



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Oregon's Alternate ("Extended") Assessment: Update

Malheur Summer Institute
July 24, 2017

Learning Outcomes

- In this session, participants will become familiar with:
 - Updates to Oregon’s general and alternate assessments.
 - ODE guidance on the selection process to be used by IEP teams in determining whether a student should take the Oregon Extended Assessment.
 - The administration of the Oregon Extended Assessment for students with significant cognitive disabilities (SWSCDs).



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Oregon's General Assessments



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Oregon General Assessments: Updates

- OAKS Social Science
(<http://www.oregon.gov/ode/educator-resources/assessment/Pages/Social-Sciences.aspx>)
 - No Changes
- Kindergarten (<http://www.oregon.gov/ode/educator-resources/assessment/Pages/Kindergarten-Assessment.aspx>)
 - Temporary suspension of the Early Spanish Literacy Measure
 - Translated directions are a Designated Support



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Smarter Balanced Assessments

<http://www.oregon.gov/ode/educator-resources/assessment/Pages/default.aspx>

Streamlined blueprint at grades 3 – 8 and 11

ELA	Math
<ul style="list-style-type: none">• Replace human-scored items on the CAT with machine scored• Claim 2 DOK 3 will not be assessed (1-4 items)• Reduce 1-2 research items on the PT	<ul style="list-style-type: none">• Grades 3-5 no change• Grades 6-8 and HS eliminate human-scored constructed response items on the CAT

These reductions are anticipated for 2017-18, pending final contract negotiations with AIR



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Smarter Balanced Assessments

Reduced Testing Time

Content Area	Grades	CAT (Current)	PT (Current)	Total (Current)	Total (Projected)	Reduction (Projected)
ELA	3–5	2:10	2:50	5:00	3:55	1:05
	6–8	2:20	2:50	5:10	3:55	1:15
	HS	2:10	2:45	4:55	3:50	1:05
Math	3–5	1:40	1:00	2:40	2:40	:00
	6–8	2:00	1:00	3:00	2:40	:20
	HS	1:45	0:50	2:35	2:30	:05

Estimated testing times based on 80th percentile



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Next Generation Science

- Field testing new item types aligned to NGSS
- Training test (slides below)

OAKS Science Timeline

	2017-18	2018-19	2019-20
Content Standards Assessed	<ul style="list-style-type: none">• Oregon Science Content Standards (adopted 2009)• Embedded field test aligned to new Oregon Science Content Standards (NGSS-adopted 2014)	Oregon Science Content Standards (NGSS-adopted 2014)	Oregon Science Content Standards (NGSS-adopted 2014)



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

OAKS Science Timeline (cont.)

	2017-18	2018-19	2019-20
Test Specifications	<ul style="list-style-type: none">• 30 item adaptive operational• 2 NGSS aligned clusters (approximately 10-15 questions in total)	<ul style="list-style-type: none">• Operational Field Test (non-adaptive)• Matrix Design of 3-4 clusters (15-20 questions in total) plus additional stand alone questions	<ul style="list-style-type: none">• Adaptive or semi-adaptive operational• Matrix Design of 3-4 clusters (15-20 questions in total) plus additional stand alone questions



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Next Generation Science Embedded Field Test

Estimated 2017-18 Testing Time

Grades	Total (Current)	Total (Projected)
3-5	1:00	1:00
6-8	1:00	:55
HS	1:00	:50

Estimated testing times based on 80th percentile



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

NGSS Training Test

Stimulus



People tend to get hungry at the same times each day. Feeling hungry goes away after eating.

Feeling hungry is one of the body's symptoms of abnormal blood sugar levels. Feeling hungry alerts the body to eat. The pancreas helps to regulate blood sugar levels by producing glucagon, a hormone that acts as a messenger molecule to send signals around the body. Glucose is the sugar that serves as the body's main source of energy. Sufficient levels of sugar are required for cells to have the energy needed to survive.

Your Task

As you work through the questions, you will plan and conduct an investigation to understand the processes and feedback mechanisms that cause periodic feelings of hunger.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

Part A

Use the simulation to investigate the effects of eating on the levels of sugar and glucagon in normal, healthy adult test subjects.

Subjects eat a normal meal at noon.

For each trial select a Subject and a Measurement Time to take the subjects' blood levels. Take only as many measurements as you need to identify reliable patterns in the relationships among feeling hungry, eating, sugar, and glucagon levels.

You may take up to ten measurements. If you need to change your selections, click the trash can icon next to a row to delete the data from the row. Delete any rows that are not needed for reliable measurements to show a pattern.

Subject

Measurement Time

Start

Subject	Measurement Time	Sugar (mg/dL)	Glucagon (pg/mL)	Is Subject Hungry?



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Start

Subject	Measurement Time	Sugar (mg/dL)	Glucagon (pg/mL)	Is Subject Hungry?
A	8:30AM	81	90	No
B	8:30AM	83	91	No
C	9:30AM	77	100	No

Part B

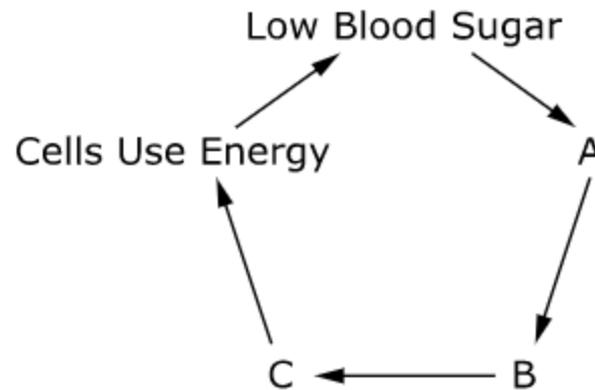
Summarize all of the data from the simulation to compare the average sugar and glucagon levels for all subjects who are hungry compared to those who are not hungry. Round your answers to the nearest whole number.

	Average Sugar Concentration (mg/dL)	Average Glucagon Concentration (pg/mL)
The subject is hungry	<input type="text"/>	<input type="text"/>
The subject is not hungry	<input type="text"/>	<input type="text"/>

The flow chart shows the feedback mechanisms that help regulate blood sugar levels.

In the table, click on each letter to match it with **one** event that will occur next on the flow chart.

Blood Sugar Regulation Flow Chart



	A	B	C
Eat a meal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cells store energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sugar produced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glucagon released	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glucagon absorbed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body feels hungry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decrease in saliva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3



What is the function of the feedback mechanism that controls feeling hungry?

- Ⓐ This process keeps glucagon levels elevated.
- Ⓑ This process keeps glucagon in a healthy range.
- Ⓒ This process keeps blood sugar levels elevated.
- Ⓓ This process keeps blood sugar in a healthy range.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

ELPA 21

- Test window opens **January 9** (approximately one month earlier than in 2016 and 2017)
- Otherwise, no changes in test administration

Oregon Extended Assessment (ORExt)

- USED allowance to states.
- IEP team decision (cf. ORExt Guidance)
- Sub grants to Districts and ESDs



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

ORExt Eligibility Guidelines

- Posted on the Statewide Alternate (Extended) Assessment:

<http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/orextassessguidance.pdf> (Handout)

ESSA Participation Requirement

- ESSA changed 1% cap to be based on the participation rate rather than the proficient rate.
- ESSA placed the 1% cap on the state participation rate for each content area, based on the total number of all students in the state assessed in the content area.
- States cannot place a cap on participation rates of districts.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

ESSA Participation Requirement (cont.)

- LEAs exceeding the cap must submit information justifying the need to exceed the cap and the state must provide oversight of district.
- Parents of students being considered for participation in the alternate assessment (as part of the IEP process) must be clearly informed

ORExt Administration & Data Entry Windows

- **Administration:**

- Opens February 15, 2018 and closes at 5:00 p.m. on April 26, 2018.
- Assessment materials are available for download **one week prior** to the opening of the administration window (beginning February 8, 2018).

- **Data Entry:**

- Grades 3-8 & 11: Opens February 15, 2018 and closes at 5:00 p.m. on May 11, 2018. Performance scores **for paper-pencil assessments** will be available May 25, 2018.
- Grade 12 (retake): Opens 15, 2018 and closes at 5:00 p.m. on April 26, 2018 (to ensure performance scores **for paper-pencil assessments** will be available by May 11, 2017).
- Performance scores **for tablet administrations** will be available **at the time of data submission or no later than May 11, 2018.**



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Oregon Observational Rating Assessment (ORora)

- For students whose testing is discontinued.
- The Orora* is a rating assessment founded in the teacher's observations--intended to gather important information regarding a student's current functional performance in two domains.
- The ORora Reports are available to districts under Reports tab of ORExt application in the district secure site.
- **The ORora is not part of the accountability reporting system**

*(Cf. Oregon Extended Assessment Administration Manual.)

Oregon Observational Rating Assessment (ORora)

- The ORora is for SWSCD who are not able to access the academic demands of the ORExt, despite the provision of extensive supports and test design features founded in the concepts of universal design for assessment. It provides:
 - instructional and functional information for teachers and parents
 - information on attention, math concepts, and receptive & expressive communication
- If testing for an ORExt content area assessment is discontinued in English language arts, Mathematics, or Science, QAs should complete the ORora (only one ORora per student must be completed).



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

ORora Domains & Sub-domains

- For students who are unable to access the ORExt, the Oregon Observational Rating Assessment (ORora) may be used to gather important information regarding a student's functional performance in the sub-domains of:
 - Attention
 - Basic Math Concepts
 - Receptive Communication
 - Expressive Communication
- The ORora is composed of two domains:
 - Level of Independence (LOI) = Attention + Basic Math Concepts
 - Communication (COM) = Receptive + Expressive
- The administrative directions for the ORora are posted on the or.k12test.com website in the QT Materials section



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

ORora Scales

- Level of Independence Rating Scale

Level 1 <i>Full Physical</i>	Level 2 <i>Partial Physical</i>	Level 3 <i>Verbal/ Gestural</i>	Level 4 <i>Indep- endent</i>
1	2	3	4

- Communication Rating Scale

Level 1 <i>Reactive</i>	Level 2 <i>Proactive</i>	Level 3 <i>Unconventional</i>	Level 4 <i>Conventional</i>
1	2	3	4



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

ORora Completion

- The ORora is **not** a performance assessment; it is a rating scale founded in the teacher's observations of the most current levels of student functioning.
- It is completed by the QA during the test window, but the student thus need not be present during its completion.
- There is a comprehensive administration guide, which provides definitions for each aspect of the scale, as well as examples published on the Training and Proficiency site at <https://or.k12test.com/>



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

ORora Scoring

Oregon Observational Rating Assessment (ORora) Summary

Domain		Points Achieved
Level of Independence (LOI)	1. Attention Sub-domain	_____
	2. Math Concepts Sub-domain	_____
	LOI Total	_____
Communication (COM)	3. Receptive Sub-domain	_____
	4. Expressive Sub-domain	_____
	COM Total	_____
		Total ORora Score (LOI Total + COM Total) : _____
		ORora Percentage (Total ORA Score/80) : _____



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

ORora Narrative Summary

- Teachers can address or identify:
 - prerequisite skills that allow her/him to access instruction,
 - sensory support needs (hearing, vision, orthopedic, medical),
 - effective use of Assistive Technology (AT) (e.g., alternative communication devices),
 - relevant functional skills have developed over the past year, and, generally,
 - areas of growth that educators have noted in the prior year (e.g., comparing current to prior ORora scores, if available, or any context for determining the Present Levels of Academic Achievement and Functional Performance [PLAAFP] for SWSCDs).



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Use of ORora Scores

- The ORora yields:
 - Four sub-domain scores (Attention, Basic Math Concepts, Receptive Communication, and Expressive Communication),
 - Domain summary scores for the LOI and COM domains, and
 - A summary score composed of both domain scores.
- These scores can be used for diagnostic purposes to represent student learning and change across time.
- Individualized Education Program (IEP) teams are encouraged to use the results as one data source to develop appropriate and meaningful Present Levels of Academic and Functional Performance (PLAAFP) descriptions, as well as IEP goals and objectives.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Key Dates

2017-18 Test Window

Kindergarten Assessment	August 8 – October 19
ELPA21	January 9 – April 13
OAKS Science and Social Sciences	January 9 – June 8
Smarter Balanced Math and ELA	February 6* – June 8
Extended Math, ELA, and Science	February 15 – April 26

*Smarter Balanced school test windows may open after students receive 66% of instruction

Appendix A of the 2017-18 Test Administration Manual

<http://www.oregon.gov/ode/educator-resources/assessment/Documents/testingschedule.pdf>



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

UPDATES

Data Entry

- Beginning this year, QAs are required to enter eligibility codes (primary & secondary) as well as Accommodation codes for students participating in the ORExt Assessment.
- Tablet administration is fully operational this year.

Tablet Administration (Handout)

- Application
- System Requirements
- Training for QAs
- Benefits



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Curriculum and Instructional Templates

- Oregon teachers have developed ELA, Math, and Science instructional templates for use with SWSCDs
- Template units are founded in research-based instructional strategies for SWSCDs
- Template structure:
 - Targeted essentialized standard (EsSt)
 - Unit aligned to the EsSt
 - Assessment item aligned to EsSt
 - Adapt the template for low/medium/high difficulty ranges



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

C & I Moodle: Overview

- *Curriculum and Instructional Materials for Students with Significant Cognitive Disabilities*
(<http://lms.brtprojects.org/>)
 - Developing present levels of achievement and functional performance which are aligned to the essentialized standards
 - Developing IEP goals and objectives that are aligned to the essentialized standards
 - Curriculum and instructional templates (ELA, Math, Science) based on essentialized standards

Student Preparations

- Practice tests
- Accessibility Supports
 - Selection, administration, and evaluation (cf. OAM, Appendix C)
 - 2017-18 Update [per consortium vote] & Features (following slides)



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Accessibility Enhancements for 2017

Accessibility Enhancements

Feature	Description
Audio transcriptions	For deaf and blind students or newly deaf students who cannot read closed captions quickly enough. Provides the student with the text for an audio stimulus.
Chromebook battery indicator	Shows the battery life and charging state of a battery on Chromebooks.
Pre-test video and sound check	Simultaneous testing of sound and video before the test starts.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Accessibility Enhancements (cont.)

Feature	Description
English TTS support on Spanish tests (SBAC)	TTS on English text can now be enabled on Spanish tests. Spanish text will still not be spoken aloud because it is not tagged.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Accessibility Enhancements (cont.)

Feature	Description
Accessible Equation editor for Braille	Full math editor for braille students which allows for accessible math input and output and full scoring.
More highlighting colors	Additional colors for various use cases.
New line reader	Replacing current line reader with something that can work more reliably across all different types of content.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

New and Updated Accessibility Supports



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

New Policy: Word Prediction (Non-Embedded Accommodation)

- Software facilitates entry of text into answer space
- For students with documented motor or orthopedic impairments
- Proposed policy verbiage indicates specific functionalities allowed
- External experts and Smarter Content Experts consulted



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

New Policy: Braille Transcript (Embedded Accommodation)

- Students who are blind or visually impaired and deaf or hard of hearing
- Allows access to content of listening passages in ELA

New Policy: Amplification (Non-embedded Designated Support)

- Students who are deaf or hard of hearing
- Use a non-embedded device to increase volume beyond the computer's settings

New Policy: Mouse Pointer (Embedded Designated Support)

- Increase size and/or change color of mouse pointer
- Students who are visually impaired or have visual perception difficulties



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

New Policy: Line Reader (Embedded Universal Tool)

- Provides horizontal line onscreen that student moves up or down while navigating the item

New Policies: Consistency

- Thesaurus (Embedded Universal Tool)

Updates to Existing Policies:

- Editorial issues
- Outdated verbiage
- Additional clarification

Updates to Existing Policies

Resource	Category	Update Recommended
Separate Setting	DS (Non-embedded)	Add “It may also include a calming device or support as recommended by educators and/or specialists.”
Zoom	UT (Embedded)	Remove: “from 1.5X to 3.0X default size”
Scribe	DS (Non-embedded)	Add “for all items except ELA performance task full write.”
Scribe	ACC (Non-embedded)	Add “for ELA performance task full write”



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Documentation of Accessibility Supports

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for standard assessment with or without accommodations)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
<input type="checkbox"/> Standard: English Language Arts / Literacy <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Mathematics <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Science <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Social Sciences <input type="checkbox"/> Standard without accessibility supports <input type="checkbox"/> Standard with accessibility supports			



Documentation of Accessibility supports (cont.)

Standard Assessment	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Exemption Decisions (identify appropriate domains) Due to the nature of some students' disabilities, an IEP team might exempt the student from responding to a particular domain	*Explanation Statement why student cannot participate in select domains
<input type="checkbox"/> English Language Proficiency Assessment (ELPA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> *Listening <input type="checkbox"/> *Reading <input type="checkbox"/> *Writing <input type="checkbox"/> *Speaking	
<input type="checkbox"/> Kindergarten Assessment (KA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> *Early Literacy <input type="checkbox"/> *Early Math <input type="checkbox"/> *Approaches to Learning	



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Assessment Resources



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Oregon Assessment Resources

- Oregon Test Administration Manual: <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx#main>
- Oregon Accessibility Manual: <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx#main>
- Smarter Practice/Training Test: <http://oaksportal.org/>

Oregon Assessment Resources (cont.)

- Promising Practices: <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx>
- Local Assessment Resources: <http://www.oregon.gov/ode/educator-resources/assessment/Pages/Local-Assessment-Resources.aspx>
- AA Updates: <http://listsmart.osl.state.or.us/mailman/listinfo/ayprcupdates>

Assessment Team Contacts

- Assessment Director – Vacant
- Early Literacy and Math – Holly Dalton
- Science Assessment – Noelle Gorbett
- ELA and Social Sciences – Tony Bertrand
- Mathematics Assessment– Bryan Toller
- English Language Proficiency – Ben Wolcott
- Monitoring and Assessment – Brad Lenhardt
- Operations and Policy – Holly Carter
- Operations and Policy – Cristen McLean

Contact Information

- Brad Lenhardt
 - Email: brad.lenhardt@state.or.us
 - 📞 503-947-5755
- Questions or comments about the ORExt website:
 - 📞 (800) 838-3163
 - 📠 (815) 893-8088
 - Email: orextended@k12test.com
- Contact your Regional ESD Assessment Support Partners for assessment data and reports questions:
 - <http://www.oregon.gov/ode/educator-resources/assessment/Documents/esdpartners.pdf>



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!