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October 28, 2021

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## GENERAL ANNOUNCEMENTS

### Deadline for 2021-22 DTC Training Modules and DTC Fact Finder is November 1 **REPEAT**

As a reminder, to satisfy the 2021-22 District Test Coordinator (DTC) training requirements, all DTCs must:

- Review the [2021-22 Summative Assessment Training Modules](#) by **November 1**;
- Complete the 2021-22 [DTC Fact Finder](#) by **November 1**; and
- Participate in one of the ODE-facilitated Webinar session:
  - [November 2, 3:00 - 4:30 PM](#)
  - [November 3, 9:00 - 10:30 AM](#)
  - [November 4, 3:30 - 5:15 PM](#)

If you have not already watched the training modules and submitted your DTC Fact Finder responses, please make time to complete these requirements by **November 1**. ODE will use the responses to track who has watched the required modules and to develop the curriculum for the ODE-facilitated Webinar sessions. For a detailed description of DTC training requirements, please refer to Section 1.5 Training Requirements of the [Test Administration Manual](#).

Contact your [Regional ESD Partner](#) with questions.

## TEST ADMINISTRATION

### 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.

## QUESTIONS AND ANSWERS

### Answers to Common Questions from the Field

**QUESTION:** How should attendance be taken for schools providing entirely remote instruction, including online schools?

**ANSWER:** For remote instructional models, schools and districts must take daily attendance. Attendance should be demonstrated in a set 24 hour window that the school establishes and communicates to families prior to the school year. The 24 hour window is not required to be from 12:00 a.m. to 11:59 p.m.

Attendance for all instructional models will be defined to include both participation in class activities and substantive interaction with a licensed or registered teacher during a school day or substantive interactions with educational assistants, paraprofessionals, and TAPP family advocates that support meaningful learning and/or attend to student mental health and well-being.

Substantive interactions can be evidenced by any of the following or reasonable equivalents:

- Active participation in a video class;

- A meaningful series of two-way communications between student and teacher via chat, text message, communication app or email;
- A sustained phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student.

Find additional information about attendance and enrollment for the 2021-22 school year in the [Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](#) guidance document and [Cumulative ADM Manual](#). If you have questions, contact [Amanda Leopard](#) or 503-947-5674.