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**GENERAL ANNOUNCEMENTS**

**Oregon’s State Summative Scores and College Course Placement**

In 2015, Oregon Community College Presidents and Public University Provosts agreed to incorporate Smarter Balanced test scores into their processes for placement into credit-bearing college courses. This practice was disrupted by the COVID pandemic, as student participation in Oregon’s English Language Arts (ELA) and Mathematics Summative assessments was significantly impacted in 2020. However, participation in these assessments is expected to return to pre-pandemic levels in spring of 2022, which means that Oregon colleges and universities will once more be accepting ELA and Mathematics Summative scores in lieu of course placement tests. The Student Assessment Bill of Rights (ORS 329.479(6)(A)) requires that students be informed of the purpose of state summative assessments and how results are used. It is thus important to share that the results from state summative assessments are used by ODE to identify which schools and districts need additional supports and resources, and that all students play an important role in making that process work by participating. The placement test connection shared here can also be provided to students within this context, as it is one of the ways that assessment results can be used and might support student motivation to participate in Oregon’s high school summative assessments.

Please contact Dan Farley, Director of Assessment, with any questions or concerns.

**March 9th DTC Webinar REPEAT**

ODE presents the monthly DTC Webinar on **Wednesday, March 9, 2022 from 10-11 a.m.** No registration is required. The DTC Webinar link will be sent via DTC listserv at 4:00 p.m. the day before the webinar. If you have questions you’d like answered during the webinar’s Q&A session, please submit through this form.

If you have more than three questions, please contact Crys Plattner.

## Reporting System Webinar – March 15, 2022 **REPEAT**

The live Centralized Reporting System (CRS) Webinar will take place on **Tuesday, March 15 at 9:00 a.m.** Please register [using this link](#). A general overview of the CRS and accessing OSAS and ELPA Summative Data will be the focus of the webinar. A recording of this webinar will be available on the [ODE website](#) under “OSAS Portal” after the session. This is the last Reporting System Webinar for the 2021-2022 school year.

## TEST ADMINISTRATION

### ELPA

#### Honoring Student Proficiency on HS ELPA Waiver Request Approved

The US Department of Education has approved ODE’s waiver request for its policy on [Honoring Student Proficiency on the HS ELPA Summative](#). The waiver is granted through 2024-25 the school year. Work has begun on implementing the HS Domain Proficiency Met feature, which is expected to go live **March 15**. ODE will confirm the feature is active with another communication at that time.

- Previously, ODE communicated that eligible students who begin, or have begun, ELPA Summative testing prior to the activation of the HS Domain Proficiency Met feature would not be able to benefit from this policy. However, ODE has found it is possible and permissible to retroactively apply the policy to *all eligible students testing in 2021-22*.

Eligible tests taken prior to **March 15** will be automatically detected and rescored prior to delivery to districts. District action is only needed if there are eligible students who wish to decline participation in this policy.

- However, **it is still advantageous to delay testing for eligible students until March 15**. See the questions and answers below.
- Eligible students who begin ELPA Summative testing after the activation of the HS Domain Proficiency Met feature will *automatically benefit* from this policy. There is no work required from district staff, except to provide the following information to students.
  - Why the student’s test may be shorter this year than in prior years.
  - The student may request to test on carried domains, even if they previously scored Proficient. This request must be made to Regional ESD Partners prior to opening an ELPA Summative opportunity for that student.

#### **Q: I mistakenly tested an eligible student in early February. What will happen with that student’s test?**

**A:** The student’s test will be rescored before the final score is delivered to the district. The Proficient performance(s) in 2020-21 will replace the student’s 2021-22 performance in applicable domains.

#### **Q: What happens if I test an eligible student prior to March 15?**

**A:** This will result in a longer test. Because the HS Domain Proficiency Met tool is not yet active, the student will see all domains (even those which are eligible to be carried). After the student has completed the test, it will be rescored as explained above: Proficient performance from 2020-21 will replace the performance in 2021-22.

To reduce unnecessary testing, districts should delay opening ELPA Summative opportunities for eligible students until the HS Domain Proficiency Met feature becomes active.

Please contact [Ben Wolcott](#) with questions or concerns.

## EXTENDED ASSESSMENT

### Oregon Extended Assessment Administration

The Oregon Extended Assessment Administration and Data Entry Window for grades 3-8 opens on **Tuesday, March 8, 2022**, and ends on **Friday, June 3, 2022** for all grade levels assessed. Qualified Assessors must complete all required training prior to administering these assessments. For additional information, please visit [ODE's Statewide Alternate \(Extended\) Assessment website](#) and [Oregon's Extended Assessment Training and Proficiency website](#).

For questions, please contact [Caitlin Gonzales](#), Special Education Assessment Specialist.

## MATHEMATICS

### Math Manipulatives: Answers to Frequently Asked Questions **REPEAT**

Certain math manipulatives are allowable non-embedded designated supports for the Oregon Statewide Summative Assessment in Mathematics for the 2021-22 administration year. The intent of allowing students to use manipulatives on their summative assessment is to provide consistency between the learning environment and testing environment. Because math manipulatives are a new designated support for 2021-22, ODE would like to support their use with answers to some frequently asked questions.

#### **Q: Should all students have access to math manipulatives?**

A: According to the Oregon Accessibility Manual (OAM), designated supports "...are 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)" (emphasis added). As with all designated supports, the decision to use them should be based on student needs, ideally with student input. The Test Administrator may wish to quickly survey students and/or communicate with families to determine who would benefit from having them available for use on their summative math assessment. Generally, if a student benefits from the use of manipulatives during math instruction, they may benefit from having them available on the assessment. This is a local decision.

#### **Q: Won't manipulatives just be a distraction?**

A: While accessibility features are designed to increase students' access to the assessment, any such support could be a distraction. It is recommended that manipulatives be considered as a designated support only if they are also used consistently during instruction. Students must be familiar with how to use them because Test Administrators are not allowed to coach or prompt students on their use during a test session. However, prior to the test session, TAs can instruct students to keep manipulatives in the container in which they are provided to minimize distractions to the student and others in the testing environment.

#### **Q: I don't have access to manipulatives. What can I do?**

A: ODE surveyed a representative sample of Oregon districts during the 2020-21 school year as part of our initial consideration of this accessibility feature. Nearly all of the districts we surveyed reported access to math manipulatives (though their use during instruction varied). Educators seeking to provide access to math manipulatives to students are encouraged to talk with their school and district administrators, as well as their ESD and/or STEM hub.

For additional support, please contact [Andrew Byerley](#), Mathematics Assessment Specialist, and [Caitlin Gonzales](#), Special Education Assessment Specialist.

## QUESTIONS AND ANSWERS

### ELPA Summative

**QUESTION:** On the ELPA Summative, for students in my district with domain exemptions, the test sometimes displays a very high item count. Shouldn't students with domain exemptions receive fewer items?

**ANSWER:** There is a known bug with the test this year where some tests with domain exemptions may display a higher than expected item count. This is purely visual and will not affect the total number of items a student receives. The item count will self-correct as the student reaches the end of the test.

In addition, new items are being field tested on this year's test. As a result, many students (with or without domain exemptions) will receive a few more items than in previous years

Please contact [Ben Wolcott](#) with questions or concerns.