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April 21, 2022

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## GENERAL ANNOUNCEMENTS

### Formative Assessment PD Opportunity for Middle School ELA Teams

ODE is seeking school-based teams of middle school ELA teachers to participate in ongoing collaborative learning and coaching around the Formative Assessment Rubrics, Reflection, and Observation tools to support professional reflection on Process ([FARROP](#)). For a short overview, see the [FARROP At-A-Glance](#).



The ideal team would be 3 or more middle school ELA teachers with support from their administrator. Teams will participate in asynchronous professional learning over the summer and then engage in 5 coaching cycles throughout next school year. During each [coaching cycle](#), teachers will record their own practice, do their own self-reflection, and then receive and provide feedback to their peers' videos. Each coaching cycle is estimated to take 2 to 3 hours.

Schools that complete this professional learning opportunity will be able to keep the SWIVL robotic iPad mount used in the program; each teacher who completes the project will receive a \$900 stipend.

Teams interested in learning more should contact [Cristen McLean](#), Operations and Policy Analyst, by **May 2**.

## Nationally-Normed College Entrance Practice Examination – RFP Published **REPEAT**

[ORS 329.488](#) directs ODE to provide a statewide opportunity for Oregon's 10<sup>th</sup> graders to access a nationally-normed college entrance practice exam. In previous years, ODE has contracted with the College Board for the PSAT administration; however, ODE's contract with the College Board expired on June 30, 2020 and could not be renewed due to established procurement rules. The State Board of Education suspended this requirement for the 2020-21 school year due to the impact of the pandemic.

Consistent with state procurement requirements, ODE developed and published a [Request for Proposals](#) (RFP) on March 30, 2022 that will result in a new contract. Responses to the proposal are due from interested vendors by **May 3, 2022**. The process is open and competitive. ODE plans to have a contract in place for the 2022-23 school year. Per the terms of the contract, ODE will define the terms of test administration (including the date/time in which the assessment is provided in Oregon), to help ensure, to the degree that it is feasible, that all students can access this opportunity if they choose.

Please contact [Dan Farley](#), Director of Assessment, with any questions, recommendations, or concerns.

## Registration Open for Statewide Access to Linguistic Inclusion Webinars **REPEAT**

ODE has planned a series of six statewide webinars for the new law *Access to Linguistic Inclusion* (passed in the 2021 legislative session). These 90-minute webinars will deliver base information already available in the *Access to Linguistic Inclusion* [Overview Slide-Deck](#), with the following additions.

- “Focus role”: each webinar will provide a forum for discussion and questions related to a specific role (counselors, EL educators, or administrators/general educators).
- Implementation scenarios: participants will discuss implementation through three different lenses (credits, students, endorsements).
- Endorsement requirements: additional specificity will be added regarding the relation teacher credentialing and additional flexibilities afforded by the new law.
- Q&A: participants may request elaboration or clarification of information in the webinar, or submit questions to be answered in the webinar’s accompanying Q&A document.

Information covered in the webinar will also be made available through an audio version of the webinar to be posted on the ODE website, with an accompanying Q&A document.

To register for a webinar session, use one of the following links. All sessions cover the same base information; there is no need to register for more than one session.

- [Session 1 \(26 April 10:00-11:30\)](#) Focus role: Counselors
- [Session 2 \(28 April 2:00-3:30\)](#) Focus role: Counselors
- [Session 3 \(2 May 10:00-11:30\)](#) Focus role: EL educators
- [Session 4 \(4 May 3:00-4:30\)](#) Focus role: EL educators
- [Session 5 \(10 May 9:00-10:30\)](#) Focus role: Administrators and general educators
- [Session 6 \(11 May 3:00-4:30\)](#) Focus role: Administrators and general educators

The registration form will ask for your current role. This is to help webinar organizers get a sense of the audience, and will not affect eligibility to attend.

You can learn more about the new law on the English Language Arts page, under the *Access to Linguistic Inclusion* expandable.

### **Is the focus role a requirement? Will I miss vital information if I can't attend a session related to my role?**

No. While attendees are encouraged to attend sessions that most directly correspond to their current role, the same base information will be presented in all webinars. Focusing on a particular role will help direct the conversation, allowing participants to ask questions and receive information most directly relevant to them. However, educators may register for and attend "off role" sessions. Role-specific questions and answers will also be captured in a Q&A document (to be posted with the audio version of the webinar).

### **Do I need to prepare for this webinar? What should I know about *Access to Linguistic Inclusion* before I attend?**

While the webinar is suitable for all levels of experience, we recommend reviewing existing resources on *Access to Linguistic Inclusion* prior to attending. You can find these resources on the [English Language Arts page](#), in the *Access to Linguistic Inclusion* expandable.

### **Is this webinar a requirement for implementing *Access to Linguistic Inclusion*? If I don't attend, will I miss vital information?**

This webinar is optional. The existing resources linked above should be sufficient to help districts implement *Access to Linguistic Inclusion*. The webinar will provide opportunities for additional context, specificity, and connection with fellow educators. Information covered in the webinar will be made available on demand via an audio version and an accompanying Q&A document.

Please contact [Tina Roberts \(ELA Specialist\)](#) and [Ben Wolcott \(ELPA Specialist\)](#) with questions.

## **Now Recruiting for State Network of Educator (SNE) Workshops REPEAT**

We are excited to announce that the July 2022 State Network of Educator (SNE) Workshops are scheduled to be in person in **Portland, Oregon!**

SNE Workshops provide educators with a collaborative opportunity to deepen their understanding of the formative assessment process, develop instructional resources for [Tools for Teachers](#), and build relationships with educators across the Smarter Balanced consortium. Learn more about Tools for Teachers in this [YouTube video](#).

**The first workshop (July 13-15)** will be dedicated to the creation of **ELA/literacy instructional resources** for grades 3 through high school.

**The second workshop (July 18-20)** will be dedicated to the creation of **mathematics instructional resources** for grades 3 through high school.

- *Additionally, this summer's workshop will include a pilot for the creation of instructional resources for Kindergarten through Grade 2 at the second workshop (July 18-20).*

If you are interested in participating at one or both workshops, please visit the [SNE Workshop Recruitment](#) page to complete the [Save-the-Date survey](#) before **June 21, 2022**, to let your state lead know that you are interested in attending. Invitations will be sent during the first week of May.

The [SNE Workshop Recruitment](#) page provides valuable information and answers frequently asked educator questions about the event.

If you have additional questions not already answered on the recruitment site, please feel free to contact us: [Andy Byerley](#), Mathematics Assessment Specialist, or [Tony Bertrand](#), ELA and Social Sciences Assessment Specialist.

## TEST ADMINISTRATION

### SCIENCE

#### **OSAS Science Assessment Oregon Content and Fairness Review Panel Recruitment REPEAT**

The Oregon Department of Education is currently recruiting teachers to participate in Content and Fairness Review Panels being held remotely 8:00 a.m. to 4:00 p.m. during the week of **July 11-15, 2022**.

- Content review panels analyze items for their alignment to standards, grade level appropriateness, and other quality criteria.
- Fairness review panels analyze items for fairness, bias, and sensitivity issues.

Selected panel participants will receive training on ODE's assessment item quality guidelines at the meeting prior to beginning the item review. Feedback from the item review will be shared with ODE and Cambium Assessment item developers to ensure that all items accepted to the OSAS Science Assessment item pool are of high quality. Panel members will be compensated for their time at the rate of \$32.79 per hour or receive substitute reimbursement as applicable. Applicants may apply to participate in more than one panel.

#### **Content Panels:**

Elementary School- 8:00 am – 4:00 pm, Tuesday, July 12, 2022

Middle School- 8:00 am – 4:00 pm, Tuesday-Wednesday, July 12-13, 2022

High School- 8:00 am – 4:00 pm, Tuesday, July 12, 2022

**Fairness Panels:** 8:00 am – 4:00 pm, Wednesday, July 13, 2022

[Applications](#) are due **by 8:00 a.m. Monday, May 23, 2022**. ODE will contact all confirmed participants **by 5:00 p.m. Friday, June 3, 2022** with a formal appointment letter. Training links, temporary employee documents, session links, agendas and a non-disclosure agreement will be emailed to successful applicants at least one week prior to panel sessions.

Please see the [recruitment letter](#) or contact [Noelle Gorbett](#), Science Assessment Specialist, for more information.

#### **OSAS Science Assessment Multi-State Content and Fairness Panel Recruitment REPEAT**

The Oregon Department of Education is currently recruiting teachers to participate in assessment item content and fairness reviews facilitated by Cambium Assessment (CAI). Successful applicants will be invited to participate in one or more sessions. Each session will take approximately 4 hours.

Content and Fairness review panels analyze items for their alignment to standards, grade appropriateness, fairness, bias, sensitivity issues, and other quality criteria.

Content and Fairness sessions will be held during the weeks of **June 27** and **July 28, 2022**. Invited participants will be able to select the session(s) that best fit their schedule from a list of offered session days and times. It is an *estimated 4.0 hour time commitment per session*. If invited to the panel, you may participate in multiple sessions if you choose. Participants will be paid a \$125.00 stipend for each session they participate in.

[Applications](#) are due by **5:00 pm on Friday, April 29, 2022**.

For additional information, please see the [recruitment letter](#) or contact [Noelle Gorbett](#), Science Assessment Specialist.

## OSAS Science Assessment Multi-State Rubric Validation Panel Recruitment **REPEAT**

The Oregon Department of Education is currently recruiting teachers to participate in rubric validation sessions for the OSAS Science Assessment facilitated by Cambium Assessment (CAI). Successful applicants will be invited to participate in one or more sessions. Each session will take approximately 3 hours.

Rubric Validation review is designed to verify assessment scoring is accurate and fair for all students. The role of participants is to make recommendations regarding the scoring of the items and potential adjustments to the rubrics.

Sessions will be held in the evenings during the weeks of **May 23-27** and **May 30 - June 3, 2022**. Participants will be paid a \$100.00 stipend for each session they participate in. [Applications](#) are due by **5:00 p.m. on Friday, April 29, 2022**.

For additional information, please refer to the complete [recruitment letter](#) or contact [Noelle Gorbett](#), Science Assessment Specialist.

## ACCOUNTABILITY & REPORTING

### Informal Accountability Webinar, April 26

ODE hosts a webinar on the last Tuesday of every month to discuss accountability topics. **The next webinar is April 26 at 2:00 pm.** If you have a topic that you would like addressed during the webinar, please submit it through the [“Informal Accountability Webinar Open Call Agenda form”](#) or via email.

When you [register to participate](#) you will automatically be registered for all webinar dates in the series. You are encouraged but not required to attend every webinar. For questions, please contact [Elyse Bean](#).

### Ninth Grade On-Track Web Training: Wednesday, April 27, 2022 at 2:00 PM

A web training will be held for the Ninth Grade On-Track Collection on Wednesday, April 27 at 2:00 PM. You may register for the training by going to [ODE’s Video Training](#) page and selecting the link under the *Ninth Grade On-Track 21-22* section. A link to the PowerPoint presentation will also be available at this site before the training. If you are unable to attend the training, a recording of the training will be posted online about one week following the presentation.

The purpose of the Ninth Grade On-Track Collection is to report students that are on track to graduate after their first year of high school. It will be open for reporting May 5, 2022 - July 8, 2022. Resources for the Ninth Grade On-Track collection are available on the [Ninth Grade On-Track Schedule of Due Dates](#) page. You may also contact your [Regional ESD Partner](#) or [Ryan Clark](#) or 503-947-5632 with any questions.

### Class Roster Web Training: Thursday, April 28, 2022 at 2:00 PM

A web training will be held for the Class Roster Collection on Thursday, April 28 at 2:00 PM. You may register for the training by going to [ODE’s Video Training](#) page and selecting the link under the *Class Roster 21-22* section. A link to the PowerPoint presentation will also be available at this site before the training. If you are unable to attend the training, a recording of the training will be posted online about one week following the presentation.

The purpose of the Class Roster Collection is to link teachers and students with instructional courses, and it is the source for the [Class Size Report](#). It will be open for reporting May 5, 2022 - July 8, 2022. Resources for the Class Roster collection are available on the [Class Roster Resources](#) and the [Class Roster Schedule of Due Dates](#) pages. You may also contact your [Regional ESD Partner](#) or [Ryan Clark](#) or 503-947-5632 with any questions.

## 2021-22 New School Status Requests due May 2, 2022 **REPEAT**

Oregon Department of Education annually provides schools an opportunity to request that the Accountability Detail Sheets (report cards) take into account boundary changes due to modifications to attendance areas, restructuring of schools (e.g., consolidation, separation, etc.), or changes to grade configurations. Schools should use the [Boundary Change Calculator for 2021-22 Accountability Reports](#) to request New School status if they experience a significant change in student enrollment between school years.

If you feel that it would be appropriate to request New School status, please visit the [Accountability Details webpage](#) under the “Tools” menu to access 2021-22 Boundary Change Calculator and other pertinent information.

Please submit required materials for New School Status by **May 2, 2022**. ODE will respond with a decision concerning the request by mid-June.

For questions please contact [Elyse Bean](#).

## QUESTIONS AND ANSWERS

### Remote ELPA Summative

**QUESTION:** I am seeing more items on the remote ELPA Summative than I am used to seeing on the in-person ELPA Summative. Is this intended?

**ANSWER:** Yes. Oregon’s in-person ELPA is semi-adaptive, meaning that it chooses which items to deliver based on student performance. The remote ELPA Summative is a fixed form test, meaning that it cannot adapt to student performance and therefore needs more items than the semi-adaptive version to gather sufficient information on student proficiency. In addition, there are field test items present on the remote ELPA Summative, just as there were on this year’s in-person ELPA Summative. The combination of these two factors means that districts can expect the remote ELPA to have roughly 25-30% more total items than on previous years’ in-person ELPA Summative.

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