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October 14, 2021

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## GENERAL ANNOUNCEMENTS

### DTC Fact Finder Now Available **REPEAT**

ODE has updated the District Test Coordinator (DTC) Quiz for 2021-22. This activity has been renamed the *DTC Fact Finder* to reinforce the goal of the activity, which is to ensure that all participants share the same understandings regarding administration of Oregon's statewide assessments. The [DTC Fact Finder](#) is available on the [Assessment Training Materials](#) page, under the Require Training Components header. District Test Coordinators should complete the Fact Finder prior to attending ODE's November DTC Webinars.

Please contact [Crys Plattner](#) with questions.

### DTC Training Modules Updated for 2021-22 **REPEAT**

The District Test Coordinator (DTC) training modules for Oregon's summative assessments have been updated for 2021-22. The following modules are now available in both audio and no-audio versions:

- English Language Arts (ELA) and Mathematics
- Science
- English Language Proficiency Assessment (ELPA)

These modules form part of required training for administration of the summative assessments listed above. They can be found on the [Assessment Training Materials](#) page, under the Training Modules pulldown. Complete information regarding DTC training requirements and deadlines can be found in Section 1.5 of the [Test Administration Manual](#). For questions about training or test administration, please contact your [Regional ESD Partner](#). For questions about these training modules, please contact [Crys Plattner](#).

## TEST ADMINISTRATION

### Final 2021-22 TAM Now Available **REPEAT**

The final version of the 2021-22 [Test Administration Manual](#) (TAM) has been posted to the Test Administration page, under the Administration Manuals pulldown.

The Test Administration Manual outlines training requirements for district personnel, such as District Test Coordinators (DTCs) and Test Administrators (TAs). It also details policies and procedures for the Oregon statewide assessments, to ensure both test reliability and validity from classroom to classroom, teacher to teacher, school to school, and district to district.

The final TAM corrects minor discrepancies in the Preliminary TAM. There are no major changes.

Please contact [Crys Plattner](#) with questions or concerns.

## ELPA

### **New Policy Implemented: Honoring Student Proficiency on the HS ELPA Summative**

ODE has implemented a new policy pertaining to English Language Proficiency Assessment (ELPA) testing, entitled [Honoring Student Proficiency on the High School \(HS\) ELPA Summative](#). This policy affects the scoring of the Grade 9-12 ELPA Summative. Beginning with tests taken in 2020-21, students will be able to carry forward Proficient domains on the Grade 9-12 ELPA Summative test. “Carry forward” means that students will not see items from Proficient domains in future testing events; instead, their responses in those Proficient domains will be preserved and used to rescore future tests. Districts have no scoring, record-keeping, or reporting responsibilities under this policy; the testing system automatically tracks and carries domains.

The [linked document](#) explains the policy in more detail. Please contact [Ben Wolcott](#), ODE’s English Language Proficiency Assessment Specialist, with questions.

### **Administering the ELPA Screener and Summative for 2021-22 Guidance Now Posted **REPEAT****

ODE has issued English Language Proficiency Assessment (ELPA) guidance for [Administering the ELPA Screener and Summative in 2021-22](#). This guidance follows a similar layout to Administering the ELPA Screener and Summative in 2020-21, but there are several significant differences - please read carefully. The central effect of the guidance is to reinstate remote identification for potential English learners who cannot test in person, as long as specific conditions are met. The new guidance makes no changes to standard screening or summative testing. Districts may continue to resolve eligible unique screening opportunities from spring 2021, which will phase out as scheduled on December 17, 2021. A new unique screening opportunity (i.e., following the spring 2022 ELPA Summative) is *not* projected at this time.

Because this updated guidance makes no changes to Test Administrator (TA) responsibilities for administration of the ELPA Screener, it is not being added to the list of required ELPA Screener TA training materials.

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

### **ELPA Test Specifications Updated for 2021-22 **REPEAT****

The English Language Proficiency Assessment (ELPA) Test Specifications have been updated for 2021-22. Item counts for the ELPA Screener have been added; there are no other significant change to these specifications from prior years. The test specifications can be found on the [ELP Assessment](#) page, under the Test Specifications pulldown.

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

## EXTENDED ASSESSMENT

### Oregon Extended Assessment: Braille and Large Print Order Form

Please use the Braille and Large Print Order Form when ordering [Braille or Large Print Extended Assessments](#). This order form will only be processed if it is submitted and signed by the District Test Coordinator during the appropriate order window listed below. Return completed forms to [brian.yoder@wesd.org](mailto:brian.yoder@wesd.org) or fax to 503-385-4716. Order Window: **November 9, 2021 to January 14, 2022**.

For additional information, contact [Caitlin Gonzales](#), Special Education Assessment Specialist.

## ENGLISH LANGUAGE ARTS

### Oregon 2021-22 ELA Assessment Blueprint with Item Distribution

In late September, the Oregon Department of Education (ODE) published the [2021-22 Oregon Summative Assessment of English Language Arts Blueprint](#). The updated Oregon ELA blueprint document includes the number of items for each assessment target and the number of depth of knowledge items.

As a reminder, ODE has created a [2021-22 ELA Blueprint Summary of Changes document](#). This document provides an Overview of Changes Table for both the Computer Adaptive Test (CAT) and the Performance Task (PT) portions of the 2021-22 Oregon ELA Summative Assessment BP as compared to the previous 2019-20 OSAS ELA BP. The document also provides a Summary of Changes section which provides a more detailed explanation of changes occurring within each claim as compared to the previous 2019-20 OSAS ELA BP.

For additional questions or clarifications, please contact [Tony Bertrand](#), English Language Arts and Social Sciences Assessment Specialist.

## MATHEMATICS

### Oregon Mathematics Summative Assessment Blueprint for 2021-22 **REPEAT**

The Oregon Department of Education (ODE) has published the [2021-22 Oregon Mathematics Summative Assessment Blueprint](#), which includes both a Computer Adaptive Test (CAT) as well as a Performance Task (PT). The blueprint includes:

- [Grade-band](#) tables that summarize the number of items within each claim and on each portion of the test.
- Specific [grade-level](#) tables that detail the number of items and eligible Depth of Knowledge (DOK) per target.

Additionally, ODE has created two supporting documents to help educators quickly and efficiently understand the changes for 2021-22.

- The [Math Blueprint Summary of Changes](#) provides an at-a-glance comparison between the 2021-22 and 2019 – 20 summative blueprints, as well as a summary of major changes.
- The [Math Blueprint Comparison Tool](#) shows detailed target-level comparisons of the 2021-22, 2020-21, and 2019-20 summative blueprints in order to show the changes across administration years.

For additional questions or clarifications, please visit the [ODE Math Assessment webpage](#) or contact [Andrew Byerley](#), Mathematics Assessment Specialist.

## ACCESSIBILITY SUPPORTS

### Math Manipulatives Added as Designated Support in 2021-22 **REPEAT**

In collaboration with the Oregon Accessibility Panel and Assessment Advisory Committee, the Oregon Department of Education (ODE) has added specific Math Manipulatives to the list of non-embedded designated supports available for 2021-22 assessment administration. Math manipulatives are tactile tools used by students to provide a concrete representation of a mathematical idea. They are widely used across Oregon and help students build conceptual understanding, and help create an assessment environment that more closely matches students' learning environment.

Appendix F of the [Oregon Accessibility Manual](#) (OAM), as well as Table 2.4 (Non-Embedded Designated Supports) provide an allowable list of manipulatives, along with images, administration guidelines, and a process by which additional manipulatives can be requested for approval. Please note that the use of manipulatives other than those on the allowable list, and/or failure to follow the administration guidelines, may result in a test impropriety.

Please contact [Andrew Byerley](#), Mathematics Assessment Specialist, or [Caitlin Gonzales](#), Special Education Assessment Specialist, with any questions.