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IMPORTANT DATES FOR THE WEEKS AND MONTHS AHEAD	
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DECEMBER 17 – FEBRUARY 1	Collection Window for Staff Position 2015-16
JANUARY 5 – JUNE 10	OAKS Online Testing Window for Science and Social Sciences
JANUARY 7 - 15	Collection Validation Window for Staff Assignment 2015-16
JANUARY 11 - 25	Report Validation Window for 2015-16 Kindergarten Assessment results
JANUARY 14 @ 2 PM	Webinar: Training for Student Centered Staging, Accountability Warehouse Extract, and Secure Assessment Reports
JANUARY 15	OAKS Extended Assessment Braille and Large Print Order Window Closes
JANUARY 15	Reminder: Deadline for school districts to make a copy of school and district Report Cards available to parents or guardians of each child enrolled in a public school
JANUARY 21 - 29	District Data Collection Audit Review Window for Second Period Cumulative ADM 2015-16
JANUARY 22 - 24	OAKS Online Test Delivery System, TIDE, and Online Reporting System offline for scheduled maintenance
JANUARY 25 – MARCH 4	Testing Window for NAEP in selected schools
JANUARY 28	Public release of 2014-15 Dropout and Cohort Graduation Rate reports
FEBRUARY 1 - 26	Logramos Test Registration Window NEW
FEBRUARY 2 – APRIL 12	English Language Proficiency Assessment for the 21 st Century (ELPA21) K-12 Testing Window NEW
FEBRUARY 4	Public release of Student Enrollment Report for 2015-16 NEW
FEBRUARY 8	Public release of Kindergarten Assessment Report for 2015-16 NEW

GENERAL ANNOUNCEMENTS

Available to Oregon Schools on a First Come, First Serve Basis: Logramos – Supporting Biliteracy in Oregon Schools

To support and encourage biliteracy development among English Learners and native English speakers, the Oregon Department of Education (ODE) has contracted with Riverside Publishing to offer their Spanish assessment, Logramos (Third Edition), to students in grades 3-5 in Oregon schools for a second year. 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. There are a limited number of slots available for Logramos testing and schools and districts that have received a Dual Language grant or K-12 Biliteracy Pathways grant will receive priority for Logramos testing. The testing window for Logramos, which is a paper-and-pencil based test, is scheduled for *May 2-13, 2016*.

If your school or district wishes to participate in the Logramos assessment as part of ODE's contract with Riverside, *please indicate your interest by Monday, March 14*, by filling out the Logramos interest form found at the following link. You will need to provide your institution's name and address, contact information for the district and school test coordinators, and estimates of the numbers of 3rd, 4th, and 5th graders you intend to assess: <https://www.surveymonkey.com/r/LYW9TXK>. Schools and districts that participate in the Logramos assessment will receive web-based training on test administration protocols and on test data management and reporting. If you have any questions about ODE's contract with Riverside for Logramos, please contact Martha Martinez at martha.martinez@state.or.us.

Test Administration

HOLLY CARTER – INTERIM DIRECTOR OF ASSESSMENT

www.ode.state.or.us/go/assessment

No articles this week

■ ELPA21

ELPA21 Recruitment: Contrasting Groups Study

The Oregon Department of Education, as a member of the ELPA21 consortium, is seeking educators to participate in a Contrasting Groups Study during February and March 2016. This study will ask educators to evaluate their current English Learners' English proficiency in relation to newly-drafted ELPA21 policy descriptors, and to share those educated judgments with us. The educators' approximations of language proficiency will then be compared to student performance on the 2015-16 ELPA21 Assessment as part of a standards setting ("cut scores") event in July 2016. At that event, the consortium will set cut scores for the ELPA21 assessment. The consortium will also finalize ELPA21's policy descriptors and performance descriptors at that time.

The key educator input from this Contrasting Groups Study will inform the final ELPA21 descriptors and the first cut scores that will measure our students' performance on ELPA21 and inform program exiting decisions. The study will also provide an important professional development opportunity for Oregon educators to work with the new descriptors and to internalize performance targets.

Potential participants should be current educators who are working in a K-12 classroom-level environment with identified English Learners who are receiving ELD instruction (no waived or monitor students). To apply, educators will need to complete an online application, estimated at 15-20 minutes. Once the educator is confirmed for participation in the study, the study's vendor, Pacific Metrics, will send information about the orientation webinar. Once that 1-hour training is complete, educators can begin sharing information about the ELs they teach, via a confidential online system. Participating educators are asked to submit information on as many students as possible. The recruitment period for this study is **January 12 to February 4, 2016**, and the study itself will be conducted from **February 15 through March 31**. Proficiency judgments can be entered at any time during the study window, but it is ideal if the approximations are made as closely as possible to the student participation in the operational ELPA21, and the approximations should be made prior to the student beginning the ELPA21. Total participation time in this study is 2 to 3 hours, depending on the total number of students that the educator includes. Participating educators can earn up to three hours of PDUs (based on the total of student information provided by the individual educator), once all results have been recorded and provided to ODE.

To be considered for participation in this opportunity, please use this [link](#) and submit your information on or before the end of the day on **Thursday, February 4, 2016**. If you have any questions, please contact [Michelle McCoy](#).

ELPA21 Domain Exemptions for ELPA21 Practice Tests

Domain exemptions are not available for ELPA21 Practice Tests. They will be available on the ELPA21 Operational Tests. Whenever possible, teachers should have students complete all domains on the Practice Tests so they have the opportunity to determine whether each domain is accessible by the student.

The ELPA21 Practice Tests are divided into four segments and each segment corresponds to a domain. The order of the segments is: listening, reading, writing, speaking. Students will know that they have reached the end of a segment because they will be prompted to review their responses to questions before moving onto the next segment. In cases where the teacher knows that a student cannot respond to the questions in a domain, the teacher can respond to the questions in that domain for the student. For example, if a student cannot access the questions in the writing domain, the teacher can instruct the student to respond to all the questions in the first two segments of the test and then the teacher can respond to the questions in the writing segment and then have the student resume the test with the fourth segment (speaking).

Students are able to move freely back and forth among the four segments of the Practice Tests. However, if the student takes a Practice Test in a TA Session, TA approval will be required for the student to start the speaking segment. TA approval is not required for any other segments.

ELPA21 Practice Test Now Available **REPEAT**

The online practice tests for all grade bands of ELPA21 are now available for use beginning on **Monday, January 11**. The ELPA21 practice test for iPads requires an update to the operating system. ODE and AIR anticipate that practice test opening **February 2, 2016**. An update to the iOS secure browser application will also be required. The ELPA21 practice tests are best viewed with the OAKS Secure Browser, which is available to download on the [OAKS Portal](#). The practice tests can also be viewed on Chrome or Firefox, but the microphone verification and the speaking segment will include pop-up boxes for the recordings. The practice tests for ELPA21 are slightly different from the previous Oregon ELPA practice tests in that the items included are to assist with the functionality of the test itself, rather than providing an example of all the various item types

that a student may encounter on the operational assessment. ELPA21 was designed around task types with varying functionality depending upon the task itself. Reviewing the ELPA21 Test Specifications and Blueprints documents which will be found [here](#) will help staff become familiar with the tasks types that students will encounter at each grade band of the ELPA21. The Test Specifications documents will be added to the web page as they are finalized. Reviewing the online practice test will help staff and students become familiar with the response styles of example tasks that will appear on the assessment.

In addition to the online practice test, ODE has created sample Kindergarten and 1st grade paper-pencil writing section documents. The paper-pencil samples include the Directions For Administration (DFA) scripts and instructions for each grade, which mirror the operational paper-pencil writing sections. The sample test questions for student response mirror the operational paper-pencil writing items that the students will complete during the test window. The sample DFAs and student booklets can be found on the ELPA21 Tools and Resources page [here](#).

During 2015-16, ELPA21 practice and operational assessments will be available on laptops, desktops, Chromebooks, and iPad devices. ELPA21 will **not** be available on Android tablets during the 2015-16 assessment window.

If you have any questions about the OAKS Secure Browser, or the use of the ELPA21 practice test, please contact your [Regional ESD Partner](#). For questions regarding the ELPA21 Test Specifications and Blueprints documents, please contact [Michelle McCoy](#).

ELPA21 Professional Development Modules: Updated Link Available **REPEAT**

The ELPA21 professional development modules were created through joint efforts of the ELPA21 consortium, CCSSO, and the Understanding Language Initiative at Stanford University. Educator teams from Iowa, Oregon, and Washington completed the first three modules during fall 2015. In order to make the videos and accompanying resources more user friendly, the link to these resources has recently been moved to a Stanford University web address. ODE will use the Stanford link temporarily during 2016 while a more permanent solution is found. Please visit the [ELPA21 Tools and Resources](#) page and click on the link under the Professional Development Modules heading to view the three available modules.

ELPA21 Headset Check Now Available for iPads & Chromebooks **REPEAT**

As previously announced, the OAKS Diagnostic Tool includes a page that is designed for testing headsets for use with ELPA21. To access this tool, open the secure browser, click on the link to go to the Practice Test site, and then click on the link to "Run Diagnostics." When the diagnostic tool opens, click on "Recording and Playback Check." You will be taken through a series of checks to evaluate how the headset performs with listening and speaking items. The diagnostic check was previously only available for desktop and laptop computers. AIR has now expanded the diagnostic check so that it can be used to evaluate headsets with iPads and Chromebooks.

The [OAKS Diagnostic Tool](#) is also available through the OAKS Portal, but is only compatible with supported Firefox and Chrome internet browsers.

■ EXTENDED ASSESSMENT**Extended Assessment: Test Windows REPEAT**

- **Administration:** Opens February 18, 2016 and closes at 5:00 p.m. on April 28, 2016.
- Assessment materials are available for download from ODE's district secure site **one week prior** to the opening of the administration window (**February 11, 2016**).
- **Data Entry:**
 - Grades 3-8 & HS (grade 11): Opens February 18, 2016 and closes at 5:00 p.m. on **May 13, 2016** on ODE's district secure site. Performance scores will be available **May 27, 2016**.
 - Grade 12 retake: Opens February 18, 2016 and closes at 5:00 p.m. on **April 28, 2016** on ODE's district secure site. For Grade 12 data entered by/on April 28, 2016, performance scores will be available **May 13, 2016**.

For more detailed information consult the Current Test Schedule PDF posted at the top of the Statewide Alternate (Extended) Assessment webpage at <http://www.ode.state.or.us/search/results/?id=178> or contact Brad Lenhardt at brad.lenhardt@state.or.us.

■ KINDERGARTEN ASSESSMENT**2015-16 Kindergarten Assessment Report Validation Window REPEAT**

The 2015-2016 preliminary Oregon Kindergarten Assessment results are now available for districts to review in the Kindergarten Assessment Validation located in the Achievement Data Insight (ADI) Application **through January 25, 2016**. ODE will refresh the preliminary data on **Friday, January 22** (there were no reported discrepancies, so the Friday, January 15 refresh has been cancelled). Statewide data will be released to the public on **Monday, February 8, 2016**.

Please contact your [Regional ESD Partner](#) if you find any discrepancies in your Kindergarten Assessment Validation data. If corrections are needed, please send collection open requests to your [Regional ESD Partner](#) and CC Amber Helvie (amber.helvie@state.or.us). The last day to make changes in the Kindergarten Assessment Collections is **Friday, January 29, 2016**.

Contact your District Security Administrator (DSA) if you do not have access to the validation. If you don't know who your DSA is, you can look them up here <https://district.ode.state.or.us/apps/login/searchSA.aspx>.

■ SMARTER BALANCED

No articles this week

■ SCIENCE AND SOCIAL SCIENCES

No articles this week

Accessibility Supports

SARAH DRINKWATER – ASSISTANT SUPERINTENDENT, STUDENT SERVICES

www.ode.state.or.us/go/ExtendedAssessments

Setting Text-to-Speech in TIDE

As stated in Oregon’s Accessibility Manual, Text-to-Speech(TTS) is an Embedded Designated Support for the following:

- **Items Only in English Language Arts**
- Items and/or Stimuli in Math
- Items and/or Stimuli in OAKS Science & Social Sciences

TTS is an embedded accommodation (requiring documentation in an IEP or 504 plan) for stimuli in English Language Arts.

Text-to-Speech could not be divided into two categories on the student settings page in TIDE (i.e., Designated Support and Accommodation) this year. Therefore, both items, stimuli, and stimuli & items are all located under the same drop-down menu under Embedded Designated Supports. **Please make sure to exercise extreme caution when selecting this support for students** in order avoid a testing impropriety for students not on an IEP or 504 plan.

For guidance on allowable Accessibility Supports, refer to the [Oregon Accessibility Manual](#).

Essential Skills

CRISTEN MCLEAN – ASSESSMENT POLICY ANALYST

<http://www.ode.state.or.us/go/ES>

Essential Skills Assessment Option Updates

Process for Evaluating Revised Assessments

When assessment revisions result in changes to the assessment content and to the scale the revised assessments must be evaluated to determine whether the revised versions are still approved as an assessment option for the Essential Skills and, if so, to determine which score is equivalent to the other Essential Skills assessment options. Once this evaluation is complete, the Assessment of Essential Skills Review Panel (AESRP) will determine whether to recommend to the State Board of Education adoption of the revised assessment as an option for demonstrating proficiency on one or more of the Essential Skills. If this occurs, and the State Board of Education decides to adopt the revised assessment, then student scores obtained prior to this decision – such as scores from this fall's administration – can be used for Essential Skills (just as was the case with Smarter Balanced). ODE is committed to providing options for students with regards to how students can demonstrate proficiency on the Essential Skills and are optimistic that each of the revised assessments will be approved as options for students.

Revised Assessments

Four assessments that have undergone or are undergoing assessments follow along with estimated the timeline for their evaluation.

- **PSAT:** The revised PSAT was first administered October 2015; the work to identify an achievement standard is delayed because College Board has delayed their work on a concordance table which would include scores on the revised PSAT that are comparable to scores on the former PSAT. At this point, we do not have information about the timeline for College Board’s work. ODE will continue to reach out to College Board and will explore alternative options for identifying an achievement standard if a timeline is not provided soon.

- **ACT:** The revised ACT was first administered in September 2015. The AESRP determined the Reading and Math assessments did not need to be re-evaluated and approved maintaining the current Reading and Math ACT achievement standards. The AESRP recommended achievement standards on ACT English and Writing that together could be used to demonstrate proficiency in the Essential Skill of Writing. This will go to the State Board of Education for a first read on **January 21** and a second read/adoption on **March 3**.
- **SAT:** The revised SAT will be administered starting March 2016; the timeframe for identifying an achievement standard and approving the redesigned SAT will be contingent upon the timeline for College Board's development of a concordance table. This information has not yet been provided.
- **ACT's Plan-→ACT's Aspire:** Plan was discontinued in June 2014. The replacement for the Plan is Aspire. AESRP will evaluate the technical quality Aspire at their next meeting; pending AESRP's approval of the assessment, the timeline to identify an achievement standard will depend on the method used to identify the achievement standard, with spring 2016 as the earliest and fall or winter 2016 at the other end.

Additional Details Coming

As ODE gains more technical information about the assessment revisions, the plans may be updated and these updates will be communicated through future articles.

Note: A full list of approved assessment options is included in the *Essential Skills and Local Performance Assessment Manual*, which is available for download at: <http://www.ode.state.or.us/go/es>.

Accountability Reporting

JON WIENS – MANAGER, ACCOUNTABILITY REPORTING

www.ode.state.or.us/go/AsmtRpt

Graduation and Dropout Rates Embargoed

The final 2014-15 Cohort Graduation and NCES Dropout rates are now available in the [Achievement Data Insight](#) application. They can be viewed by clicking the "All" validations tab, then selecting the tile for the validation you would like to view. Please note that these rates are embargoed until the public release date, **January 28**. **Please do not share the rates** outside of appropriate district and school employees prior to the release date.

REMINDER: Fall Membership Validation

The Fall Membership validation (currently available in the [Achievement Data Insight](#)) will close on **Friday, January 22**. All changes to First Period Cumulative ADM must be completed on this date. If you have questions, please contact your [Regional ESD Partner](#).

Second Period Cumulative ADM Audit/Review Window

The Second Period Cumulative ADM Audit/Review Window will open after 1 PM on **Thursday, January 21** and will remain open until **Friday, January 29**. Please log into your Second Period Cumulative ADM on January 21 to review your audits. Audits are located in the Error Management menu. For more information regarding audits, please review the [2015-2016 Cumulative ADM Audits/Review Manual](#) at the [ADM Resources webpage](#), or contact Beth Blumenstein at beth.blumenstein@state.or.us at 503-947-5767 or contact your [Regional ESD Partner](#).

2015-16 Test Records in Student Centered Staging and Webinar Training **REPEAT**

OAKS Online test records for Science and Social Sciences are available in the Student Centered Staging, Accountability Warehouse Extract (AWE), and Secure Assessment Reports 2.0 (SAR) applications beginning **January 7, 2016**. OAKS Science and Social Sciences records will typically be available in Student Centered Staging two days after the student completes a test. **Please note** that there is a one-day lag for changes to test records in Student Centered Staging (district edits or newly loaded records) to be available in the AWE and SAR applications.

There will be a Video Training webinar on **Thursday, January 14** at 2 PM. This webinar will focus on management of assessment data in Student Centered Staging (i.e., editing posted records; reviewing and correcting errors; applying administration codes) and accessing the test records in the AWE and SAR applications. If you do not have access to Student Centered Staging, AWE, or SAR applications, please contact your [district security administrator](#).

To participate in the webinar, go to <https://district.ode.state.or.us/search/page/?id=250>. Contact your [Regional ESD partner](#) for more information.

Assessment and Accountability Checklist for 2015-16 Was Updated January 7, 2016 **REPEAT**

The Assessment & Accountability Checklist for 2015-16 has been revised and is posted at: <http://www.ode.state.or.us/search/page/?id=472>. Please note the revision history starting on page 49.

Changes of note:

- Regional ESD Partners support for Region 2
- 2014-15 Dropout and Cohort Graduation Rate Public Release – **January 28**
- Data entry deadline for Grade 12 Extended Assessment records – **April 28**
 - Grade 12 Extended test records submitted by April 28 will be available to districts on May 13.

Future Assessment Development

HOLLY CARTER – DIRECTOR, ASSESSMENT

<http://www.ode.state.or.us/go/assessment>

No articles this week

■ Next Generation Science Standards (NGSS)

New STEM Teaching Tools Now Available: Formative Assessment and NGSS

Learning any complex subject matter or practice is aided when the learner receives timely, quality feedback about how they should refine their understanding. This is what makes formative assessment such a powerful part of a teacher's day-to-day practice. Over the coming months a new series of STEM Teaching Tools on formative assessment will be made available at stemteachingtools.org.

This new brief kicks off the series by highlighting what formative assessment looks like given the three-dimensional view of learning in the Next Generation Science Standards

(<http://stemteachingtools.org/brief/18>). It is a great starting place for thinking about how classroom assessments can guide the learning process of students with respect to the new vision of three-dimensional science learning.