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Thursday, December 12, 2019

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*Find all the Assessment & Accountability dates for the current school year in the*

## [A&A CHECKLIST](#)

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## GENERAL ANNOUNCEMENTS

### Update to the Oregon Accessibility Manual

Guidance and clarification around enabling the Text-to-Speech (TTS) tracking feature has been updated on pages 16, 24 and 35. This change was made to reflect that this feature is located in the Test Administrator (TA) interface prior to approving individual students for test administration. The tracking feature highlights words as they are being read aloud by TTS. Students with attention difficulties or reading disabilities may need assistance with tracking when they are reading.

## TEST ADMINISTRATION

### ENGLISH LANGUAGE ARTS

### DTC Training Module 5A Text-to-Speech Guidance for English Language Arts CAT & PT

Beginning on Tuesday, December 3, Student Test Settings in TIDE will be broken out into two columns for the ELA CAT and ELA PT tests. A DTC Training Module 5A Text-to-Speech Guidance [Facilitator Guide](#), [PowerPoint](#), and [PowerPoint with Audio](#) has been posted to the [Training Materials](#) webpage.

With this change in policy, Test Administrators will be able to set Text-to-Speech settings for ELA CAT and ELA PT tests differently, so that students may use Text-to-Speech for Stimuli or Stimuli and Items on the ELA PT test as a designated support where they could not in previous years.

- **Text-to-Speech in the ELA CAT** for stimuli refers to the reading passages associated with Claim 1 Reading and is only selectable as an accommodation for students whose need is documented in an IEP or 504 plan. (See **Table 2.5** of the [Oregon Accessibility Manual](#))
- **Text-to-Speech in the ELA PT** for stimuli refers to the reading sources embedded in the ELA PT associated with Claim 4 Research and Claim 2 Writing (full write/writing extended response) and is selectable as a designated support. (See **Table 2.3** of the [Oregon Accessibility Manual](#))

Student test settings must be set in **both** the ELA CAT and ELA PT columns for 2019-20 testing, as appropriate.

For additional questions, contact [Tony Bertrand](#).

## Video Links - Claim 2 Writing Assessment Series: ELA Performance Task Condition Codes

### REPEAT

**Video Links Now Available with Closed Captioning** – The ODE Assessment team has recently created and posted a professional development writing series specific to the topic of ELA Performance Task Conditions Codes. The writing assessment series includes three separate informational sessions, which are available as video links.

- ([Overview Session](#)) Claim 2 Writing Series from the Oregon Statewide Summative Assessment: Writing Performance Tasks and Condition Codes
- ([Session 1](#)) Understanding Claim 2 Writing & ELA Performance Tasks for the Oregon Statewide Summative Assessment for English Language Arts
- ([Session 2](#)) Explaining Condition Codes & Performance Trends in the ELA Performance Task
- ([Session 3](#)) Accessing District, School, & Student Claim 2 Writing Data through the [OSAS Portal](#)

For additional resources including facilitation guides, please visit the [ELA Assessment Homepage](#) and select the Communications and Professional Development tab or contact [Tony Bertrand](#).

## ACCOUNTABILITY & REPORTING

### REMINDER: Replace ALL Program Type 13 Records in First Period Cumulative Average Daily Membership (ADM)

A program Type 13 record is used as a **temporary** placeholder in First, Second, and Third Period Cumulative ADM for students who are enrolled in college programs for which the district does not have the quarter credit equivalent hours attempted as of the reporting date, or for other circumstances where the required instructional hours are unknown. Once these data have been obtained, the district is responsible for requesting that the collection be reopened and updating the record to accurately reflect the additional program information. As a note, a district does not need to know if a student passed a college course to report the information in Cumulative ADM, only how many credits the student attempted. Additional information about using Program Type 13 records can be found on page 67 of the [Cumulative ADM Manual](#). The last day to make changes to First Period Cumulative ADM is **January 24, 2020**.

To request that your First Period Cumulative ADM 2019-20 collection be reopened for correction, or if you have questions, please contact your [Regional ESD Partners](#) or [Amanda Leopard](#) at 503-947-5674.

### Graduation and Dropout Validations Reminder

The [NCES Dropout and Graduation Rate](#) Validation and the [Four](#) and [Five](#) Year Cohort Graduation Rate Validations in the [Achievement Data Insight \(ADI\)](#) closed last Friday, December 6. However, changes made to the ADM data affecting these rates prior to Wednesday, December 11 will be included in today's refresh. Since these validations are now closed, be sure to select the "All" tab in the top right corner of your screen to view these validations and the refreshed data. ADM changes made on or after December 11 still might be included in the final refresh on **January 2, 2020**, but are not guaranteed to be a part of this refresh. For resources, please view the two [trainings](#) (Oct. 3 and Oct. 17) that cover the graduation/dropout process and review the [Cohort](#) and [Exit Adjustment/NCES Dropout](#) manuals. These data will be publicly released on **Thursday, January 23, 2020**. If you have any questions, please contact your [Regional ESD Partner](#) or [Beth Blumenstein](#) at 503-947-5767.

### Second Period Cumulative ADM Collection Window Opens December 12 REPEAT

The collection window for Second Period Cumulative ADM opens **December 12 at 1 p.m.** Second Period Cumulative ADM is the submission of ADM records for the period of July 1, 2019 to December 31, 2019. You can find information about the Second Period Cumulative ADM collection on the [ADM Resources Page](#) and in the [web training](#) from December 5. If you have any questions, please contact your [Regional ESD Partners](#) or [Amanda Leopard](#) at [amanda.leopard@state.or.us](mailto:amanda.leopard@state.or.us) or 503-947-5674.