



IN THIS ISSUE

Click on a title to go directly to the article!
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GENERAL ANNOUNCEMENTS

- ➔ No articles this week

TEST ADMINISTRATION

- ➔ No articles this week

ELPA21

- ➔ ELPA21 Line Reader
- ➔ ELPA21 Testing Window Now Open
- ➔ ELPA21 Recruitment Extended: Contrasting Groups Study **REPEAT**

EXTENDED ASSESSMENT

- ➔ No articles this week

KINDERGARTEN ASSESSMENT

- ➔ Improvements to the Kindergarten Assessment for 2016-17

SMARTER BALANCED

- ➔ No article this week

SCIENCE AND SOCIAL SCIENCES

- ➔ No articles this week

ACCESSIBILITY SUPPORTS

- ➔ REVISED: FINAL 2015-16 Oregon Accessibility Manual (OAM) Posted

ESSENTIAL SKILLS

- ➔ No articles this week

ACCOUNTABILITY REPORTING

- ➔ Staff Position Audit and Review Window **REPEAT**

FUTURE ASSESSMENT DEVELOPMENT

- ➔ No articles this week

Next Generation Science Standards

- ➔ No articles this week

IMPORTANT DATES FOR THE WEEKS AND MONTHS AHEAD	
JANUARY 5 – JUNE 10	OAKS Online Testing Window for Science and Social Sciences
JANUARY 25 – MARCH 4	Testing Window for NAEP in selected schools
FEBRUARY 1 - 26	Logramos Test Registration Window
FEBRUARY 9 – APRIL 19	English Language Proficiency Assessment for the 21 st Century (ELPA21) K-12 Testing Window
FEBRUARY 9 – JUNE 10	Smarter Balanced Testing Window for English Language Arts (ELA) and Mathematics
FEBRUARY 11	OAKS Extended Assessment Secure Test Materials available for ELA, Mathematics, and Science
FEBRUARY 11 - 19	Data Collection Audit Review Window for Staff Position 2015-16
FEBRUARY 18 – APRIL 28	OAKS Extended Assessment Testing Window for ELA, Mathematics, and Science
FEBRUARY 18 – MAY 13	OAKS Extended Assessment Data Entry Window for ELA, Mathematics, and Science
FEBRUARY 19 - 21	OAKS Online Test Delivery system (including Practice Tests), TIDE, and Online Reporting System (ORS) offline for scheduled maintenance
FEBRUARY 26 – MARCH 4	ODE will forward the template to districts that have registered for Logramos with format for submission of background information on participating students.
MARCH 1 - 11	Districts submit to ODE demographic information for students participating in Logramos
MARCH 3 @ 2 PM	Webinar: Training for Staff Assignment Collection 2015-16 NEW
MARCH 10 – APRIL 8	Spring Collection Window for Staff Assignment 2015-16 NEW
APRIL 19	ELPA21 Window Closes

GENERAL ANNOUNCEMENTS

No articles this week

Test Administration

HOLLY CARTER – INTERIM DIRECTOR OF ASSESSMENT

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

No articles this week

■ ELPA21

ELPA21 Line Reader

For the 2015-16 ELPA21 administration, a line reader is available for select reading items. As this is a new feature on a new assessment, this feature is only programmable in the [TA Interface](#) this year. Unlike other features, the ELPA21 line reader can't be programmed in the Test Setting Upload or on the View Student Details pages in TIDE. ODE anticipates that this feature will be updated for 2016-17 and will be available in the TIDE interfaces. If you have questions about this feature, please contact your [Regional ESD partner](#).

ELPA21 Testing Window Now Open

Oregon's English Language Proficiency Assessment for the 21st Century (ELPA21) testing window opened on Tuesday, February 9 for all grades Kindergarten through 12th. The window will remain open through the end of the day on **Tuesday, April 19**. This new assessment includes a supplemental paper-pencil writing section for students in Kindergarten and 1st grade. ODE has created an FAQ and provided information about this section of the ELPA21 [here](#). If you have questions, please contact your [Regional ESD Partner](#).

There are a number of new features of the ELPA21, many of which are outlined in the Test Specifications and Blueprint documents found [here](#). Useful information and links can be found on the main ELPA21 page at <http://www.ode.state.or.us/go/elpa21>. In addition, the link to last week's webinar about the ELPA21 can be found under the Resources heading on that page.

ELPA21 Recruitment Extended: Contrasting Groups Study **REPEAT**

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 Contrasting Groups 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 has been extended. The dates are now **January 12 through February 18, 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 18, 2016**. If you have any questions, please contact [Michelle McCoy](#).

■ EXTENDED ASSESSMENT

No articles this week

■ KINDERGARTEN ASSESSMENT

Improvements to the Kindergarten Assessment for 2016-17

- 1) The Oregon Kindergarten Assessment will become *non-secure* in 2016-17. The benefits of the assessment becoming non-secure include greater communication with parents and early childcare providers around the self-regulatory behaviors and interpersonal skills that are essential for academic success. In addition, schools and districts will be able to use the data from the assessment in a more timely fashion, allowing for more informed, real-time instructional decisions and allocation of resources to groups of students with the greatest needs. The Oregon Department of Education (ODE) will continue to outline administration procedures to ensure that the assessment is validly and consistently administered. Assessment items will be developed and released each year to prevent *teaching to the test* and enable the focus to remain on teaching the necessary skills.
- 2) In 2012, Oregon adopted the new Head Start Child Development and Early Learning Framework to serve as Early Learning standards. To align with the Early Learning and Common Core State Standards, the *timing component* of all Early Literacy measures will be removed. **ODE will establish clear guidelines for these measures to ensure consistency of administration and enable test administrators to address student frustration or focus issues.** The new English Early Literacy measures will include upper and lower case **letter recognition and sound recognition**. The Spanish literacy measure will assess **letter sound recognition**. These changes will also allow ODE to provide interpretive guidance in subsequent years.

Linking Study:

To preserve longitudinal data, approximately 2,000-3,000 students will participate in a linking study. 1,000-1,500 students would be given the legacy letter name fluency measure (timed, 100-letter grid) and 1,000-1,500 students would be given the legacy letter/sound fluency measure (timed, 100-letter grid). Schools will be selected based upon a random stratified sample including the following factors: percent Economically Disadvantaged, percent English Learners, and geographic location. ODE will also try to ensure that the schools selected to participate in the 2015 field test, will not be selected to participate in this study. Schools that are selected are required to administer the additional measure, adding an additional minute to the administration. Schools selected will be contacted in the next few months. ODE appreciates your assistance in this transitional year.

More information about the changes will be provided in the upcoming months. Please contact Holly Peterson at holly.peterson@state.or.us for questions.

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

REVISED: FINAL 2015-16 Oregon Accessibility Manual (OAM) Posted

The updated 2015-16 Oregon Accessibility Manual is posted on the Statewide Assessment Accessibility Supports webpage at <http://www.ode.state.or.us/search/page/?id=487>. It contains the following anticipated mid-year updates to the Final version that are also noted in the Change Log:

- Changed “Response Recovery” support for all applicable assessments to default “on” (versus “off”).
- Added “Auditory amplification devices, hearing aids” support in SB Table 2. (p. 12)
- Added “Separate Setting” non-embedded Designated Support in ELPA21 Table 4.
- Removed “student use of a hearing aid adapter” (now “Auditory amplification devices, hearing aids” support in SB Table 2) from “Separate Setting” in SB Table 4.
- Added “student needs the use of external speakers” to “Separate Setting” support in SB Table 4.
- Revised ELPA21 Table 4 by clarifying the Description section as well adding “or behavior” to Recommendation for Use section of “Assistive mouse usage for audio and playback, without specific student request”.
- Revised ELPA21 Table 2 allowing the use of “Scratch paper for items in any ELPA21 domain” with materials being securely destroyed after each “test session” or “kept securely” as outlined in the TAM.

- The OAM provides districts, schools, and IEP teams policies and requirements that will govern the provision of accessibility supports for students participating in Oregon's Statewide Assessments.

For additional information, please contact Brad Lenhardt at brad.lenhardt@state.or.us.

Essential Skills

CRISTEN MCLEAN – ASSESSMENT POLICY ANALYST

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

No articles this week

Accountability Reporting

JON WIENS – MANAGER, ACCOUNTABILITY REPORTING

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

Staff Position Audit and Review Window **REPEAT**

The Staff Position collection's Audit and Review window will open **Thursday, February 11 at 1 PM** and remain open through **Friday, February 19 at 11:59 PM**. Every district should log into their Staff Position collection toward the beginning of this window to view their audits, which can be found under Error Management, Review Audits. Districts may also use this window to submit data that they were unable to submit during the reporting window. More information about Staff Position audits can be found in the [Staff Position Audit Manual](#) under [Schedule of Due Dates](#), or you may contact your [Regional ESD partner](#) or [Beth Blumenstein](#) at 503-947-5767.

Future Assessment Development

HOLLY CARTER – DIRECTOR, ASSESSMENT

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

No articles this week

■ Next Generation Science Standards (NGSS)

No articles this week