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WHO TO CONTACT AT ODE

IMPORTANT DATES FOR THE WEEKS AND MONTHS AHEAD	
SEPTEMBER 29 – OCTOBER 28	Collection Window for First Period Cumulative ADM 2016-17
OCTOBER 1 – NOVEMBER 1	2016-17 Test Administration and Security Training modules posted to ODE website
OCTOBER 6 – DECEMBER 6	ELPA21 Braille Order Window
OCTOBER 13 – NOVEMBER 21	Fall Collection Window for ESEA Title III: English Language Learners 2016-17
OCTOBER 13 – NOVEMBER 28	Collection Window for Cumulative ADM Exit Adjustment 2015-16
OCTOBER 13 - 31	Preview of AMAO 1, 2, 3 NEW
OCTOBER 13 – SEPT 15, 2017	Collection Window for IUID (Instructional Unit Identifier) 2016-17
OCTOBER 20 @ 2 PM	Webinar: Training for NCES Dropout, Graduation Cohort Reporting 2015-16 (Part 2 of 2)
OCTOBER 20	2016-2017 Kindergarten Assessment Testing Window CLOSES (Early Literacy, Early Math, Approaches to Learning)
OCTOBER 21	Deadline for NAEP coordinators of selected schools to complete the “Provide School Information” section of the MyNAEP website (https://www.mynaep.com)
OCTOBER 20 - 26	Test Information Distribution Engine (TIDE) of OAKS Online is offline for updates
OCTOBER 27	TIDE available through the OAKS Portal
OCTOBER 27 – DECEMBER 9	Report Validation Window for NCES Dropout, Graduation Cohort Reporting 2015-16
OCTOBER 28 - 30	OAKS Online Test Delivery System (including Practice Tests), TIDE, and Online Reporting System (ORS) offline for scheduled maintenance NEW
OCTOBER 31 @ 11:59 PM	Collection Window CLOSES for Kindergarten Assessment 2016-17 (Early Literacy, Early Math, Approaches to Learning) NEW
NOVEMBER 1	2016-17 Practice Tests for Smarter Balanced English Language Arts & Mathematics, ELPA21, and OAKS Science & Social Sciences available NEW
NOVEMBER 2	PSAT/NMSQT® Testing

GENERAL ANNOUNCEMENTS

No articles this week

Test Administrationwww.ode.state.or.us/go/assessment

MARY ANDERSON – DIRECTOR OF ASSESSMENT

Returning PSAT Assessments

After administering the PSAT on test day, Test Center Supervisors will return answer sheets for scoring and log in to <http://www.collegeboard.com/school/> to complete remittance. Please follow the instructions from the supervisor's manual (starting on page 49) and make sure the appropriate grade level is indicated on the answer sheets.

■ ELPA21

No articles this week

■ EXTENDED ASSESSMENT

No articles this week

■ KINDERGARTEN ASSESSMENT**2016-2017 Kindergarten Assessment Data Collection Window Closes Monday, October 31**

The Kindergarten Assessment Consolidated Collections Application (Approaches to Learning, Early Literacy, and Early Math) **will close Monday, October 31, 2016**. All three collections must be submitted error-free by the **Monday, October 31** close date.

If you have any questions related to the Kindergarten Assessment Data collection entry process please contact your [Regional ESD Partner](#).

■ SMARTER BALANCED

No articles this week

■ SCIENCE AND SOCIAL SCIENCES

No articles this week

Accessibility Supports

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

SARAH DRINKWATER – ASSISTANT SUPERINTENDENT, STUDENT SERVICES

No articles this week

Essential Skills

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

CRISTEN MCLEAN – ASSESSMENT POLICY ANALYST

No articles this week

Accountability Reporting

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

JON WIENS – SENIOR DIRECTOR, ASSESSMENT AND ACCOUNTABILITY

No articles this week

Question & Answer

ANSWERS TO COMMON QUESTIONS FROM THE FIELD

Question: I have a student who transferred to my school from another state and she took the Smarter Balanced high school test there. Would you provide me with some information about how to determine whether a student coming from another state has already demonstrated proficiency in the Essential Skills using Smarter Balanced?

Answer: For the Math Essential Skill, districts must use test results that show the Smarter Balanced overall Mathematics score; for the Reading and Writing Essential Skills, the district must use test results that include the Reading claim scores and Writing claim scores. ELA/Literacy overall or composite scores cannot be used as evidence of the Reading and Writing Essential Skills. Essential Skills achievement standards for Smarter Balanced are included in *Table 1. Oregon's Statewide Assessment*.

Table 1. Oregon's Statewide Assessment

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
Smarter Balanced	Reading claim score: 2515	Writing claim score: 2583	Math composite score: 2543

Some states do not report numeric scores for the reading and writing claims, instead reporting the following claim score categories: *Above Standard*, *At/Near Standard* (or *At or Near Standard*), *Below Standard*. When claim scores are reported in this way, only *Above Standard* is acceptable evidence that the achievement standard has been met. The method of transferring student test results and score information between districts will be up to the districts to decide. For examples of individual student score reports from nearby states, see the *Annotated Examples Smarter Balanced Individual Score Report from Other State*.

Smarter Balanced ELA/Literacy Assessment Results

Student Name: Jane S. Doe
 State Student ID: 9999 123 456
 Grade: 8
 Test Date: Spring 2016

School: Demo School
 District: Demo District

OSPI
 Office of Superintendent of Public Instruction

1 Jane's ELA/Literacy Score

Jane's Score: **2680**

How does this compare?
 Jane's ELA/Literacy score is 2680. This score is higher than the average score of eighth graders in her school, higher than that of eighth graders in her district, and higher than that of eighth graders statewide.

A student's test score can vary if the test is taken several times. If your child was tested again, it is likely that Jane would receive a score between 2670 and 2690.

Level 4 The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Level 3 The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Level 2 The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Level 1 The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

School Average: 2605
 District Average: 2588
 State Average: 2571

FAQs

What is the Smarter Balanced ELA/Literacy Assessment?
 This assessment is aligned to the academic standards for ELA/Literacy. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

What is a claim?
 ELA claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

How did Jane perform on the different claims of the test?

Claim 1: Reading	Claim 2: Writing	Claim 3: Listening	Claim 4: Research/Inquiry
Below Standard	Above Standard	Above Standard	At/Near Standard

Student can produce effective and well-grounded writing for a range of purposes and audiences.

Student can employ effective listening skills for a range of purposes and audiences.

Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Score to check for Reading and Writing Essential Skills purposes

A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. The new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, the scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are one measure of Emily's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may help guide a conversation with Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Emily's Results on California's Assessments

Score to check for Mathematics Essential Skills purposes

The following chart provides a further breakdown of Emily's overall scores, represented on the main report. Click on the following area to be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbaccsummative.asp>.

AREA	PERFORMANCE
ENGLISH LANGUAGE ARTS/LITERACY Score to check for Reading and Writing Essential Skills purposes	Above Standard
Reading Demonstrating understanding of literary and non-fiction texts	Above Standard
Writing Producing clear and purposeful writing	Above Standard
Listening Demonstrating effective communication skills	At or Near Standard
Research/Inquiry Investigating, analyzing and presenting information	Above Standard
MATHEMATICS Emily's overall score is: 2279	Below Standard
Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems	Below Standard
Concepts & Procedures Applying mathematical concepts and procedures	Below Standard
Communicating Reasoning Demonstrating ability to support mathematical conclusions	Below Standard

WHO TO CONTACT AT ODE<http://www.ode.state.or.us/search/page/?id=2098>**ASSESSMENT****◆ Accessibility Supports & Extended Assessment:**Brad Lenhardt | 📞 503-947-5755 | ✉ brad.lenhardt@state.or.us**◆ English Language Proficiency Assessment for the 21st Century (ELPA21):**Michelle McCoy | 📞 503-947-5829 | ✉ michelle.mccoy@state.or.us**◆ English Language Arts:**Ken Hermens | 📞 503-947-5830 | ✉ ken.hermens@state.or.us**◆ Essential Skills:**Cristen McLean | 📞 503-947-5842 | ✉ cristen.mclean@state.or.us**◆ Kindergarten Assessment:***Administration & Policies/Procedures:* Holly Peterson | 📞 503-947-5927 | ✉holly.peterson@state.or.us*Data Collection & Validation:* Amber Helvie | 📞 503-947-5928 | ✉ amber.helvie@state.or.us**◆ Logramos Assessment:**Kelly Slater | 📞 503-947-5741 | ✉ kelly.slater@state.or.us**◆ Mathematics:**Bryan Toller | 📞 503-947-5832 | ✉ bryan.toller@state.or.us**◆ National Assessment of Educational Progress (NAEP):**Beth LaDuca | 📞 503-947-5836 | ✉ beth.laduca@state.or.us**◆ Science & Social Sciences (until position is filled):**Mary Anderson | 📞 503-947-5721 | ✉ mary.anderson@state.or.us**ACCOUNTABILITY****◆ ADM & Institutions:**Emily Bowen | 📞 503-947-5831 | ✉ emily.bowen@state.or.us**◆ Class Roster & Staff Position:**Beth Blumenstein | 📞 503-947-5767 | ✉ beth.blumenstein@state.or.us**◆ Data Collection, Cohort Graduation, & NCES Dropout:**Isabella Jacoby | 📞 503-947-5878 | ✉ isabella.jacoby@state.or.us**◆ Reporting, Report Card, Student Growth, & AMOs:**Josh Rew | 📞 503-947-5845 | ✉ josh.rew@state.or.us**◆ Accountability Warehouse Extract, Secure Assessment Reports, Student Centered Staging:**Cindy Barrick | 📞 503-947-5822 | ✉ cindy.barrick@state.or.us