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.

Now click “Sign In.” Make sure that your personal information on the next screen is correct and click YES to continue.

On the next screen, select the [INSERT NAME OF TEST].

After I approve you to begin testing, make sure that the you have the right test and settings, then click YES, START MY TEST. If any of the test information is incorrect, please raise your hand.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below **verbatim**.

Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the “i”

button available through the dropdown menu on the right side of the screen. You can send a comment about this item if you wish by clicking on the comment button also available through the dropdown menu.

Directions for Ending the Test Session

We are nearing the end of this test session. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions.

If you need additional time let me know.

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.

Remember, if you are pausing your test for more than 20 minutes, you will no longer be able to go back and change your answers when you return to the test.

If you have answered all the questions on your test and have finished reviewing your answers, click END TEST. You will be asked to confirm that you are ready to submit your test. Click yes, and after reviewing any marked answers, click SUBMIT TEST. I will now collect any scratch paper or other materials.

Student Directions (Spanish)

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to students prior to having students log into the test.

Hoy va a tomar el examen en línea de OAKS de _____. Se le dará una identificación para la sesión del examen que es requerida para comenzar el examen. Antes de ingresar al sistema, vamos a repasar algunas reglas del examen.

[Solo para la administración en Braille:]

Ciencia: cada pregunta se le leerá en voz alta a través del lector de pantalla de su computadora y será grabada en relieve en Braille para que lo lea. Usted utilizará su dispositivo Braille o teclado de computadora para seleccionar su respuesta a cada pregunta y moverse a través del examen. Si necesita ayuda para utilizar su dispositivo Braille o el teclado, por favor levante la mano.

Ciencias Sociales: Cada pregunta se le leerá en voz alta a través del lector de pantalla de su computadora y se le presentarán en Braille a través de su dispositivo Braille. Las preguntas que incluyan una tabla, un gráfico o gráfica serán grabadas en Braille para que las lea. También puede solicitar que le impriman cualquier pregunta, y será grabada en relieve en Braille para que la lea. Usted va a utilizar su dispositivo Braille o su teclado de la computadora para seleccionar su respuesta a

cada pregunta y moverse a través del examen. Si necesita ayuda para utilizar su dispositivo Braille o el teclado, por favor levante la mano.]

Debe responder a cada pregunta en la pantalla antes de pasar a la siguiente. Proporcione la respuesta que usted crea es la mejor, incluso si no está seguro y márkela antes de pasar a la siguiente pregunta si desea revisar esa respuesta después. Puede regresar y cambiar la respuesta durante esta sesión del examen.

Usted puede hacer una pausa en cualquier momento del examen haciendo clic en PAUSE en lugar de NEXT después de responder a una pregunta. Por favor levante la mano si necesita un descanso y pida permiso antes de hacer clic en PAUSE.

Si usted pone pausa al examen por más de 20 minutos, ya no podrá regresar y cambiar sus respuestas.

Sus respuestas deben ser su propio trabajo. Por favor mantenga sus ojos en su propio examen y recuerde que no debe hablar. Si tiene un teléfono celular, por favor levante la mano y pasará a recogerlo antes de que comience el examen.

Full Log-in Directions

Ahora estamos listos para iniciar la sesión. Una vez que haya iniciado la sesión, tendrá que esperar a que yo apruebe el examen antes de que comience. Voy a revisar que haya ingresado correctamente la identificación de la sesión del examen y otra información.

Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen. Levante la mano si necesita ayuda para escribir esta información en su teclado.

Ahora haga clic “Sign In”. Una vez que haya iniciado su sesión exitosamente, verá una pantalla con su nombre y otra información sobre usted. Si toda la información en su pantalla es correcta, seleccione YES para continuar. Si cualquiera de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la siguiente pantalla, seleccione [INSERT NAME OF TEST], y luego haga clic en START TEST para iniciar el examen. Después de seleccionar su examen, verá una pantalla con una barra en movimiento y un mensaje diciendo que está esperando por la aprobación del Administrador del Examen. Por favor espere en silencio mientras verifico cada uno de sus exámenes.

Después de que apruebe dar inicio a su examen, usted verá una pantalla pidiéndole que revise el contenido temático de materias y las configuraciones. Si toda la información es correcta, usted puede seleccionar YES, START MY TEST, para dar inicio a su examen. Si hay algo incorrecto, por favor levante la mano.

Antes de que aparezca su examen, verá una página tutorial enlistando las herramientas del examen y los botones que puede utilizar durante el examen o que aparecerán en el examen. Por favor lea esto cuidadosamente. Usted también puede

encontrar esta información durante su examen haciendo clic en el botón HELP en la esquina superior de la derecha.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Paraphrased Log-in Directions

Ahora estamos listos para iniciar la sesión. Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen.

Ahora haga clic en “Sign In”. Asegúrese de que su información personal en la próxima pantalla esta correcta y haga clic en YES” para continuar.

En la próxima pantalla, seleccione [INSERT NAME OF TEST], y luego haga clic en START TEST para comenzar el examen.

Después de que yo lo apruebe para que comience el examen, asegúrese de que tiene el examen correcto y la configuración, luego haga clic en YES, START MY TEST. Si cualquier información del examen es incorrecta, por favor levante su mano.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below verbatim.

Es importante que trate de hacer lo mejor que pueda. ¿Necesita hacer una pausa en el examen y tomar un descanso?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below verbatim.

Haga su mejor esfuerzo y elija la respuesta que tenga más sentido para usted. Si no está seguro acerca de cómo funciona una pregunta, usted puede revisar un tutorial haciendo clic en el botón “i” disponible a través del menú desplegable del lado derecho de la pantalla. Si lo desea, puede enviar un comentario acerca de esta pregunta haciendo clic en el botón de comentario también disponible a través del menú desplegable.

Directions for Ending the Test Session

Nos estamos acercando al final de esta sesión. Por favor revise ahora cualquier pregunta completada o marcada. No envíe su examen a menos que haya respondido a todas las preguntas.

Avíseme si necesita más tiempo.

Esta sesión del examen ha terminado. Si no ha terminado, haga clic en PAUSE, y podrá terminar en otro momento.

Recuerde, si usted pone pausa a su examen por más de veinte minutos, ya no podrá regresar y cambiar sus respuestas cuando regrese al examen.

Si ha contestado a todas las preguntas en su examen y ha terminado de revisar sus respuestas, haga clic en END TEST. Se le pedirá que confirme que usted está listo para enviar su examen. Haga clic en yes, y después de revisar cualquier respuesta marcada, haga clic en SUBMIT TEST. Ahora voy a recoger el papel borrador u otros materiales.

8.3 Testing Over Multiple Sessions or Days

Some students may be best served by sequential, uninterrupted time that may exceed the time in a student’s schedule. If you intend to administer the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a designated point. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the session.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. A summary of recommendations for the number of sessions and session durations is in *Section 5.1 Testing Time and Recommended Order of Administration*.

8.4 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities*.

9.0 ADMINISTERING THE ELPA21



Note: This section is required for all TAs administering ELPA21; it includes directions for administration and a script to use in the administration of tests.

9.1 Components of the ELPA21

Oregon’s ELPA21 is a required assessment under the Oregon Statewide Assessment System. Additionally, federal law requires that states assess all students who are English learners to determine their English language proficiency. Currently this proficiency is determined based on a composite score that comprises the four domains required by the Elementary and Secondary Education Act (ESEA)—listening, speaking, reading, and writing—within 6 grade bands: Kindergarten, 1, 2-3, 4-5, 6-8, and 9-12. A standard administration of ELPA21 is administered as one test with two segments, with the speaking domain administered as a segment at the end of the test.

ELPA21 uses a diagnostic tool to verify that recording and playback capabilities are working properly on the computer. Although the diagnostic tool is run each time a student starts/resumes their test, TAs can take steps (such as checking for muted volume) to reduce technical issues that could delay a student from starting their test.

9.2 Student Technology Skill Requirements

It may prove valuable for the TA to be able to speak the student’s language of origin to better assist students in addressing the various formats found among test items. **While it is a violation of test security for a TA to translate individual items, it is an acceptable support for the TA to provide translation of the audio instructions** (See the Oregon Accessibility Manual located at <http://www.ode.state.or.us/search/page/?=487>).

In addition to properly configuring computer systems to run the ELPA21, school staff should ensure that students have the computer skills necessary to take the ELPA21. For technology skill requirements for students participating in ELPA21, see the Oregon Accessibility Manual located at <http://www.ode.state.or.us/search/page/?=487>.

Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with administration of the ELPA21.

9.3 Exempting Domains for Students on an IEP or 504 Plan

Due to the nature of some students’ disabilities, a student’s IEP or 504 Plan might exempt the student from responding to a particular domain of ELPA21 (reading, writing, speaking, or listening). For instance, students with a hearing impairment might have an IEP or 504 Plan that exempts them from the listening domain. **As an accommodation, district level users may code ELPA21 domain exemptions in TIDE.** This accommodation will ensure that the student does not receive any items from the exempted domain when taking ELPA21. For students who test with this accommodation, the student’s ELPA21 score will be generated based on the administered domains.



No four-domain exemptions on ELPA21 will be allowed. Up to a total of three domains may be exempted, but only in very rare and documented circumstances. All exemptions must be reviewed and documented in the student's IEP or 504 plan **prior** to the student beginning ELPA21. All cases of domain exemptions on ELPA21 are subject to monitoring by ODE.



Note: This accommodation may only be entered by the DTC or other district level users and must be entered **prior** to approving the student to start ELPA21. Once a student has been approved to start ELPA21, the district may no longer set this restricted resource for the student. **Should a TA approve a student to start ELPA21 without this accommodation in violation of the student's IEP or 504 Plan, the TA must pause the student's test immediately and report as an impropriety.** In addition to coding this accommodation in TIDE, districts must also ensure that the student's IEP code is entered correctly in Student Centered Staging using the ELPA21 "Only" IEP test administration codes found in Appendix C: Accessing Student Scores Online.

9.4 ELPA21 Administration Procedure

Students log in

Some individual students may need additional assistance while logging in. When administering the ELPA21, TAs may refer to the "Confirming Student Log-In" Promising Test Administration Practices located at <http://www.ode.state.or.us/search/page/?id=2444> for suggestions on how to assist students during the student login and verification process without compromising the validity of the assessment.

On the first screen, students enter the Session ID, his or her legal first name, and SSID. This must match a record in ODE's Secure Student Identification System, so be sure that the student uses the same first name as appears on the SSID file, not a nickname. If the student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID for example). If the student is still having difficulty, the TA can look up the correct information in the *Student Lookup*. Students are only imported in the system if their SSID record has been updated for the current school year. For other problems during the log in process, please contact your [Regional ESD Partner](#).

The second screen calls for verification of student information. TAs should confirm the information for younger students and any other students who may need this assistance. If you agree that the student's information is incorrect, instruct the student to select "No" to exit the student login.

The student will now see a page indicating the test(s) the student is able to start as determined by the TA (who selects subjects when creating a session). If the session includes multiple subjects, the student must choose the appropriate test from those listed.

Approving Students for Testing

After students log in, you must confirm that these are the correct students to take the test and approve the students' login requests. The upper right corner of your screen will always display a list of students who are awaiting approval at any time. **Please make sure the correct student has logged in.**

The TA should monitor the student's selection when sessions are open to multiple subjects. Before approving students to test, TAs must review the student's test settings to ensure they are correct.

Once students begin appearing in the preview box, you can click **[Approvals (#)]** to open the Approvals pop-up window, shown below. Review each student’s test settings and edit as necessary. You can either click the green checkmark to approve each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click **[Approve All Students]**.

Reminder. If any student’s test settings are incorrect, do NOT approve that student.

After you approve students, remind them to verify that their test subject and test settings are correct. Remember, once a student starts a test opportunity, test settings may not be changed for that test. Note: students have only one opportunity per year to take the ELPA21.

Prior to testing, TAs should verify that computers used for the ELPA21 test are equipped with the correct headsets (recommended by ODE and AIR). Specific attention should be given to make sure students are not using personal headphones. After verifying their test subject and settings, the student will walk through a few simple steps to ensure that the headphones and microphone are working properly. If the student is having trouble, check the placement of the headphones and microphone and try the test again. If there is still trouble, check the connection of the headphones and microphone to the computer. Finally, if the system still does not work, contact your [Regional ESD Partner](#).

Each student will be logging in at a different time. Monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

Monitoring Testing

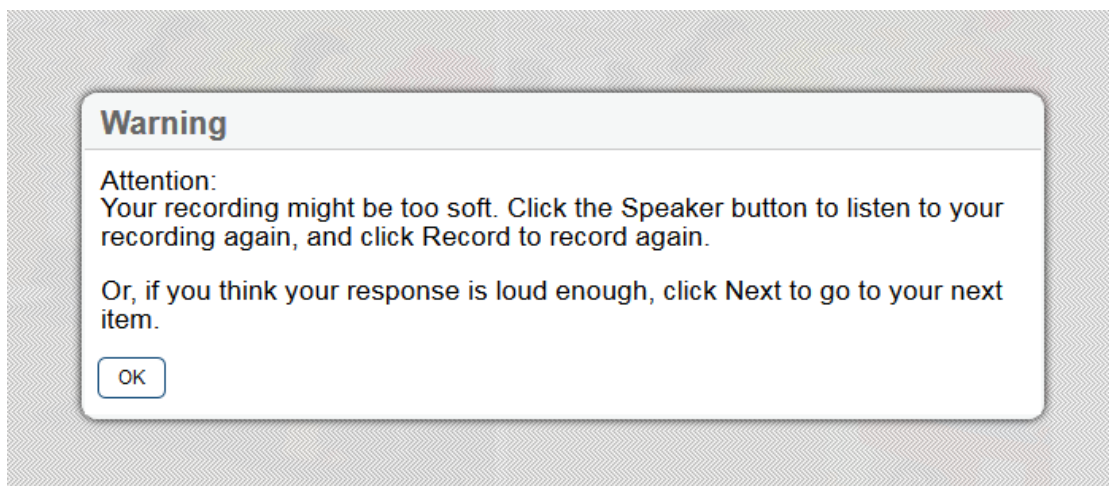
Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with *Section 2 Test Security*. If you witness or suspect the possibility of a test impropriety, contact your STC and DTC immediately.

Please be aware that all students approach test taking differently, and even though a student may appear to be daydreaming, that student may actually be mentally working through a test item. Interactions between a TA and a student during testing must be kept to a minimum. Before approaching a student to remind him or her to stay on task, be sure to consider that student’s individual needs and test-taking style.

The TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let you see how many items have been delivered to each student (e.g., question 24 of 40).



“Too Soft” Recording Warning. When students record their speaking responses, a “too soft” warning may appear on the student’s screen. If this warning appears, the TA may instruct the student to listen to their recording to make sure the student can clearly hear their response. If the student has trouble hearing their response, either because the recording was too quiet or because of other distortions in the recording, have the student re-record their answer. If the recording sounds fine, instruct the student to click ok and move to the next test item. **The student does not need to re-record their answer if it sounds okay when they listen to it.**



End the test session and log out of the TA Site.

When there are approximately five minutes left for the test session, give students a brief warning.

If the student selects PAUSE, the test session can be resumed at any time within 45 calendar days; after 45 calendar days the test record is expired and the opportunity is lost. When the student logs back in, he/she will only be able to review and change responses to all items previously presented in the assessment.

After answering the last item in each segment, each student is presented with a screen prompting students to review their answers (marked and unmarked) for all items presented to the student in that segment or to end the test. Tests can no longer be paused after the last question has been presented.

If the student selects PAUSE, the test session can be resumed at any time within 45 calendar days; after 45 calendar days the test record is expired and the opportunity is lost.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking **[REVIEW MY ANSWERS]** and then **[SUBMIT TEST]** once they are done reviewing. Once a student clicks **[SUBMIT TEST]**, the student will not be able to review answers.

Once students have completed testing, the TA is responsible for closing out the testing session. Be sure students successfully log off from the secure browser, and also be sure to log out of *your* session AND close the browser used for monitoring the session. Collect any scratch paper or printed test materials for secure destruction consistent with *Section 2 Test Security*.

9.5 Student Directions for ELPA21 Administration

To ensure that students understand about the test they are to take and correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. The directions are organized into the following stages: student directions for taking the test, full log-in directions, paraphrased log-in directions, and student directions during testing, and directions for ending the test. For ELPA21, each stage of directions is provided in a simplified version for Kindergarteners and 1st grade students as well as a standard version for students in grades 2 – 12. Once students are comfortable with the log-in process, TAs may substitute the paraphrased log-in directions for the full log-in directions for subsequent test administrations. However, TAs should remain attentive to the

needs of individual students who are new to the ELPA21 or who may continue to benefit from having the full log-in directions read to them at the start of each testing event. Translated Spanish student directions appear beginning on p. 69. (Note: The *directions* below may be translated to the student’s language of origin and will count as a standard administration.)

All directions that you are to read to students are in boxes so they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “I made a mistake. Listen again.” Then read the direction again.



Note: There are simplified K-1 student directions that TAs must read for Kindergarteners and 1st grade students.

Student Directions (English)

Simplified K-1 Student Directions for Taking the Online Test

To maintain test security and avoid student coaching, TA’s must read the script below verbatim to Kindergarteners and 1st grade students prior to having students log into the test.

Today, you will take a test called ELPA21. You will be given a test session ID to start the test. Before logging in, let’s go over some test rules.

You must answer each question on the screen before going to the next one. Give what you think is the best answer, even if you are not sure. If you aren’t sure, you can mark it to review later. During this testing time, you can always go back and change your answers. Click NEXT to go to the next question.

You can pause the test by clicking PAUSE, but remember to ask permission first. Please raise your hand if you need a break during the test.

Your answers need to be only your work. Keep your eyes on your own test, and remember, no talking during the test.

Grade 2 – 12 Student Directions for Taking the Test

To maintain test security and avoid student coaching, TA’s must read the script below verbatim students in grades 2 – 12 prior to having students log into the test.

Today, you will take an assessment in English Language Proficiency (ELPA21). You will be given a test session ID that is required to start the test. Before logging in, let’s go over some test rules.

You must answer each question on the screen before going on to the next one. Go ahead and provide what you think is the best answer even if you are unsure and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session.

You may pause at any point in the test by clicking PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone, please raise your hand and I will come and collect it before the test begins.

Speaking Recording “Too Soft” Reminder

When you record your speaking responses, a “too soft” warning may appear on your screen. If this warning appears, please listen to your recording to make sure you can clearly hear your response. If you have trouble hearing your response, please re-record your answer. If your recording sounds fine, click ok and move to the next test item. **You do not need to re-record your answer if it sounds okay when you listen to it.**

Simplified K – 1 Full Online Log-In Directions

Now let’s log in. Enter your legal first name, then your SSID number. Then type the test session ID. Raise your hand if you need help typing this information.

Now click “Sign In.” You should see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

On the next screen, select “ELPA21”. Please wait quietly while I verify each of your tests.

After I approve your test, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

Before you can see a test question, you must check your sound and the microphone. The first screen you see will ask if you can hear the sound through your headset. If you hear the sound, select YES. If you do not hear the sound, select NO and raise your hand for help.

Now we will test the microphone. Follow along with me. First, click the microphone button to begin recording, and say your name. Click the red stop button underneath the microphone to stop recording.

Now press the green volume button to listen to your recording. If you hear your voice clearly, press YES. If you do not hear your voice, press PROBLEM (NO), and raise your hand for help.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Grade 2 – 12 Full Log-In Directions

Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

On the next screen, select "ELPA21." After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.

After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, select YES. If not, raise your hand.

Now we will test the microphone. First, press the microphone button to begin recording, and clearly say your name into the microphone. When you are done, press the red stop button underneath the microphone to stop recording.

Now press the green volume button to listen to your recording. If you hear your voice clearly, press YES. If you do not hear your voice, press PROBLEM (NO), and raise your hand for help. I will be around shortly to assist you.

Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Paraphrased Log-in Directions (all Grades K-12)

Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the Session ID.

Now click “Sign In.” Make sure that your personal information on the next screen is correct and click YES to continue.

On the next screen, select “ELPA21.”

After I approve you to begin testing, make sure that the you have the right test and settings, then click YES, START MY TEST. If any of the test information is incorrect, please raise your hand.

Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click YES. If not, raise your hand.

On the next screen, you will check the microphone. If you can’t hear your recording, please raise your hand

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions During the Test

If you notice that a student is off task, you may say the following statement to the student, **verbatim**.

It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below **verbatim**.

Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the “i” button available through the dropdown menu on the right side of the screen. You can send a comment about this item if you wish by clicking on the comment button also available through the dropdown menu.

If during the Speaking segment a student receives a pop-up warning that their response may have been too soft, the TA may instruct the student in reviewing their response and determining whether they need to re-record by reading the script below **verbatim**.

Please listen to your recording to make sure you can clearly hear your response. If you have trouble hearing your response, you can re-record your answer. If your recording sounds fine, click ok and move to the next test item. **You do not need to re-record your answer if it sounds okay when you listen to it.**

Directions for Ending the Test Session

We are nearing the end of this testing period. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions.

If you need additional time let me know.

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.

If you have answered all the questions on your test and have finished reviewing your answers, click END TEST. You will be asked to confirm that you are ready to submit your test. Click yes, and after reviewing any marked answers, click SUBMIT TEST. I will now collect any scratch paper or other materials.

Student Directions (Spanish)

Simplified K-1 Student Directions for Taking the Online Test

To maintain test security and avoid student coaching, TA's must read the script below verbatim to Kindergarten and 1st grade students prior to having students log into the test.

Hoy tomará una evaluación llamada ELPA21. Se le dará una identificación de la sesión del examen para comenzar el examen. Antes de ingresar al sistema, vamos a repasar algunas reglas del examen.

Debe responder a cada pregunta en la pantalla antes de continuar con la siguiente. Dé la respuesta que usted crea que es la mejor, aunque no esté seguro. Si no está seguro, puede marcarla para revisarla después. Durante este tiempo de examen, puede regresar y cambiar sus respuestas. Haga clic en NEXT para la siguiente pregunta.

Usted puede ponerle pausa al examen haciendo clic en PAUSE, pero recuerde primero pedir permiso. Por favor levante su mano si necesita tomar un descanso durante el examen.

Su respuesta debe ser solamente su trabajo. Mantenga sus ojos en su propio examen y recuerde, no se permite hablar durante el examen.

Grade 2 – 12 Student Directions for Taking the Test

To maintain test security and avoid student coaching, TA's must read the script below verbatim students in grades 2 – 12 prior to having students log into the test.

Hoy tomará una evaluación en el Dominio del Idioma Inglés (ELPA21). Se le dará una identificación de la sesión del examen, que es requerida para comenzar el examen. Antes de ingresar al sistema, vamos a repasar algunas reglas del examen.

Usted debe responder a cada pregunta en la pantalla antes de continuar con la siguiente. Dé su mejor respuesta, aunque no esté seguro y márkela antes de pasar a la siguiente pregunta si desea revisar esa respuesta después. Usted puede regresar y cambiar la respuesta durante esta sesión del examen.

Puede hacer una pausa en cualquier momento del examen haciendo clic en PAUSE en lugar de NEXT después de responder a una pregunta. Por favor levante su mano si necesita un descanso y pida permiso antes de hacer clic en PAUSE.

Sus respuestas deben ser su propio trabajo. Por favor mantenga sus ojos en su propio examen y recuerde que no debe hablar. Si tiene un teléfono celular, por favor levante la mano y pasará a recogerlo antes de que comience el examen.

Speaking Recording “Too Soft” Reminder

Cuando grabe su respuesta hablada, una advertencia de “too soft” (demasiado suave) puede aparecer en su pantalla. Si aparece esta advertencia, por favor escuche su grabación para asegurarse que está bien. Si tiene problemas escuchando su respuesta, por favor vuelva a grabar su respuesta. Si su grabación se escucha bien, haga clic en ok y pase a la siguiente pregunta del examen. **No necesita volver a grabar su respuesta si al escucharla suena bien.**

Simplified K – 1 Full Online Log-In Directions

Ahora vamos a iniciar la sesión. Escriba su nombre legal, luego su número de SSID. Luego escriba la identificación de la sesión del examen. Levante la mano si necesita ayuda para escribir esta información.

Ahora haga clic en “Sign In”. Usted debe ver una pantalla con su nombre y otra información sobre usted. Si toda la información en su pantalla es correcta, seleccione YES para continuar. Si alguna de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la próxima pantalla, seleccione “ELPA21.” Por favor espere en silencio mientras verifico cada uno de sus exámenes.

Después de que apruebe su examen, usted verá una pantalla pidiéndole que verifique el contenido temático de la materia y las configuraciones. Si toda la información es correcta, puede seleccionar YES, START MY TEST. Si cualquier información es incorrecta, por favor levante su mano.

Antes de que pueda ver una pregunta del examen, usted debe revisar el sonido y el micrófono. La primera pantalla le va a preguntar si puede escuchar el sonido con sus audífonos. Si usted escucha el sonido, seleccione YES. Si no escucha el sonido, seleccione NO y levante su mano para pedir ayuda.

Ahora vamos a probar el micrófono. Siga junto conmigo. Primero, haga clic en el botón del micrófono para comenzar a grabar y diga su nombre. Haga clic en el botón rojo debajo del micrófono para detener la grabación.

Ahora presione el botón verde de la bocina para escuchar su grabación. Si escucha su voz claramente, presione YES. Si no escucha su voz, presione PROBLEM (NO), y levante su mano para pedir ayuda.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Grade 2 – 12 Full Log-In Directions

Ahora estamos listos para iniciar la sesión. Una vez que haya iniciado la sesión, tendrá que esperar a que yo apruebe el examen antes de que empiece. Voy a revisar que haya ingresado correctamente la identificación de la sesión del examen y otra información.

Ingrese su nombre legal, no su apodo, seguido por el número de SSID. Luego ingrese la identificación de la sesión del examen. Levante la mano si necesita ayuda para escribir esta información en su teclado.

Ahora haga clic en “Sign In”. Una vez que haya iniciado su sesión exitosamente, verá una pantalla con su nombre y otra información sobre usted. Si toda la información en su pantalla es correcta, seleccione YES para continuar. Si cualquiera de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la siguiente pantalla, seleccione “ELPA21.” Después de seleccionar su examen, verá una pantalla con una barra en movimiento y un mensaje diciendo que está esperando por la aprobación del Administrador del Examen. Por favor espere en silencio mientras verifico cada uno de sus exámenes.

Después de que apruebe dar inicio a su examen, usted verá una pantalla pidiéndole que revise el contenido temático de materias y las configuraciones. Si toda la información es correcta, usted puede seleccionar YES, START MY TEST, para dar inicio a su examen. Si hay algo incorrecto, por favor levante la mano.

A continuación, usted deberá ver una pantalla que le pide que verifique que el sonido en su computadora está funcionando. Póngase sus audífonos y haga clic en el icono de las bocinas en el círculo para escuchar el sonido. Si usted escucha el timbre, haga clic en YES. Si no, levante su mano.

Ahora vamos a probar el micrófono. Primero, oprima el botón del micrófono para comenzar a grabar y diga claramente su nombre en el micrófono. Cuando termine, oprima el botón rojo debajo del micrófono para detener la grabación.

Ahora presione el botón verde del volumen para escuchar su grabación. Si escucha su voz claramente, presione YES. Si no escucha su voz, presione PROBLEM (NO), y levante su mano para pedir ayuda. En breve pasaré por ahí para ayudarle.

Antes de que aparezca su examen, verá una página tutorial enlistando las herramientas del examen y los botones que puede utilizar durante el examen o que aparecerán en el examen. Por favor lea esto cuidadosamente. Usted también puede

encontrar esta información durante su examen haciendo clic en el botón HELP en la esquina superior de la derecha.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Paraphrased Log-in Directions (all Grades K-12)

Ahora estamos listos para iniciar la sesión. Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen.

Ahora haga clic en “Sign In”. Asegúrese de que su información personal en la próxima pantalla esta correcta y haga clic en YES” para continuar.

En la próxima pantalla, seleccione “ELPA21.”

Después de que yo lo apruebe para que comience el examen, asegúrese de que tiene el examen correcto y la configuración, luego haga clic en YES, START MY TEST. Si cualquier información del examen es incorrecta, por favor levante su mano.

A continuación, usted deberá ver una pantalla que le pide que verifique que el sonido en su computadora está funcionando. Póngase sus audífonos y haga clic en el icono de las bocinas en el círculo para escuchar el sonido. Si usted escucha el timbre, haga clic en YES. Si no, levante su mano.

En la siguiente pantalla usted verificará el micrófono. Si usted no puede escuchar su grabación, por favor levante su mano.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Student Directions During the Test

If you notice that a student is off task, you may say the following statement to the student, **verbatim**.

Es importante que haga lo mejor posible. ¿Necesitar hacer una pausa en el examen y tomar un descanso?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below **verbatim**.

Haga su mejor esfuerzo y elija la respuesta que tenga más sentido para usted. Si no está seguro acerca de cómo funciona una pregunta, usted puede revisar un tutorial haciendo clic en el botón “i” disponible a través del menú desplegable del lado derecho de la pantalla. Si lo desea, puede enviar un comentario acerca de esta pregunta haciendo clic en el botón de comentario también disponible a través del menú desplegable.

If during the Speaking segment a student receives a pop-up warning that their response may have been too soft, you may instruct the student in reviewing their response and determining whether they need to re-record by reading the script below **verbatim**.

Por favor escuche su grabación para asegurarse que está bien. Si tiene problemas escuchando su respuesta, usted puede volver a grabar su respuesta. Si su grabación se escucha bien, haga clic en ok y pase a la siguiente pregunta del examen. No necesita volver a grabar su respuesta si al escucharla suena bien.

Directions for Ending the Test Session

Nos estamos acercando al final de esta sesión. Por favor revise ahora cualquier pregunta completada o marcada. No envíe su examen a menos que haya respondido a todas las preguntas.

Si necesita más tiempo, hágame saber.

Esta sesión del examen ha terminado. Si no ha terminado, haga clic en PAUSE, y podrá terminar en otro momento.

Si ha contestado a todas las preguntas en su examen y ha terminado de revisar sus respuestas, haga clic en END TEST. Se le pedirá que confirme que usted está listo para enviar su examen. Haga clic en yes, y después de revisar cualquier respuesta marcada, haga clic en SUBMIT TEST. Ahora voy a recoger el papel borrador u otros materiales.

9.6 Testing Over Multiple Sessions or Days

Some students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. If you intend to administer the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a designated point. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the session.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID.

9.7 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon's assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded after the student has completed the test item. If items must be stored over more than a single test session, all materials must be securely stored.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities*.

9.8 2016-17 ELPA21 Data Delivery**ELPA21 Batch delivery schedule**

Batch number	Test Completion Dates	AIR Scoring Window	Data Extract	Data Delivery to ODE	Data Delivery to Districts
1	1/10 - 1/31	2/1 - 2/10	2/22	3/1	3/15*
2	2/1 - 2/28	3/1 - 3/10	3/22	3/29	4/7
3	3/1 - 3/31	4/3 - 4/12	4/21	4/28	5/5
4	4/1 - 4/13	4/14 - 4/21	5/1	5/9	5/17

*Batch 1 date dependent upon batch calibration review

10.0 ADMINISTERING THE KINDERGARTEN ASSESSMENT



Note: This section is required for all TAs administering the Kindergarten Assessment; it includes administration procedures only. Please reference the Operational Assessor Booklet for verbatim student directions.

10.1 Overview

Oregon’s Kindergarten Assessment is an assessment of entering kindergarteners’ skills in early literacy, early math, and approaches to learning (self-regulation and inter-personal skills). Each year children enter kindergarten with a wide range of experiences and skills. The Kindergarten Assessment is not intended to measure everything a child knows; it is designed to be a very quick assessment of particular skills that have relationships with third grade reading and future academic success (Credé & Kuncel, 2008, Duncan et al., 2007; Hattie, 2009; Morris, Bloodgood & Perney, 2003; Richardson, Abraham & Bond, 2012; Snow & Oh, 2010).

The Kindergarten Assessment is administered within the first six weeks of kindergarten because it is designed to measure what students know and can do upon entering kindergarten, not what they have learned in kindergarten. By providing a statewide perspective of children’s skills upon kindergarten entry, the Kindergarten Assessment allows educators to track trends and measure progress improvements over time, and helps ensure every child has a successful start in school. To this end, the following goals form the foundation of Oregon’s Kindergarten Assessment.

1. Provide local and statewide information that gives families, schools, communities, and state-level policy makers a snapshot of the social, self-regulatory, and academic skills of incoming kindergartners.
2. Provide a consistent, statewide tool for identifying systemic opportunity gaps, determining Early Learning resource allocation to best support students in need, and measure improvement over time.

Based on efforts to improve alignment with Oregon’s Early Learning and Kindergarten Standards, partnerships with other states, data from the 2015-16 Kindergarten Assessment, and feedback from the field and the Kindergarten Advisory Committee, all incoming kindergarteners will be administered new Early Literacy measures in the fall of 2016. The new untimed measures include English Uppercase and Lowercase Letter Name Recognition and English Letter Sound Recognition. The timing component has also been removed from the Spanish Letter Sound Recognition measure for officially identified Spanish-speaking English Learners (ELs). In addition, approximately 3,600 students will take part in a linking study between the timed Legacy Literacy measures and the new Operational Literacy measures to preserve longitudinal data. These students will either be given the Legacy English Letter Names **or** the Legacy English Letter Sounds measure. These legacy measures will be embedded within the operational measures (labeled Operational, Operational + Legacy Letter Names, and Operational + Legacy Letter Sounds).

Also new for 2016-17, the Kindergarten Assessment is now a non-secure assessment. This means that schools and teachers may now use the data collected through the Kindergarten Assessment in real time to inform instructional strategies for their incoming Kindergarten classes without needing to wait for the official Kindergarten Assessment results released by ODE (typically published in the winter). **However, to protect the validity and confidentiality of student responses to the Kindergarten Assessment, anyone who will be involved in either administering the Kindergarten Assessment or handling confidential student responses must sign a Kindergarten Assessment Assurance form (see Appendix D: Assurance of Test Security Forms).**



The Kindergarten Assessment is not intended to be a comprehensive assessment of children's readiness for school and should not be used for placement purposes. The Kindergarten Assessment should not be used to exclude or prevent children from starting kindergarten.

While the assessment is no longer considered secure, it is still essential that the test be validly and consistently administered across all students to ensure that the assessment results are valid and accurately reflect what our incoming Kindergarteners know and can do upon entering Kindergarten. To support districts in implementing the assessment and to ensure valid assessment results, ODE provides specialized Kindergarten Assessment training. For a schedule of ODE-provided training opportunities, required for all DTCs and STCs with schools supporting Kindergarten programs and for all Kindergarten Assessment TAs, please refer to *Section 1.5 Training Requirements*.

Additional information and resources for the Kindergarten Assessment can be found on the Early Learning System website (<http://oregonearlylearning.com/kindergarten-assessment>) and the ODE website (<http://www.ode.state.or.us/go/ka>).

10.2 Ordering the Kindergarten Assessment

The Kindergarten Assessment is a paper-based assessment which AIR will print, package by school, and distribute to districts. The test materials include:

- Approaches to Learning Scoresheet
- Operational Assessor Booklet
 - Test administration procedures, verbatim student directions, and scoring protocols for **Early Literacy**, **Early Spanish Literacy**, and **Early Math**;
 - Verbatim student directions are provided in both **English** and **Spanish** for officially identified English learners;
 - *Schools selected to administer a Legacy Literacy measure will receive assessor booklets with the legacy measure embedded. These booklets will be labeled Operational + Legacy Letter Names Assessor Booklet or Operational + Legacy Letter Sounds Assessor Booklet.*
- Operational Scoresheet
 - Form used to capture student responses to the **Early Literacy**, **Early Spanish Literacy**, and **Early Math** measures;
 - *Schools selected to administer a Legacy Literacy measure will receive Operational Scoresheets with the legacy measure embedded. These Operational Scoresheets will be labeled Operational + Legacy Letter Names Scoresheet or Operational + Legacy Letter Sounds Scoresheet.*
- Student Booklet
 - There is one Student Booklet with **Early Literacy** (English Upper and Lowercase Letter Names and Sound Recognition), **Early Spanish Literacy** (Spanish Letter Sound Recognition), and **Early Math**. (Note: Spanish Letter Sound Recognition is **only** administered to officially identified Spanish-speaking ELs)
 - *Schools selected to administer a Legacy Literacy measure will receive student booklets with the legacy measure embedded. These booklets will be labeled Operational + Legacy Letter Names Student Booklet or Operational + Legacy Letter Sounds Student Booklet.*

Districts order Kindergarten materials by school in TIDE based on anticipated Kindergarten enrollment; ODE has pre-calculated the anticipated number of students based on schools' 2015-16 Kindergarten enrollment. For additional details and instructions on how to place your district's order, please refer to the [TIDE User Guide](#) (available online at <http://www.ode.state.or.us/search/page/?=391>).

The 2016-17 Kindergarten Assessment order window is May 23 – June 28, 2016. When placing their order, districts will also need to specify one of **two delivery windows: either August 1 – 5, 2016 (to arrive prior to the start of the statewide test window on August 9, 2016) or August 22 – 26, 2016 (to arrive prior to September 1, 2016)**. Your [Regional ESD Partner](#) is available to assist you with the order process.

10.3 Preparing to Administer the Kindergarten Assessment



The following steps must be taken **prior** to administering the Kindergarten Assessment:

1. Identify English Learners.
 - Per federal law, districts must officially identify ELs for services within 30 days of the start of school, or within two weeks of a student being enrolled in a district after the first month of school (Title III, §3302 (A-D)).
 - Students who have been identified as ELs and whose home language is Spanish **must** be assessed on Spanish Letter Sound Recognition and **must** be given the Spanish/English bilingual version of Early Math. The student can choose if they prefer to hear the directions in Spanish or English.
 - Bilingual supports for the Kindergarten Assessment identified in the Oregon Accessibility Manual must be administered by a bilingual TA who is trained and endorsed by the district in Spanish or the students' language of origin.
 - For additional information, refer to [Executive Numbered Memorandum 009-2013-14 - Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment](#).
2. Identify accessibility supports for individual students.
 - Review the Oregon Accessibility Manual for the universal tools, designated supports, and accommodations that are available for the Kindergarten Assessment.
 - Review the student's IEP or education plan, if applicable, for assessment accessibility options.
3. Locate student information, including:
 - Secure Student Identifier (SSID) if assigned by your district at the time of administration
 - Student's legal name
4. It is highly recommended that the TA and student have some level of familiarity prior to assessment administration. The TA is encouraged to develop a rapport with each student prior to administering the assessment.
 - Prior to administration of the assessment, TAs can introduce themselves, ask simple questions, or tell a story so the child is more comfortable during the assessment.

10.4 Components of the Kindergarten Assessment

The Kindergarten Assessment consists of three segments. All segments must be administered within the first six weeks of a student's entry into Kindergarten:

Early Literacy

- A direct assessment conducted one-on-one between the student and a trained TA who has received Kindergarten Assessment Training for the current school year.
- Measures the student’s early literacy skills in English Letter Name Recognition and English Letter Sound Recognition.
- Officially identified Spanish-speaking ELs will receive an additional measure assessing the student’s early literacy skills in Spanish Letter Sound Recognition. (Spanish Letter Sound Recognition must be administered by a trained test administrator endorsed by the district in Spanish.) Only officially identified Spanish-speaking ELs may be administered this measure.
- It is recommended that the Early Literacy segment be administered during the first three weeks of the testing window to most accurately capture what students know and are able to do prior to the start of kindergarten instruction.

Early Math

- A direct assessment conducted one-on-one between the student and a TA who has received Kindergarten Assessment Training for the current school year.
- Measures the student’s early math skills in Counting and Cardinality and Operations and Algebraic Thinking.
- Available in English or in bilingual Spanish/English.
 - A trained TA endorsed by the district in Spanish must administer the Spanish/English version to officially identified Spanish-speaking ELs only.
 - Students who have been identified as Spanish-speaking ELs will be given the Spanish/English bilingual version and then choose if they prefer to hear the directions in Spanish or English. These students may provide a verbal response in English or Spanish and/or point.
 - If the student verbalizes in either English or Spanish, or both intermittently, the bilingual answers are accepted.
 - Students who have **not** been identified as Spanish-speaking ELs will be given the English-only version. They are allowed to provide a verbal response in English only and/or point. TAs do not need to be endorsed by the district in Spanish for the English-only version. If the student appears to verbalize in a language other than English, the TA may ask the student to point to the student’s chosen answer.
 - If a student has been identified as an EL with a language of origin other than Spanish, a local translator who is trained and endorsed by the district may provide a written translation of the directions in the student’s language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions to the student. Please reference the Oregon Assessment Manual for more information about this support. If the student appears to verbalize in a language other than English, the TA may ask the student to point to the student’s chosen answer.

- It is recommended that the Early Math segment be administered during the first three weeks of the testing window to most accurately capture what students know and are able to do prior to the start of kindergarten instruction.

Approaches to Learning

- Is an observational assessment completed by the student’s teacher after receiving Kindergarten Assessment training for the current school year. *Section 1.5: Training Requirements* offers additional information about abbreviated training requirements for kindergarten teachers administering only the Approaches to Learning measure.
- Measures the student’s self-regulation and interpersonal skills.
- Should be administered later in the test window after the teacher has had an opportunity to observe the student multiple times during regular classroom routines and activities.

10.5 Establishing Appropriate Testing Conditions

To help ensure valid and reliable results, test administrators must adhere to the following procedures:

- Ensure that the Kindergarten Assessment is only administered by personnel who have met the training requirements described in *Section 1.5 Training Requirements* for the current school year.
- Parents or guardians may request to observe their child during the assessment, and it may be comforting for some students to have their parents in close proximity during the assessment. **However, adults other than the trained test administrator may not interact with the student during test administration. Such interactions would be considered a test impropriety and may jeopardize the assessment’s validity.**
- Examine the environment for non-allowable resources. Only those resources identified in the Oregon Accessibility Manual as a universal tool, designated support, or accommodation for the Kindergarten Assessment may be available for student access during testing.
- *At the time of testing*, help the students to familiarize themselves with the Early Literacy and Math measure formats by completing the sample measures in the Student Booklet.
- Given the heightened level of required interaction between the student and the TA, TAs must be especially vigilant to avoid coaching students to protect the validity of the assessment results; however, it is important for the TA to be encouraging. To avoid coaching, the Assessor Booklet contains specific language that TAs may say to students who appear to be confused or struggling.
- Review the directions included in the Assessor Booklet prior to administering the assessment. Read the directions included in the Assessor Booklet to students verbatim (these are the **ONLY** instructions you may give to students).

10.6 Kindergarten Assessment Administration Procedure

Segment One: Early Literacy

The Early Literacy segment includes two **untimed** measures for all students: English Letter Name Recognition and English Letter Sound Recognition. Officially identified Spanish-speaking ELs must also take a Spanish Letter Sound Recognition measure, which is also **untimed**. ODE does not prescribe a sequence for administering the Kindergarten Assessment segments; however, it is considered best practice to administer Early Literacy as follows: (1) English Letter Name Recognition,

(2) English Letter Sound Recognition, and (3) Spanish Letter Sound Recognition (if applicable). You may wish to break up the assessment into shorter sessions (for example, administering just one measure in a sitting), which may make the experience less stressful for entering kindergarteners.

Note: schools selected to administer a Legacy Literacy measure will have slightly different administration procedures; please see additional information below.

English Uppercase Letter Name Recognition (Measure 4): Administration and Scoring Procedures

- Place the Student Copy “English Uppercase Letter Name Recognition” chart in front of the student.
- Point to sample item #1.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Provide Spanish instructions for this measure to officially identified Spanish-speaking ELs if they prefer instructions in Spanish (administered by a trained TA endorsed by the district in Spanish).
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter name on the Operational Scoresheet.
- Enter the number of correct letters on the Operational Scoresheet.

English Lowercase Letter Name Recognition (Measure 5): Administration and Scoring Procedures

- Place the Student Copy “English Lowercase Letter Name Recognition” chart in front of the student.
- Point to sample item #2.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Provide Spanish instructions for this measure to officially identified Spanish-speaking ELs if they prefer instructions in Spanish (administered by a trained TA endorsed by the district in Spanish).
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter name on the Operational Scoresheet.
- Enter the number of correct letters on the Operational Scoresheet.

***Legacy English Letter Names: (Measure 1): Procedures (For assigned schools only)**

- This is a 60-second **timed** assessment.
- Place the Student Copy “English Letter Names” chart in front of the student.
- Read the directions in the Operational + Legacy Letter Names Assessor Booklet verbatim to the student.
- Provide Spanish instructions for this measure to officially identified Spanish-speaking ELs if they prefer instructions in Spanish (administered by a trained TA endorsed by the district in Spanish).
- Start the stopwatch when the student says the first letter.
- After 60 seconds, mark the last letter attempted with a bracket] and let the student finish the row or come to a natural stopping point.

- Enter the number correct and number attempted in the Operational Scoresheet.

English Letter Sound Recognition (Measure 6): Administration and Scoring Procedures

- Place the Student Copy “English Letter Sound Recognition” chart in front of the student.
- Point to sample item #3.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Provide Spanish instructions for this measure to officially identified Spanish-speaking ELs if they prefer instructions in Spanish (administered by a trained TA endorsed by the district in Spanish).
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter pair or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter sound on the Operational Scoresheet.
- Enter the number of correct letter sounds on the Operational Scoresheet.

* Legacy English Letter Sounds (Measure 2): Procedures and Scoring (For assigned schools only)

- This is a 60-second **timed** assessment.
- Place the Student Copy “English Letter Sounds” chart in front of the student.
- Read the directions in the Assessor Booklet verbatim to the student.
- Provide Spanish instructions for this measure to officially identified Spanish-speaking ELs if they prefer instructions in Spanish (administered by a trained TA endorsed by the district in Spanish).
- Start the stopwatch when the student says the first letter sound.
- After 60 seconds, mark the last letter attempted with a bracket] and let the student finish the row or come to a natural stopping point.
- Enter the number correct and number attempted in the Operational Scoresheet.

Spanish Letter Sound Recognition (Measure 3): Administration and Scoring Procedures

- This measure is for officially identified Spanish-speaking ELs only and must be administered by a trained TA endorsed by the district in Spanish. Find out from the student which language (Spanish or English) is preferred for the instructions.
- Place the Student Copy “Spanish Letter Sound Recognition” chart in front of the student.
- Point to sample item #4.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter pair or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter sound on the Operational Scoresheet.
- Enter the number of correct letter sounds on the Operational Scoresheet.
- Note: students assessed in Spanish may require additional processing time as they are being asked to respond in an environment where they are not typically asked to respond in their language of origin.

Segment Two: Early Math

Early Math: Procedures

- This is **not** a timed assessment.
- Place the appropriate version (English only or Spanish/English bilingual for officially identified Spanish-speaking ELs only) of the “Early Math” measure in front of the student. *(Note: a trained TA endorsed by the district in Spanish must administer the Spanish/English version.)*
- Directions for the test administrator are in the Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated in the Assessor Booklet.
- The TA **may not read numbers or symbols** to students.

Early Math: Recording Student Responses

- Circle the answer the student selects for each item in the Operational Scoresheet.
- If the student does not know the answer or does not want to select an answer, select NA (no answer) on the Operational Scoresheet and go to the next item.
- Verbal or pointed responses are accepted in the Early Math measure. If the student:
 - Verbalizes their answer and doesn’t point, the verbalized answer is accepted.
 - Students who have been identified as Spanish-speaking ELs will be given the Spanish/English bilingual version and may choose if they prefer to hear the directions in Spanish or English. These students may provide a verbal response in English or Spanish and/or point. A trained TA endorsed by the district in Spanish must administer the Spanish/English version.
 - If the student verbalizes in either English or Spanish, or both intermittently, the bilingual answers are accepted.
 - Students who have not been identified as Spanish-speaking ELs will be given the English only version. They are allowed to provide a verbal response in English only and/or point.
 - Points to an answer and doesn’t verbalize, the pointed answer is accepted.
 - Verbalizes an answer and points to a different answer, prompt the student one time to point to their final answer; the pointed answer is accepted.
 - Verbalizes an answer in a language other than English, prompt the student to point to their final answer.
 - Verbalizes a response option not listed, mark the response as NA on the Operational Scoresheet.
- For students who would benefit, the Oregon Accessibility Manual identifies additional non-verbal means by which students may communicate their response.
- Students can self-correct. It is allowable for students to return to a previous item and change an answer.

Segment Three: Approaches to Learning

- The focus of this instrument is to measure a child’s behavior with other children and adults in the classroom and the child’s interaction with classroom materials.

- This assessment should only be completed by teachers who interact daily with the child in the classroom.
- This assessment involves teachers' perceptions of students' behavior; therefore, it is important for the teacher conducting the assessment to closely follow the protocols for administering Approaches to Learning.
- **New for 2016-17**, complete all 15 items on this instrument for each child on the Approaches to Learning Scoresheet.
 - 1) You may choose to rate all of the students in your classroom on one item at a time. For example, you may rate all students on the first item, then all students on the second item, etc. Or,
 - 2) You may rate one student on all 15 items before moving on to rate the next student, etc.
- Record the response number that best indicates how frequently the child exhibits the behavior described in a particular item. **Only whole numbers are acceptable values.**
- The response numbers indicate the following:
 1. The child never exhibits the behavior described by the item.
 2. The child rarely exhibits the behavior described by the item.
 3. The child sometimes exhibits the behavior described by the item.
 4. The child frequently or usually exhibits the behavior described by the item.
 5. The child always exhibits the behavior described by the item.
 6. Note: if a behavior was not observed, you may indicate with a 6 on that particular item.



Cultural Responsiveness: When administering the Approaches to Learning measure, it is important to keep in mind a child's cultural background and history, recognizing that students enter kindergarten with different experiences.

Geneva Gay (2000; 2010) defines culturally responsive teaching as the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them. Culturally responsive pedagogy should include the following characteristics:

- Acknowledge the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- Uses a wide variety of instructional strategies that are connected to different learning styles.
- Teaches students to know and praise their own and each other's cultural heritages.
- Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools.

10.7 Following Test Administration

Maintaining Confidentiality of Student Responses

To ensure student confidentiality, all student response data and teacher ratings of students must be kept secure in accordance with *Section 2.5 Student Confidentiality*. If there are any questions about

handling secure student information, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities* in this manual.

10.8 Kindergarten Assessment Data Submission and Reporting

Submitting Student Data

Following administration of the Kindergarten Assessment, districts will electronically submit:

- The number of **correct responses** for each of the Early Literacy segment measures (English Uppercase and Lowercase Letter Name Recognition, English Letter Sound Recognition, and Spanish Letter Sound Recognition for officially identified Spanish-speaking ELs **only**)
- The Early Literacy Legacy Measure fields (**for selected schools only**). Schools selected to administer either the Legacy Letter Names or Legacy Letter Sounds measure will need to enter the following fields:
 - Administration assessment date
 - Administration attempt code
 - Administration code
 - Number of correct responses
 - Number attempted
- The student’s response (A, B, C, or N) for each of the sixteen items in the Early Math segment, and
- Teacher-generated ratings (1, 2, 3, 4, 5, or 6) for the fifteen items in the Approaches to Learning segment.

Kindergarten Assessment data are submitted to ODE through ODE’s Consolidated Collections. *Optional* training for the Kindergarten Assessment Consolidated Collections will be available on **August 23** and **September 22, 2016**. Districts will have the option to either enter data for individual students through a web-based data entry screen or through a mass upload process. Authorized district staff may submit the student data, including teachers, test administrators, or other school- or district-level staff. In order for staff to submit data, the district security administrator must first create user accounts for them following the instructions found at https://district.ode.state.or.us/apps/info/docs/centrallogin_ug.doc.

To ensure that each student’s data are properly submitted to ODE, carefully review each Operational Scoresheet to confirm that the test administrator has completely entered all required information, including student name, SSID, and date administered. If any information is missing or incomplete, please check with the test administrator to add or revise the information as necessary:

- Ensure the student name and SSID on the Operational Scoresheet are consistent with the consolidated student record to which the student response data is being entered.
- Ensure that the Spanish Letter Sound Recognition (Measure 3) and the bilingual version of the Early Math measure (Spanish Flag marked “Y”) data are **only** submitted for officially identified Spanish-speaking ELs.

- Districts may begin entering student response data on **August 11, 2016**, two days after the administration window opens. As stated in Appendix A, the deadline for submitting Kindergarten Assessment response data is **October 31, 2016**.

Once student data have been submitted to ODE, districts **may retain assessment materials**. It is **highly encouraged that districts hold onto the assessment materials until after the consolidated collection review window has closed on December 5, 2016**. Because the assessment is no longer secure, districts have the option to dispose of assessment materials onsite or keep the materials for their records. If you have any questions about this process, please contact your [Regional ESD Partner](#).

Kindergarten Assessment Reports

Users will be able to access the Student Roster reports through the Consolidated Collections Application. The report will be available for use after the data is submitted. For additional information on Kindergarten Assessment Reporting please visit the district Kindergarten Assessment page: <https://district.ode.state.or.us/search/results/?id=453>.

11.0 ADMINISTERING THE OAKS EXTENDED ASSESSMENTS



Note: This section is required for all TAs administering the Extended Assessments.

11.1 Overview

Oregon’s Extended Assessment system is the state’s alternate assessment system designed for students with the most significant cognitive disabilities. In Oregon, any student with an IEP whose team decides that this is the most appropriate assessment for the student’s needs may take the Extended Assessment. Two main assessment options exist for students with disabilities: The team may decide (a) the student should be assessed with the General Education Assessment (possibly with accommodations selected from the Oregon Accessibility Manual, or (b) the student should be assessed via the Extended Assessment. Braille and Large Print options are also available for the Extended Assessments. Information and the order form can be found at <http://www.ode.state.or.us/search/results/?id=178>.

For the subject areas of Mathematics, ELA, and Science each grade has a unique test per the following: Mathematics and ELA (3, 4, 5, 6, 7, 8, and 11*) and Science (5, 8, and 11*).



Note: *Retesting students at Grade 12. Due to implications for the Essential Skills graduation requirement, students with disabilities enrolled in grade 12 who participate in Oregon’s Extended Assessment and who did not meet the alternate achievement standard(s) for ELA and/or Mathematics as an enrolled 11th grader are eligible to retake the Extended Assessment(s) in grade 12. While retests are not mandatory, districts should make testing opportunities available for grade 12 students with disabilities who wish to retest, especially those needing to demonstrate proficiency for the Essential Skills graduation requirements.

The following is the secure process for accessing student materials and entering student data for the Extended Assessments. **First**, only district authorized personnel are allowed to download, distribute, and/or enter student data for the Extended Assessments. Authorized personnel include DTCs as well as individuals trained in the Extended Assessments who also have the appropriate permissions and security clearance on file at the district office (e.g., Qualified Assessors (QAs) and Qualified Trainers (QTs). Specific information regarding the prerequisites and expectations for individuals identified by the district to serve or continue to serve as a QA or QT, see the “Assessor Qualifications” section of Oregon’s Extended Assessment Administration Manual posted on the Statewide Alternate (Extended) Assessment webpage at <http://www.ode.state.or.us/search/results/?id=178> . In addition, all QAs and QTs who will administer Extended Assessments must receive test security training annually and have a signed **Test Administrator Assurance of Test Security** form on file at the district office, valid for the current school year. **Second**, authorized personnel must obtain permission and the required information (i.e., username and password) from their District Security Administrator in order to access the Extended Assessment application in the District Secure site (<https://district.ode.state.or.us>) where the test materials and data entry links for the Extended Assessments are located.

Test materials will be made available one week prior to the start of Extended Assessment testing window, starting on February 16, 2017. Contact your [Regional ESD Partner](#) or the ODE helpdesk at ode.helpdesk@state.or.us or 503-947-5715 for assistance.

For detailed information on administering the Oregon Extended Assessment, the Extended Assessment Administration Manual provides a general overview of the Extended Assessments, including a description of its architecture (organization and format as well as a review of decision-making for implementation), an overview of general administration and scoring procedures, and materials preparation tables, and addresses the following topics: (a) prerequisite skills description, (b) content prompts description, (c) materials preparation, (d) administration considerations, and (e) general scoring procedures.

The Extended Assessment Administration Manual also includes a Frequently Asked Questions (FAQ) section that contains several pages of comprehensive information—including information an IEP team facilitator can use as a reference when discussing the Extended Assessments with a team and/or parent. Though the document can be copied and presented to parents as a whole, it is more advisable that it be used as a detailed reference as part of a meaningful discussion with parents.

The Extended Assessment Manual, as well as additional general and supporting information on the Extended Assessments, is available at <http://www.ode.state.or.us/search/results/?id=178> and via the Extended Assessment link through the District Secure Web site at <https://district.ode.state.or.us>.

11.2 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately after student data has been submitted and may not be retained from one test session to the next.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities* in this manual.

12.0 ADMINISTERING THE LOGRAMOS SPANISH LITERACY ASSESSMENT



Note: This section is required for all TAs administering the Logramos Spanish Literacy Assessment.

12.1 Overview

ODE has entered into a contract with Houghton Mifflin Harcourt Publishing to offer the Spanish assessment, Logramos (Third Edition), to students in grades 3-5 in Oregon schools in spring 2017. ODE selected Logramos to help elementary schools that offer Spanish instruction (especially schools with dual language programs) to monitor their students' Spanish development and to evaluate and improve their Spanish instruction. Logramos is intended to be used with students whose native language is Spanish and who are receiving instruction in Spanish, as well as non-native Spanish speakers who are receiving Spanish instruction. The spring 2017 test window will be **April 17 – May 12, 2017**. No computer time is necessary for this assessment, since it is paper-pencil based.

Logramos (Third Edition) currently includes assessments for grades K-8. ODE's contract, however, is more limited. Grades 3-5 are the targeted grades for inclusion in Logramos, with slots being reserved for schools with Spanish dual language programs that are participating in Oregon's Dual Language and K-12 Bilingual Pathways grant. Pending available funds, additional schools may participate in Logramos, and additional grades may be covered. However, priority for including students from additional grades will be given to schools participating in Oregon's Dual Language grant and to students who are currently or were formerly classified as English Learners.

Oregon schools that choose to participate in Logramos are required to assess their students on the Reading and Vocabulary subtests of Logramos. Although other subtests that cover a variety of subject areas are included in the Logramos test booklets, these other subtests are optional. For additional information about Logramos, including the subtests offered at each grade, please visit their website at <http://www.hmhco.com/hmh-assessments/bilingual/logramos-3>.

Contingent upon approval of funds for this assessment in future years, Logramos may be offered as a state assessment in subsequent years.

12.2 Ordering Logramos Test Materials

Districts who wish to participate in Logramos in spring 2017 will need to notify ODE of their interest and estimated numbers of students to be tested by **January 27, 2017** by completing the Logramos registration form. The link to the registration form will be included in ODE announcements and newsletters in January 2017. ODE will then contact interested districts by **January 30, 2017**, to collect background information on participating students. Districts will need to submit this information to ODE by **February 10, 2017** if they wish to receive pre-coded materials. ODE will create a master student data file for all participating schools and submit this file to Houghton Mifflin Harcourt by **February 20, 2017**. Districts that do not provide the student background information to ODE by February 20, 2017 will still be able to participate in Logramos. However, these districts will receive blank answer documents, and district staff will need to fill in this information for each participating student.

If there are insufficient funds in the Logramos contract to include all the estimated students from interested districts, then priority for participation will be as follows: (1) 3rd - 5th grade ELs and non-ELs enrolled in the Spanish dual language programs that are part of Oregon's Dual Language Grant;

(2) 3rd-5th grade ELs receiving Spanish instruction in other programs/schools; (3) 3rd-5th grade non-ELs receiving Spanish instruction in other programs/schools; (4) 1st, 2nd, and 6th – 8th grade ELs and non-ELs enrolled in the Spanish dual language programs that are part of Oregon’s Dual Language Grant; (5) 1st, 2nd, and 6th – 8th grade ELs receiving Spanish instruction in other programs/schools; and (6) 1st, 2nd, and 6th – 8th grade non-ELs receiving Spanish instruction in other programs/schools.

12.3 Submitting Tests for Scoring

Participating districts will need to send completed answer sheets directly to Houghton Mifflin Harcourt for scoring between **May 15-26, 2017**. Prior to the test window, districts will receive a Test Coordinators Manual along with the rest of their test materials in the shipment from Houghton Mifflin Harcourt. This manual provides detailed instructions regarding how to administer the test and submit answer sheets for scoring.

12.4 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. In addition, any district staff who will administer Logramos as well as staff who will have access to Logramos results via Riverside’s web-based data platform, Data Manager, will need to complete and sign the test security form that ODE has created for this assessment. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately after student data has been submitted and may not be retained from one test session to the next.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities* in this manual.

13.0 ADMINISTERING THE NAEP

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, math, science, writing, U.S. history, the arts, and economics. Under federal law, states and local educational agencies that receive Title I-A funds must participate in the state level NAEP assessments of math and reading at grades 4 and 8.

From January 30 – March 10, 2017, NAEP will assess 4th and 8th grade students selected by the National Center for Education Statistics (NCES) to represent students throughout Oregon and the nation in math, reading, and writing assessments. In 2017, NAEP will transition from paper-pencil math and reading assessments to digitally-based math and reading assessments administered on NAEP-provided tablets with keyboards. In order to understand how to report trend results for the 2017 math and reading assessments, NAEP will conduct a mode comparability study. This means that NAEP will administer both digitally-based and paper-pencil assessments in most, but not all, schools. NAEP will assign students to either a digitally-based or a paper-pencil math or reading assessment.

All students assigned to the NAEP 2017 writing assessment will test on NAEP-provided tablets with keyboards and mice. In addition, NCES will select some 8th grade students to participate in digitally-based pilot tests in civics, geography, and U.S. history. NAEP representatives will bring Surface Pro 3 and/or Surface Pro 4 tablets with keyboards to schools to administer all the digitally-based assessments.

The results from NAEP are published as *The Nation's Report Card*. For 2017, NAEP will report on student performance for Oregon and the nation on the 4th and 8th grade math and reading assessments and for the nation on the 4th and 8th grade writing assessments. NAEP does not provide results for individual students, schools, or districts in Oregon. Results from the 8th grade pilot tests in civics, geography, and U.S. history will inform development of the NAEP 2018 assessments.

ODE notifies district superintendents and district test coordinators in May 2016 if NCES selects district schools for NAEP 2017. ODE also informs the principals of selected schools in May 2016. In September, ODE asks the principals of selected schools to name a school coordinator to plan for NAEP 2017. ODE recommends that principals name the school test coordinator (STC) as NAEP school coordinator.

The National Assessment Governing Board and NCES, not the Oregon Department of Education, establish testing procedures and training requirements for NAEP administration. This ensures that testing procedures are the same in every state to provide a common measure of student achievement. NAEP will send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials and administering the assessment to students. This practice frees up the NAEP assessment time for principals, teachers, and counselors.

ODE works with schools selected for NAEP to prepare for the assessment. Schools participating in NAEP must notify the parents or guardians of the selected students that a student may be excused from participation for any reason, is not required to finish the assessment, and may skip any test question. ODE provides a template letter for schools to use in conducting parent/guardian notification. ODE verifies that each selected school has completed parent/guardian notification before the scheduled NAEP assessment day.

ODE also provides an optional online training for NAEP school coordinators. This training supports the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators must work with school staff members to update demographic data for selected students and to determine how students with disabilities and English Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English Learners will be included in NAEP. According to National Assessment Governing Board policy, only students who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP will allowable accommodations.

Since some students may require accommodations in order to access NAEP and to demonstrate their knowledge and skills, NAEP offers most of the accommodations that Oregon allows. The NAEP 2017 accommodations are described in detail in the [Oregon Accessibility Manual](#). Please keep in mind that NAEP does not produce results for individual students or schools. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended to provide a picture of educational performance and progress at the state and national levels.

The NAEP Questions Tool, located online at <http://nces.ed.gov/nationsreportcard/itmrls/>, provides teachers, students, and parents with sample items from previous assessments. Additional NAEP materials, including assessment frameworks; item specifications; and the student, teacher, and school surveys administered along with NAEP are available on the ODE web site at <http://www.ode.state.or.us/go/naep/>.

Questions should be directed to Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us or 503-947-5836.

14.0 ADMINISTERING THE PSAT/NMSQT®

This appendix provides information from the College Board about administering the PSAT/NMSQT® to sophomores as provided by ORS 329.488 (2008). The 2007 Legislative Assembly directed the ODE to administer a nationally-normed test for students in grade 10 which would provide information on the student's readiness for college or advanced-level course work, possible career options, and major areas of study to consider for the future. After issuing a competitive Request For Proposals (RFP), the ODE awarded the contract to the College Board, administrator of the PSAT/NMSQT®.

14.1 Ordering PSAT/ NMSQT® Test Materials

The PSAT/NMSQT® order deadline is June 30, 2016. Detailed information on ordering materials and administering the test are available from The College Board at <https://www.collegeboard.org/psat-nmsqt/administering-the-test/ordering-registration> FAQs have been posted on the ODE Web site at <http://www.ode.state.or.us/search/page/?=1978> This information can also be found by entering PSAT in the yellow search box in the upper right-hand corner of the ODE Web site. PSAT/NMSQT® 2016 dates: **Wednesday, October 19** or **Wednesday, November 2, 2016**. There is also a Saturday testing date this year on October 15, 2016.

14.2 Testing Requirements

The PSAT/NMSQT® is an assessment offered in Oregon; however, testing procedures and training requirements for administration of the PSAT/NMSQT® are governed by the College Board and Educational Testing Service, not ODE. While TAs may still refer to the testing procedures included in this manual as best practices when administering the PSAT/NMSQT®, TAs must follow the official PSAT/NMSQT® testing procedures provided by the College Board.

All public high schools must offer students in grade 10 the opportunity to take the PSAT/NMSQT® on one of the two testing dates identified in the current year's Test Schedule located in *Appendix A: Test Schedule*. By taking the PSAT/NMSQT®, students receive MyCollege QuickStart™, and schools receive enhanced data reports about reading, writing, and math skills.

When taken as a junior (11th grade), the National Merit Scholarship Corporation uses the PSAT/NMSQT® to qualify students for most academic scholarships. While districts may choose to offer the PSAT/NMSQT® to additional students in grades other than grade 10, districts should note that the state will only fund PSAT/NMSQT® testing for students in grade 10. Should the district choose to test additional students, the district must test those students on the same day as the grade 10 students in their building.

The College Board provides fee waivers for impoverished juniors. While free and reduced lunch qualification is the criteria, the College Board recognizes that school officials are in the best position to assess a student's need. These waivers should be ordered by June 30, 2016. Questions should be directed to Annette Beamer at abeamer@collegeboard.org or 408-367-1430 Nancy Potter at npotter@collegeboard.org or 866-392-7078. PSAT 888-477-PSAT.

APPENDIX A: 2016-17 OREGON STATEWIDE TEST SCHEDULE

ALL ROLES

O N L I N E	ONLINE TESTS ^E		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School (Grade 11) ^A				
	Smarter Balanced	English Language Arts ^B	2/7 – 6/9							2/7 – 6/9			
		Mathematics ^{B, F}	2/7 – 6/9							2/7 – 6/9			
	OAKS Online	Science ^{C, F}			1/10 – 6/9				1/10 – 6/9	1/10 – 6/9			
		Social Sciences ^{D, F}			1/10 – 6/9				1/10 – 6/9	1/10 – 6/9			
			K	Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	High School (Grades 9-12)					
ELPA21	Required for all students eligible to receive NCLB Title III services	1/10 – 4/13											
P A P E R	PAPER TESTS		Order Window	K	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School (Grade 11) ^A	Data Entry Deadline ^F	
	OAKS Extended	Extended ELA ^{G, H}	11/14/ – 1/13		2/16–4/27								5/12
		Extended Mathematics ^{G, H}			2/16–4/27								
		Extended Science ^{G, H}				2/16–4/27			2/16–4/27	2/16–4/27			
	Kindergarten Assessment ^J		5/23 – 6/28	8/9 - 10/20								10/31	
	Logramos Spanish Literacy Assessment ^K		1/15 – 2/20		4/17 – 5/12							5/26	
NAEP	Selected Schools	N/A			1/30– 3/10				1/30– 3/10		N/A		
PSAT/NMSQT®		6/30								10/15, 10/19 & 11/2	N/A		

NOTE: Footnotes do not provide comprehensive test administration information. Please refer to the 2016-17 Test Administration Manual for requirements and instructions. For more information, contact your [Regional ESD Partner](#)

A) The High School grade of accountability is 11 th grade. Although not required, 12 th graders may also test (for Extended, only 12 th graders who have not yet met the achievement standard may retest). 9 th and 10 th graders may also take OAKS Online Science and Social Sciences.	F) Both English-only and English-Spanish formats are available. (Braille interface is available in English only.)
B) Required test for students in grades 3 through 8 and in High School. See Section 5.2 for specific local test window criteria. Grade 12 students may take the Smarter Balanced assessments for Essential Skills or college placement purposes.	G) OAKS Extended tests requiring Braille or Large Print format must be ordered during the order window.
C) Required test for students in grades 5, 8, and in High School. Two annual test opportunities for grades 5 – 8; three annual test opportunities for high school.	H) Available for download starting one week before the start of the test window, on 2/9/17.
D) Optional test for students in grades 5, 8, and in High School. Each student has two annual test opportunities in social sciences.	I) If the data entry (or shipping) deadline is missed, students will be counted as non-participants.
E) Online testing will be offline for scheduled maintenance from 5 p.m. PT on Friday – 7 p.m. PT on Sunday the third weekend each month, as well as from 11:59 p.m. PT on February 2 through 6 a.m. PT on February 7. Click here for a full schedule.	J) Required test for students entering Kindergarten. Students are only allowed one test opportunity.
	K) Required test for schools with Spanish dual language programs that are part of Oregon's Dual Language grant. Optional for other schools that offer Spanish dual language/bilingual programs. Pending available funds, additional grades may also participate.

APPENDIX B: STUDENT INCLUSION

Most students will take grade level assessments under standard administration conditions. Standard administration conditions are those in which the student takes the test in a manner consistent with the policies and procedures contained in this Test Administration Manual and the Oregon Accessibility Manual. A score obtained under standard administration conditions is valid for determining whether a student does not yet meet, meets, or exceeds the achievement standard. The achievement standards, also called cut scores, are available at <http://www.ode.state.or.us/search/results/?id=223>.



Standard test administration is required. Non-standard test administration will result in tests that are invalid

All Students

“All students” includes (but is not limited to) students with disabilities, English Learners (ELs), students in special schools and programs (including public charter schools), students for whom tuition is paid to a public school by parents/guardians, and students enrolled in non-graded programs. Students in non-graded programs should be accounted for on the basis of their age at the beginning of the school year. Use Table 20 below to determine age/grade equivalencies:

Table 19: Age / Grade Equivalencies for Non-Graded Programs

Grade	Age on September 1	Grade	Age on September 1
3	8 years	8	13 years
4	9 years	9	14 years
5	10 years	10	15 years
6	11 years	11	16 years
7	12 years	12	17 years

Private school and home school students who receive their primary instruction in tested subjects at Oregon public schools are required to take the Oregon statewide assessment in those subjects. Private and homeschool students who *do not* receive primary instruction in a subject are exempt from taking the Oregon statewide assessment in that subject (e.g., students receiving supplemental instruction or instruction in a non-tested subject). Schools and districts will need to use test administration code 6 within Student Centered Staging to exclude exempt students from accountability reporting. (See *Appendix C: Accessing Student Scores Online* for more information.) Students in home school may make arrangements with a school district to take the Oregon Statewide Assessments under secure conditions. Although the State receives no funding and charges no fee for testing these students, the district providing this data-related service may charge a fee.

Students in Grades 3 – 8

All students enrolled in grades 3 – 8 and in high school must take the required Oregon Statewide Assessments offered at their enrolled grade, including students re-enrolled in the same grade as in the prior year, unless the student receives a parent-requested exemption as described in *Section 5.3*

Parent Requests for Exemption from State Testing of this manual. **For the Smarter Balanced Mathematics and ELA, ELPA21, Kindergarten, and Extended Assessments students will have only one annual test opportunity.** For OAKS Online Science and Social Sciences, districts may not retest students in grades 5 or 8 who have already met or exceeded the achievement standard unless the district first receives explicit consent from the student’s parent or guardian for the current school year. Districts must meet the following criteria in receiving explicit consent:

- The district must communicate with parents prior to retesting students. Districts may communicate with parents using existing communication protocols, including but not limited to fall registration materials, parent conferences, electronic media, or letters home.
- The district must receive a signature from the student’s parent or guardian authorizing the retest; districts may collect signatures either in hard copy or electronically.
- The district must receive approval each year; districts may not apply approval given in one school year to subsequent years.

Retesting a student in grade 3 – 8 who has already met or exceeded the achievement standard without first receiving explicit consent from the student’s parent or guardian as outlined above is considered a test impropriety and may result in the invalidation of student tests. The Best Practices Guide for Administering OAKS provides guidance to help districts identify when it is appropriate to retest a student who has already met or exceeded the achievement standard (located at <http://www.ode.state.or.us/go/tam>).

Students in High School

In addition to students currently enrolled in grade 11, a grade 11 student is “a student who was first enrolled in grade 10 in the student’s most recent previous year in school.” This definition ensures that students who skip from grade 10 to grade 12 or repeat grade 10 will receive the high school assessment. It is the district’s responsibility to determine whether a student is retained in grade 11. Any student submitted by the district as being enrolled in grade 11 (regardless of their prior grade) on the first school day in May must take the high school assessments.

Students in grade 12 who have not yet met the achievement standard may retest in the OAKS Online Science and Social Sciences assessments and the Extended Assessments, although they are not required to do so. In addition, ODE will provide a Grade 12 Smarter Balanced retest option for grade 12 students to meet the Essential Skills graduation requirement or for college placement purposes. While retests are not mandatory, districts should have testing opportunities available for those students who wish to retest.

Targeted Assessment

A Targeted Assessment is an assessment at a higher level than is expected for the student’s grade of enrollment but that is consistent with the level of instruction in which the student is engaged. **No assessment can be targeted to a lower grade level.** An electronic file must be submitted with student information one week prior to testing if the student is to take an assessment at a higher grade level than the grade of enrollment. This will be facilitated by your [Regional ESD partner](#).

- **Smarter Balanced:**
 - Students enrolled in grades 3 – 7 may target up one grade level, and the student does not need to also take the grade level assessment. Students enrolled in grades K-2 receiving instruction in the content area at the grade 3 level may take the grade 3 assessment in that content area. However, these students must still take an assessment when they are officially enrolled in grade 3. *Targeted assessments are not banked.*
 - Students in grades 8, 9, and 10 may not target up to the grade 11 assessment.

- **Science and Social Sciences:**
 - Students enrolled in grades 3 – 7 may not target up to a higher grade assessment.
 - Students in grades 8, 9, and 10 may target up to the grade 11 assessment. Districts may only elect to administer a high school assessment to a student in **grade 8** if the student has received instruction at the full depth and breadth of the high school content standards and has demonstrated proficiency in the high school content standards as measured through classroom derived evidence. If a student enrolled in grade 8 takes a high school level test, that student must first complete the grade 8 test to be counted as a participant in their grade 8 year. The grade 8 score will be reported in the students' grade 8 year. If a student enrolled in grade 8 meets the high school level achievement standard, the score will be **banked** and will be reported in the student's grade 11 year. If a student enrolled in grade 8 takes the high school assessment and does not meet the high school achievement standard, the student must retest in the student's grade 11 year or the student will be counted as a non-participant in the student's grade 11 year. If a student enrolled **in grade 9 or 10** meets the high school level achievement standard, the score will be **banked** and will be reported in the student's grade 11 year. If a student enrolled in grade 9 or 10 takes the high school assessment and does not meet the high school achievement standard, the student must retest in the student's grade 11 year or the student will be counted as a non-participant in the student's grade 11 year.
- ELPA21, Kindergarten, and Extended assessments may only be administered at grade level.

EL Students

Students eligible for services under Title III of the Elementary Secondary Education Act (ESEA) are referred to as English Learners (EL). All EL students are considered eligible to participate in the Oregon Statewide Assessments. Federal law and ensuing case law require that EL students be given equal opportunity to participate in and benefit from any program or activity customarily granted to all students. Because EL students must be offered instruction at their grade level, they are *not eligible* to take an Extended Assessment unless they are on an Individualized Education Program (IEP).

Oregon Statewide Assessments offered in a student's language of origin are considered standard administration, and eligible student scores meeting the achievement standard count as meeting the standard in accountability calculations. Oregon currently offers stacked Spanish/English tests for the Smarter Balanced Mathematics, OAKS Online Science and Social Sciences, and Kindergarten Assessments. These translated tests are considered standard administration and are available for any student consistent with the guidance included in the Oregon Accessibility Manual located at <http://www.ode.state.or.us/search/page/?=487>. In addition, Oregon offers the Logramos Spanish assessment for students enrolled in a Spanish dual language program; see below and *Section 12: Administering the Logramos Spanish Literacy Assessment* for details around eligibility.

Each student must be considered individually for each assessment on the basis of what is in the best interest of the student, not on participation in a particular program or identification as an EL student. An instructional team consisting of the student's parent or guardian and/or the student; Title IC-Migrant, ELD, Bilingual, or Title IA teachers; the student's classroom teacher; and other knowledgeable professionals should make the determination of whether to test the student under standard conditions including the accessibility options described in the Oregon Accessibility Manual located at <http://www.ode.state.or.us/search/page/?=487>. This team should be familiar with the individual student's abilities and areas of need and should weigh the following types of evidence:

- Samples of student work which would represent an appropriate English reading level
- The student's literacy in his/her language of origin
- The language spoken in the home, both by the student and by adults in the home
- Support programs, including first and second language development programs

EL students who are also on IEPs must follow the recommendations of their IEP team, which may include administration of the test using accessibility options specific to the student's needs (see Oregon's Accessibility Manual located at <http://www.ode.state.or.us/search/page/?=487>).

Logramos Spanish Literacy Assessment

Oregon offers the Logramos Spanish assessment to students in grades 3-5 who are receiving Spanish instruction in elementary schools. Logramos is a required assessment if the EL student is in grade 3, 4, or 5 and enrolled in a Spanish dual language program that is part of Oregon's K-12 Bilingual Pathways Grant. Other students may take the Logramos assessment at district expense. Registration information for Logramos will be included in the Assessment and Accountability Updates beginning in January 2017.

English Language Proficiency Assessment (ELPA21) Requirements for All EL Students

All Oregon students eligible to receive English Language Development (ELD) services must take Oregon's English Language Proficiency Assessment (ELPA21). In accordance with federal Title I requirements, districts must administer ELPA21 annually to all students who are identified as eligible to receive ELD services in the current school year. *This remains true even when services are waived.* Students may remain eligible from year to year until the district determines that the student is proficient based on district exit criteria and submits an updated record noting that the student is reclassified (exited) on the Spring LEP Collection. Students must take ELPA21 in 2016-17 if they are reclassified from ELD services **after** January 6, 2017 (e.g., districts must not administer ELPA21 to students who were exited from ELD services on or before January 6, 2017 and have not received ELD services in the current school year). (Note: January 6, 2017 has been identified as the late reclassification date for 2016-17 in anticipation of the State Board of Education's adoption of the ELPA21 cut scores by November 1, 2016. Should there be a delay in the adoption of the ELPA21 cut scores, ODE will communicate a revised late reclassification date for 2016-17 via a revision to Numbered Memorandum No. 007-2011-12 – ELL Participation in Annual English Language Proficiency Assessment (ELPA) which addresses participation requirements for Oregon's ELP assessment.



LEP Flag Required to Access ELPA21. Only students whose LEP flag is set to "Y" in the SSID record may access ELPA21. Districts should only set the LEP flag to "Y" for students who are eligible for ELD services in the current school year as described above

Students eligible for ELD services must be tested in all required areas under the statewide assessment system in addition to ELPA21. The only exception to this rule is students enrolled in a school in the United States for the first time after May 1st of the previous academic year and served by an ELD program. For these students, participation in ELPA21 can be substituted for participation in the ELA assessment for accountability calculations. This substitution is processed automatically by ODE based on student records submitted by the district. Table 21 below shows the enrollment date and required tests for EL students. **Note: the enrollment date applies to enrollment anywhere in the United States, not just in Oregon or in your school.**

Table 20: Assessment Requirements for EL Students Based on Enrollment Date

Enrollment Timing	Date of Enrollment in Any U.S. School	Tests Required this Year (2016-17)	Tests Required Next Year (2017-18)
Enrolled on or after May 1 this year†	5/1/17 – end of current school year	None	ELPA21* Math** Science***
Enrolled “late” for ELPA21 this year†	4/5 – 4/30/17	Math** Science***	ELPA21* Math** Science***
Enrolled “late” the preceding year or earlier this year.	5/2/16- 4/4/17	ELPA21* Math** Science***	ELPA21 Math Science*** English Language Arts
Enrolled in previous years	Before 5/2/16	ELPA21 Math Science*** English Language Arts	ELPA21 Math Science*** English Language Arts

† Participation requirements are addressed in Memorandum No. 007-2011-12 – ELL Participation in annual English Language Proficiency Assessment (ELPA).

* counts for reading participation in accountability calculations, but students are excluded from reading performance calculations.

** counts for math participation in accountability calculations, but students are excluded from math performance calculations.

*** OAKS Science is not administered in consecutive grades. The school year in which students will actually take these assessments will depend on their grade level. Please refer to the Test Schedule located in *Appendix A: Test Schedule* for the grades at which these assessments are administered.

Students with Disabilities

Both the Individuals with Disabilities Act of 2004 (IDEA) and OAR 581-022-0612 Exception of Students with Disabilities from State Assessment Testing require that individuals with disabilities be given equal opportunity to participate in and benefit from any program or activity customarily granted to all individuals with appropriate adaptations. Therefore, all students with disabilities are eligible to participate in the Oregon Statewide Assessments.

The student’s Individualized Education Program (IEP) team, which includes the student’s parents or guardian, makes the decision regarding the most appropriate method for a student with disabilities to participate in testing. Each student must be considered individually and not merely on the basis of the student’s disability category. If a student’s IEP specifies that a student should take an Extended Assessment, then the district must provide the student with that Extended Assessment. When assessing a student with a disability, the district must also ensure that the assessment fully complies with all IDEA requirements as specified in the IEP Guidelines.

Student test records include an accommodations flag field. This flag is federally required for students with IEPs who take the general assessment with an accommodation from the ODE Accommodations Table; however, any student (with or without an IEP) using an accommodation may be identified with this field. Use of this flag (recording “Y”) indicates that the student received one or more accommodations.

Student test records also include an accommodation code field with a drop-down menu to allow districts to identify up to six specific accommodations for any student from a list of unique 4-digit accommodation codes. Districts may select these accommodations codes for each test opportunity

in addition to setting the accommodations flag. Instructions for coding accommodations for students on an IEP are included in *Appendix C: Accessing Student Scores Online*.

TAs can continue to set the accommodation flag using the student approval screen of the online testing system. However, identifying specific accommodations via the drop-down menu is recorded by the district and can be selected either through the student approval screens, the Test Information Distribution Engine (TIDE), or through Student Centered Staging. Please note that while districts are currently limited to recording no more than six accommodation codes, any administration of accommodations (beyond the six identified) should continue as appropriate or as required by IEP. Your [Regional ESD Partner](#) is trained on Student Centered Staging and the management of student records. Please follow your district's protocols when contacting them for related support.

Assessment Options for Students with Disabilities

- Students may take the general assessment with or without accessibility supports.
- Students may take the standard administration, Braille, and/or Large Print of the Extended Assessment in any or all of the subject areas (per the student's IEP): Extended ELA, Extended Mathematics, or Extended Science.
- Students eligible for English Language Development Services and served under an IEP may participate in ELPA21 according to the options listed above.

Testing Homebound Students

Students who are homebound due to a medical condition and are unable to travel to a test environment with internet access may need to be tested at home. Prior to testing students in their homes, the district should coordinate with the district IT department to ensure that proper technical support is available for the test administration (a computer and an internet connection). If the student's home does not have an established internet connection, districts may provide one by using 3G or 4G technology through devices such as smart phones and netbooks with built-in 3G or 4G modems. If a district does not have access to such devices, districts may check out a netbook with a built-in 3G modem from ODE after signing a form certifying that the netbook will only be used for the purpose of state testing.

The district must also provide for a TA to manage the test session and monitor testing. This can be accomplished by either:

- Providing a computer with internet connectivity for the TA to use in the student's home; or
- Sending one TA to the student's home to supervise testing and arranging for a second TA at district facilities to remotely set up and manage the test session. Under this second approach, the TA on location with the student would need to be in communication with the TA at the district facilities.

A small number of homebound students may need access to printed test items consistent with the guidance included in the Oregon Accessibility Manual. If so, the district would also need to provide a portable printer that could be used at the student's home to print requested items. Because all print requests are approved by the TA, the printer would need to be linked to the TA's computer.

In those rare instances where the district is unable to establish an internet connection in the student's home even with a 3G or 4G device and the student is unable to travel to a location with internet access for the purpose of testing during the length of the test window, the student will be counted as a non-participant for the purpose of accountability calculations.

Braille Interface for Online Testing

The Smarter Balanced and OAKS Online Science and Social Sciences assessments are available to students who use Braille through a Braille Interface. The Braille interface provides students who use Braille with access to the adaptive online tests and the same number of testing opportunities as other students. The Braille interface delivers assessments to students in the following formats:

- The Smarter Balanced Mathematics and OAKS Online Science and Social Sciences assessments include a text-to-speech audio component delivered through the JAWS Screen Reader.
- The Smarter Balanced Mathematics and OAKS Online Science assessments include a Braille component delivered through a Braille Embosser. Each item or stimulus on the Mathematics and Science assessments is delivered in Nemeth Braille and automatically sent to print as an embossed print-out in real-time as the student progresses through the test.
- The Smarter Balanced English Language Arts and OAKS Online Social Sciences assessments include a Braille component delivered through either a 40-cell Refreshable Braille Display or a Braille embosser. Based on the student settings specified by the school in TIDE, the English Language Arts and Social Sciences assessments are available in either Literary Contracted Braille or Literary Un-contracted Braille. Each item or stimulus automatically displays to the student using a 40-cell Refreshable Braille Display unless the item or stimulus contains tactile or spatial components; such items and stimuli are automatically sent to the Braille embosser instead of being displayed on the Refreshable Braille Display. In addition, a student may request embossing for any item as the student progresses through the test. Districts may also designate a student in TIDE to receive all items through the Braille embosser instead of through the Refreshable Braille Display. This setting must be assigned prior to the start of a given test opportunity.

Please note that all embossed Braille print-outs of secure test items and stimuli are subject to the same security requirements for all printed test materials. *Section 2 Test Security* provides additional information on the requirements for securely handling printed test materials. **In addition to Test Administration and Security Training, any individual tests through the Braille interface must participate in the ODE-provided Braille Interface training.**

ODE has coordinated with the Regional Special Education Districts and the Oregon Textbook and Media Center (OTMC) to provide Duxbury transcription software, JAWS screen readers, Braille embossers, and 40-cell refreshable Braille displays to those districts serving students who use Braille. For more information visit the Braille Interface web site at <http://www.ode.state.or.us/go/braille>.

Braille forms for ELPA21

ELPA21 is available to students who use Braille through a paper-pencil Braille format. To order Braille forms for ELPA21, please visit the “Forms” section of <http://www.ode.state.or.us/search/page/?id=625> and complete the ELPA21 Braille order form by **December 2, 2016**.

Please note that all embossed Braille print-outs, manipulatives, and Directions for Administration documents that include secure test items and stimuli are subject to the same security requirements for all printed test materials. *Section 2 Test Security* provides additional information on the requirements for securely handling printed test materials.

Extended Assessment

The Extended Assessments are Oregon’s alternate assessments. The Extended Assessments are individually administered performance assessments for students with significant cognitive

disabilities as determined by the student's IEP team. These students are typically working within a specialized curriculum and/or are receiving instruction that has been significantly adapted in order to allow access to grade-level content. Extended Assessments measure a student's achievement in the grade-level content in the subject areas of ELA, Mathematics, and Science. Student achievement is judged against alternate achievement standards that are set by the state. Students on IEPs should only be considered for the Extended Assessments when they are unable to participate in the general assessments under standard testing conditions, even with accommodations. To use this option, an Extended Assessment must be explicitly identified on the IEP as the most appropriate assessment. For specific guidance, please see [Oregon Extended Assessment Guidance](#) under the Policies section of Oregon's Statewide Alternate (Extended) Assessment webpage at <http://www.ode.state.or.us/search/results/?id=178>. Braille and Large Print options are also available for the Extended Assessments. Information and the order form can be found at <http://www.ode.state.or.us/search/results/?id=178>.

NOTE: The Extended Assessment is a specially designed test that was created for students with significant cognitive disabilities; that is, the students' curriculum and this assessment are based on content standards that have been reduced in depth, breadth, and complexity. This means that these test results cannot be used to compare a child's performance to that of their non-disabled peers. **The information in this note is recommended for inclusion in any reports to parents on student performance on the Extended Assessments.**



Student access to online tests or OAKS Extended. If a student's IEP indicates that the student must be assessed using the Oregon Extended Assessment, that student must not have access to the online test. Students who have not previously used the online system should use the practice tests to determine if the format of the online test is appropriate for that student before testing begins. The practice tests may also be used as an additional tool to help identify accessibility options, including accommodations that might improve a student's access to the online testing system. In cases where the district administers an online test to a student whose IEP indicates the Oregon Extended Assessment, the district must report the impropriety to ODE. The student must stop testing in the content area in which the incorrect administration occurred. ODE will then determine the most appropriate action, which may include invalidation of one or more tests.

APPENDIX C: ACCESSING STUDENT SCORES ONLINE

Reporting Student Assessment Results to Parents

OAR 581-022-1670 Individual Student Assessment, Recordkeeping, and Reporting requires school districts to report student scores on all state and local assessments at least annually to parents or guardians for all students. Individual Student Reports (ISR), Combined ISRs, Class Rosters, Class Summary reports, and Growth ISRs are available in the Secure Assessment Reports 2.0 application on the secure district website (<https://district.ode.state.or.us/>).

Accessing and Reviewing Assessment Records

The Student Centered Staging application allows a user in a district who has been granted access to view, edit, fix errors, download errors, and upload fixes to student test records that have been received by the Oregon Department of Education (ODE). The application is continuously accessible, and test records are editable until final accountability reports (such as school and district Report Cards) are published.

Student Centered Staging is limited to district-editable fields. The entire test record, including the scoring and accountability fields, can be retrieved from the Accountability Warehouse Extract (AWE) application. There is a one-day lag for changes to test records in Student Centered Staging to be available in the AWE application which extracts records from the Student Centered Operational Data Store (ODS). Access to these applications is controlled by a District Security Administrator (DSA) in each school district. Those needing access to these applications should contact their DSA.

The Assessment Transactional file format (for downloading/uploading records in Student Centered Staging) is available online in Excel format and can be downloaded at <https://district.ode.state.or.us/search/page/?id=185> by following the *Assessment Transactional File Format* link. This file should be used as a reference for definitions of the editable fields on the test records. (See below for test administration codes available in Student Centered Staging to indicate student status.) The *Assessment Reporting File Format* (for downloading read-only records in the AWE) is available on the same page: <https://district.ode.state.or.us/search/page/?id=185>.

There are two methods for modifying student records in Student Centered Staging on ODE's district Web site, either by using the Edit Posted Records link or by using the Download/Upload Adjustments file format option on the same page. Techniques for making these adjustments are described in the *Student Staging User Guide* available for download from a link by that name at <https://district.ode.state.or.us/search/page/?id=142>.

More information can be found on the following web page: <http://www.ode.state.or.us/search/page/?id=2670>. You can also contact your [Regional ESD Partner](#) for assistance.

Administration Codes

Student Centered Staging records should be adjusted directly to indicate any of several special statuses for individual students. These are coded in a field labeled CalcAdmnCd. Acceptable codes for this field, and the outcome of each code, are indicated in Table 22 below.

Table 21: Administration Codes

Administration Code	Definition	Participation Status	Performance Status
1	Absent (for an extended period of time) or Student Refusal = A student who is absent during the entire testing window and make-up testing period.	Non-participant	Not used
3	Modified - Language = A student who is non-literate in the language of the test and participates in the assessment under modified conditions.	Non-participant	Not used
5	Modified - Disability = A student with a disability who participates in the assessment under modified conditions.	Non-participant	Not used
6	Home Schooled Student, Foreign Exchange Student, or Out-of-State Student	Not used	Not used
7	Parent Request = A student whose parents request that the student not participate in testing for religious or disability related reasons.	Non-participant	Not used
8	Not Enrolled During Test Window = A student without a valid test score that was enrolled on the first school day in May but not during the school's testing window.	Not used	Not used
9	Medical Emergency = A student who cannot take the State assessment during the entire testing window, including the make-up dates, because of a significant medical emergency.	Not used	Not used
U	Invalidated test(s) with no opportunity to retest	Non-participant	Not used
X	Parent Opt-out = A student whose parent(s) submitted an opt-out form requesting that the student not participate in Smarter Balanced or Extended Math or ELA testing	Non-participant ¹	Not used ¹

¹ Districts must enter code X for all students for whom a parent opt-out form is received. However, use of code X will only result in the student being counted as a non-participant in cases where there is no test record or where a test was started but has too few item responses to meet the threshold for participation.

Table 22: ELPA21 “ONLY” IEP Test Administration Codes

Administration Code	Definition (Refer to the domains required by ESEA and assessed by ELPA21 for academic readiness in each. See Appendix I for more information)
A	No Reading per IEP team
B	No Reading & Writing per IEP team
C	No Reading, Writing & Listening per IEP team
D	No Reading, Writing & Speaking per IEP team
F	No Reading & Listening per IEP team
G	No Reading, Listening & Speaking per IEP team
H	No Reading & Speaking per IEP team
J	No Writing per IEP team
K	No Writing & Listening per IEP team
L	No Writing, Listening & Speaking per IEP team
M	No Writing & Speaking per IEP team
N	No Listening per IEP team
P	No Listening & Speaking per IEP team
Q	No Speaking per IEP team

Accommodation Codes

The statewide assessment accessibility supports (formerly the Accommodations Tables) are available to all students – although the decision to apply them must be based on an evaluation of individual student need. There are accessibility supports tables for the Smarter Balanced assessments (i.e., ELA and Mathematics), OAKS Online Science and Social Sciences assessments, OAKS Extended assessments, Kindergarten assessment, and ELPA21. These tables explain and regulate the allowable supports for all students during the administration of assessments.

Student test records include accommodation code fields with a drop-down menu to allow districts to identify up to six specific accommodations for any student from a list of unique 4-digit codes. Districts may select these codes for each test opportunity in addition to setting the flag indicating whether any accommodations were used. The list of codes is included in the Oregon Accessibility Manual, available at <http://www.ode.state.or.us/search/page/?=487>.

APPENDIX D: ASSURANCE OF TEST SECURITY FORMS

Test Administrator Assurance of Test Security

I have read and understand Sections 1 – 4 and Appendix A of the 2016-17 Test Administration Manual, as well as all sections pertaining to each assessment I will administer (checked below). I have received Test Administration and Security Training for the current school year.

MODES OF ADMINISTRATION: ONLINE BRAILLE INTERFACE EXTENDED LOGRAMOS SPANISH LITERACY
SUBJECTS: SMARTER BALANCED MATHEMATICS SMARTER BALANCED ELA OAKS SCIENCE OAKS SOCIAL SCIENCES ELPA21

I will make every attempt to ensure that all students participate in testing. In accordance with the Test Administration Manual, I will use appropriate administration codes to ensure that students' scores reflect actual test administration procedures. I will not make copies of the test items or otherwise retain them. I will immediately return or report any Oregon test items or test booklets from previous years to my School Test Coordinator.

I will administer all statewide assessments within my responsibility following the procedures in the Test Administration Manual, including but not limited to:

- Handling and administering the Oregon Statewide Assessments in a secure manner.
- Consistently using the Oregon Accessibility Manual to understand allowable administration in response to student requests or when the student's IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well I believe they are performing.
- Accessing student paper test materials only on the day of testing when tests are being administered to students or while processing and accounting for paper materials before returning them to the School Test Coordinator on the day of testing.
- Not reviewing test items, even if a student believes they are flawed.
- **I will notify the School Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

Name (print): _____

Signature: _____

School: _____

E-mail Address: _____

Training Received on (date): _____

Keep on file at the district office for one year
Disciplinary action by TSPC may result from violations of test security.

Non-Test Administrator Assurance of Test Security

Oregon Statewide Assessment test items, possible answers, and individual student information are confidential and secure documents. The integrity, validity, and confidentiality of test items, possible answers, and individual student information must be protected. Failure to maintain security severely jeopardizes district and state accountability requirements and the accuracy of student data. To ensure test security and confidentiality, district staff and volunteers who may observe or have access to secure test materials or student information must sign this statement of non-disclosure and assurance of test security before commencing any work exposing them to an Oregon Statewide Assessment.

Untrained district staff and volunteers must never be alone in a room with students during state testing. Only test administrators (teachers, classified staff, or volunteers who have received training) may supervise student testing. Untrained district staff must not agree to supervise student testing even for brief periods. Untrained district staff or untrained volunteers must not interact directly with students during state testing other than to determine the cause of a technology problem for the purpose of ensuring access to Smarter Balanced, OAKS Online Science and Social Sciences, or ELPA21.

Specifically, district staff and volunteers agree to the following:

- No student’s Secure Student Identification Number (SSID) will be used to log in to the online testing system by anyone except that student.
- The Secure Browser will be used solely for the administration of Oregon’s online assessments. Any other access to Oregon’s online assessments will constitute a breach of test security.
- No digital, electronic, or manual device will be used to record or communicate either item or student information.
- No behavior that could assist with student testing or distract students in a testing environment will occur. This includes discussing test items among students or staff, giving students verbal or non-verbal cues, offering an opinion on how students may have performed on a particular item or on a test as a whole.
- To the extent possible, avoid viewing any test items in the course of work.
- Uphold the security of SSIDs and all other confidential personally identifiable student data and recognize that SSIDs must not be associated with an individual student’s name in an unsecured environment.
- SSID or test information cannot be associated with a student’s name or other personally identifiable information unless transmission is secure (e-mail and fax are not secure).
- Do not review test items, even if a student believes they are flawed.
- **I will notify the School Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

By signing this statement I agree that I will not disclose the test items, possible student answers, or any individual student information to anyone other than those authorized in writing by the Oregon Department of Education (ODE). I also certify that all confidential materials entrusted to me by ODE or its contractors will be kept in a secure environment at all times.

Name (print): _____

Signature: _____

School: _____

E-mail Address: _____

Keep on file at the district office for one year
Disciplinary action by TSPC may result from violations of test security.

Kindergarten Assessment Assurance

To ensure the validity and confidentiality of student responses to the Kindergarten Assessment, district staff and volunteers who may administer the Kindergarten Assessment or have access to confidential Kindergarten Assessment student responses must sign this statement of non-disclosure and assurance of test security before commencing any work administering or handling confidential student responses from the Kindergarten Assessment.

Untrained district staff and volunteers must never be alone in a room with students during administration of the Kindergarten Assessment. Only test administrators (teachers, classified staff, or volunteers who have received training) may supervise student testing. Untrained district staff must not agree to supervise student testing even for brief periods. Untrained district staff or untrained volunteers must not interact directly with students during administration of the Kindergarten Assessment.

I will be administering the Kindergarten Assessment and certify that:

- I have read and understand Sections 1 – 4, 10, and Appendix A of the 2016-17 Test Administration Manual. I have received Test Administration Training for the current school year.
- I will make every attempt to ensure that all students participate in testing. In accordance with the Test Administration Manual, I will use appropriate administration codes to ensure that students' scores reflect actual test administration procedures.
- I will administer the Kindergarten Assessment within my responsibility following the procedures in Section 10 of the Test Administration Manual.
- I will not engage in any behavior that could assist or distract students. This includes discussing test items, giving students verbal or non-verbal cues, offering an opinion on how students may have performed on a particular item or on the assessment as a whole.
- I will consistently use the Oregon Accessibility Manual to understand allowable accessibility supports in response to student requests or when the student's IEP/504 indicates an alteration in how a test is being administered.

I will be handling confidential Kindergarten Assessment student responses and certify that:

- I will uphold the security of SSIDs and all other confidential personally identifiable student data and recognize that SSIDs must not be associated with an individual student's name in an unsecured environment.
- I will not transmit SSID or test information that is associated with a student's name or other personally identifiable information only via secure transmission (e-mail and fax are not secure).

I will notify the School Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.

Name (print): _____

Signature: _____

School: _____

E-mail Address: _____

Training Received on (date): _____

Keep on file at the district office for one year
Disciplinary action by TSPC may result from violations of test security.

School Test Coordinator Assurance of Test Security

I have read and understand the 2016-17 Test Administration Manual and have received Test Administration and Security training for the current school year.

I will make every attempt to ensure that all students participate in testing. In accordance with the Test Administration Manual, I will use appropriate administration codes to ensure that students' scores reflect actual test administration procedures. I will not make copies of the test items or otherwise retain them. I will immediately return or report any Oregon test items or test booklets from previous years to my District Test Coordinator.

I will instruct staff on test administration procedures, and security according to the Test Administration Manual, including but not limited to:

- Handling and administering the Oregon Statewide Assessments in a secure manner.
- Consistently using the Oregon Accessibility Manual to understand allowable administration in response to student requests or when the student's IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well they are performing.
- Accessing printed student test materials only on the day of testing when tests are being administered to students or during processing.
- Not reviewing test items, even if a student believes they are flawed.
- **I will notify the District Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

Name (print): _____

Signature: _____

School: _____

E-mail Address: _____

Training Received on (date): _____

Keep on file at the district office for one year

Disciplinary action by TSPC may result from violations of test security.

District Test Coordinator / District Level User Assurance of Test Security

I have read and understand the 2016-17 Test Administration Manual and have received Test Administration and Security Training for the current school year.

I will instruct all School Test Coordinators in my district on procedures for Test Administration and Security Training. The printed test materials will be kept in a secure storage area. Only those staff members having a direct role in distributing, coordinating, or administering tests will have access to any secure test material.

I will make every attempt to ensure that all students in the district participate in testing. In accordance with the Test Administration Manual, I will ensure that appropriate administration codes are used so that students’ scores reflect actual test administration procedures.

I will instruct School Test Coordinators on procedures, and security according to the Test Administration Manual, including but not limited to:

- Handling and administering the Oregon Statewide Assessments in a secure manner.
- Consistently using the Oregon Accessibility Manual to understand allowable administration in response to student requests or when the student’s IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well they are performing.
- Restricting access to printed student test materials by TAs to the day of testing when tests are being administered to students or during processing.
- Not reviewing test items, even if a student believes they are flawed.
- **I will investigate and notify ode.testsecurity@state.or.us (503-947-5905) immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

All test materials given to me by the School Test Coordinator or the Oregon Department of Education will be accounted for and returned.

Name (print): _____

Signature: _____

E-mail Address: _____

School: _____

Training Received on date: _____

Keep on file at the district office for one year
Disciplinary action by TSPC may result from violations of test security.

APPENDIX E: OAR 581-022-0610 ADMINISTRATION OF STATE ASSESSMENTS

(1) Definitions. As used in this rule:

(a) “Accommodations” means changes in procedures or materials that increase equitable access during assessment and generate valid assessment results for students for whom there is documentation of need on an Individualized Education Program (IEP) or 504 (Plan); they allow these students to show what they know and can do. .

(b) “Designated supports” means access features of the assessment available for use by any student for whom the need has been indicated by an educator or team of educators.

(c) “District test coordinator” (DTC) means district personnel who ensure secure administration of Oregon Statewide Assessments as defined by Oregon Revised Statute, Administrative Rules, and the Test Administration Manual, including but not limited to supervising the work of the school test coordinators and test administrators.

(d) “Force majeure” means an extraordinary circumstance (e.g., power outage or network disturbance lasting at least one full school day) or act of nature (e.g., flooding, earthquake, volcano eruption) which directly prevents a school district from making reasonable attempts to adhere to the Test Schedule.

(e) “Impropriety” means the administration of an Oregon Statewide Assessment in a manner not in compliance with the Test Administration Manual, Oregon Revised Statute, or this rule.

(f) “Invalidation” means the act of omitting test results and student responses from the testing, reporting, and accountability systems for a given testing event for which the student may not retest.

(g) “Irregularity” means an unusual circumstance that impacts a group of students who are testing and may potentially affect student performance on the assessment or interpretation of the students’ scores. A force majeure is an example of a severe irregularity.

(h) “Modification” means practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment.

(i) “Universal Tools” means access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.

(j) “Oregon Statewide Assessments” means:

(A) The Oregon Assessment of Knowledge and Skills (OAKS) in:

(i) Science;

(i) Social Sciences;

(B) The Smarter Balanced Assessments (Smarter) in:

(i) Mathematics

(ii) English Language Arts (ELA)

(C) The English Language Proficiency Assessment (ELPA21); and

(D) The Extended Assessment in:

(i) English Language Arts;

(ii) Mathematics;

(E) The Kindergarten Assessment

(k) “Reset” means the removal of student responses from the web-based testing application for a given testing event for which the student may retest.

(l) “School building” means facilities owned, leased, or rented by a school district, educational service district, public charter school, private school, or private alternative program.

(m) “School district” means:

(A) A school district as defined in ORS 332.002;

(B) The Oregon School for the Deaf;

(C) The Juvenile Detention Education Program as defined in ORS 326.695;

(D) The Youth Corrections Education Program as defined in ORS 326.695;

(E) The Long Term Care Program as defined in ORS 343.961; and

(F) The Hospital Education Programs as defined in ORS 343.261.

- (n) “School test coordinator” (STC) means school personnel who provide comprehensive training to test administrators and monitor the testing process.
- (o) “Test Administration Manual” means a manual published annually by ODE that includes descriptions of the specific policies and procedures that school districts are required to follow when administering any component of the Oregon Statewide Assessments. References to the Test Administration Manual refer to the edition in effect at the time of test administration and include appendices and any addenda published in accordance with ODE’s revision policy.
- (p) “Test administrator” (TA) means an individual trained to administer the Oregon Statewide Assessments in accordance with the Test Administration Manual.
- (q) “Test Schedule” means the Test Schedule and Required Ship Dates published annually by ODE that includes the windows in which school districts must offer their students the Oregon Statewide Assessments and the deadline by which DTCs must ship or postmark test materials.
- (2) (a) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all students enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district.
- (b) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all resident students enrolled in a private alternative education program, regardless of whether the private alternative education program is located within the boundaries of the school district.
- (c) The Oregon School for the Deaf must enforce the assessment policies described in this rule for all students enrolled in that school.
- (d) The Juvenile Detention Education Program and the Youth Corrections Education Program must enforce the assessment policies described in this rule for all students enrolled in that program.
- (e) The Long Term Care Program and the Hospital Education Programs must enforce the assessment policies described in this rule for all students enrolled in that program.
- (f) School districts may delegate responsibility for enforcing the assessment policies described in this rule to another school district or education service district under the conditions specified in the Test Administration Manual.
- (3) School districts must administer Oregon Statewide Assessments in accordance with the Test Administration Manual and Test Schedule published by ODE. The results of these assessments are used to satisfy the requirements specified in OAR 581-022-1670 and 581-022-0606 and as a method to evaluate compliance with OAR 581-022-1210.
- (4) School districts must ensure that students are administered the proper Oregon Statewide Assessment and that the testing environment satisfies the following testing conditions:
- (a) School districts must ensure that Oregon Statewide Assessments are administered by a trained TA who has signed an Assurance of Test Security form for the current school year on file in the district office;
- (b) School districts must administer Oregon Statewide Assessments in a school building or in an environment that otherwise complies with the Test Administration Manual;
- (c) School districts must apply the following criteria in deciding whether to provide a student with an accommodation during administration of an Oregon Statewide Assessment:
- (A) School districts must decide whether to provide accommodations during an assessment on an individual student basis and separately for each content area to be assessed; and
- (B) For students with an Individualized Education Plan (IEP) or 504 Plan, school districts must implement the assessment decision made by a student’s IEP or 504 team and documented in the IEP or 504 Plan;
- (d) School districts may only administer modifications to students with an IEP or 504 Plan and only in accordance with the assessment decision made by the student’s IEP or 504 team and documented in the IEP or 504 Plan. Before administering an assessment using a modification, a student’s IEP or 504 team must inform the student’s parent that the use of a modification on an assessment will result in an invalid assessment;

- (e) School districts must provide only those subject-specific accommodations, designated supports, and universal tools listed in the Oregon Accessibility Manual and must provide these supports in a manner consistent with the policies contained in the Test Administration Manual and Oregon Accessibility Manual;
- (f) School districts must ensure that students do not access electronic communication devices such as cellular phones or personal digital assistants (PDAs) during an assessment; and
- (g) School districts must follow all additional testing conditions specified in the Test Administration Manual.
- (5) Failure by a school district to comply with Section (4) of this rule constitutes an impropriety as defined in Section 1(e) of this rule. DTCs must report all potential improprieties or irregularities to ODE within one business day of learning of the potential impropriety or irregularity in accordance with the reporting procedures contained in the Test Administration Manual.
- (6) The ODE may invalidate assessment results and student responses for assessments administered under conditions not meeting the assessment administration requirements specified in Sections 3 and 4 of this rule. In rare instances, ODE may reset a student assessment at the request of the school district if ODE determines that a reset would not compromise the security or validity of the assessment.
- (7) ODE counts assessments that meet the following conditions as non-participants in ODE calculations of participation and does not include such assessments in ODE calculations of performance:
- (a) Assessments administered using modifications as defined in Section 1(h) of this rule;
 - (b) Invalidated assessments;
 - (c) Assessments administered outside the testing window specified in the Test Schedule; or
 - (d) Assessments shipped or postmarked after the dates identified in the Test Schedule.
- (8) ODE only allows extensions to the testing window or shipping deadlines identified in the Test Schedule in cases where a force majeure occurs within three days of the close of the testing window or shipping deadline and prevents a school district from meeting the deadline. Upon receiving a force majeure extension request from the school district, ODE may permit a one-day extension of the testing window or shipping deadline for each day of the force majeure, for up to five days. The force majeure extension begins on the first school day after normal operations resume and ends no later than the last school day in the month in which the testing window closes.
- (9) School districts may only assess students using the Extended Assessment instead of OAKS or Smarter if the student has an IEP Plan and the student's Plan indicates separately for each content area to be assessed that the student requires the Extended Assessment.
- (10) School districts must administer ELPA annually to all students determined by the school district to be eligible for English language development (ELD) services under Title III of the Elementary and Secondary Education Act (ESEA), regardless of whether an eligible student actually receives ELD services.
- (11) Administration of the Kindergarten Assessment is governed by OAR 581-022-2130.
 Stat. Auth.: ORS 326.051 and 329.075
 Stats. Implemented: ORS 329.075 and 329.485
 Hist.: 1EB 2-1985, f. 1-4-85, ef. 1-7-85; EB 14-1990(Temp), f. & cert. ef. 3-5-90; ODE 6-2002(Temp), f. & cert. ef. 2-15-02 thru 6-30-02; ODE 16-2002, f. & cert. ef. 6-10-02