



# WHY STATEWIDE TEST PARTICIPATION MATTERS TO EDUCATORS

## How Does Taking State Tests Help Me Support My Students?

- It provides you with reliable information about progress over time in English language arts (ELA), math, and science that can be used alongside other sources of learning information.
- It provides information about strengths and areas for growth that can guide changes in curriculum and instruction in ELA, math, and science.
- It helps support your efforts to raise all your students to the same high expectations, ensuring equitable outcomes for all of Oregon's students.

## How Does Taking State Tests Help My School?

- It helps identify trends in learning, and invites an analysis of which student groups may be underserved and may need additional resources.
- It measures student learning in ELA, Math, and Science and it allows schools to celebrate school-wide growth in student achievement as well as identify goal areas for improvement in those content areas.

## FAQs about State Tests

### Are all students required to participate in state tests?

The Every Student Succeeds Act (ESSA) **requires** the participation of all students in state tests in the tested grades (with exceptions detailed in [ORS 329.479](#) and [OAR 581-021-0009](#)).

For students with disabilities, test participation is also required by the Individuals with Disabilities Education Act (IDEA).

### Are state tests accessible for all students?

Most students take the general state test. Some need accommodations to access the test, and a few with the most significant cognitive disabilities take an alternate assessment.

- It ensures that limited state and federal resources are distributed to support schools most in need.

## How Should Schools Use Test Results Appropriately?

- State test results are reliable at the student group level and should be used to **evaluate how well curriculum and instruction** is meeting the learning needs of all student groups on an annual basis. Use of Target Report data is central to this analysis.
- Understand that review of state test results should cause the school **to ask questions**, to think about what additional information that they need in order to support learning for all students.
- Evaluation of individual students, access to student opportunities (such as access to challenging math pathways, Advanced Placement, International Baccalaureate, or Talented and Gifted programs) should be based on **multiple sources of evidence**.
- Use state test results in conversations about student learning. They **should not be used to set individual teacher goals** as part of the teacher evaluation process.

## CONTACT



### [ODE's Assessment Team Webpage](#)

Please send any questions, comments, or recommendations to:

[ODE.AssessmentTeam@ode.oregon.gov](mailto:ODE.AssessmentTeam@ode.oregon.gov)

State tests measure student progress in English Language Arts, Mathematics, and Science. They should only be interpreted in combination with other sources of evidence, such as SEED Survey results, interim assessment results, teacher feedback, report cards, and attendance.

State testing provides a snapshot of how a **whole school system** is performing in key areas. This informs decisions that will improve programming and provide targeted resources and support to different schools.

*ODE Assessment Resources*

*[The Right Assessment for the Right Purpose](#)*

*[Formative Assessment Resources](#)*

*[Interim Assessment Resources](#)*

*[SEED Survey](#)*

*[Parent Assessment Literacy Training Modules](#)*