

Oregon Statewide Assessment System

Design and Purpose



The [Oregon Statewide Assessment System](#) includes required summative tests in three content areas (general and extended versions of English Language Arts, Mathematics, and Science tests), as well as tests of English language proficiency that are required to determine which students are eligible to enter or exit English learner status (English Language Proficiency Assessment). These equity-centered tests are delivered online, either in person or remotely. This system ensures equity by identifying barriers to learning so they can be removed or addressed. The system includes several secondary components, such as a required annual Local Performance Assessment, an optional Social Sciences analysis performance assessment, and a survey of student experience in Oregon schools (the Student Educational Equity Development Survey, or SEED Survey).

The Oregon Statewide Assessment System evaluates systems, not students. The primary purpose of this equity-centered assessment system is to measure student group learning (as delineated by relevant content area standards), so that meaningful assertions can be made about how well schools, districts, and the state are fulfilling their responsibility to provide all students with high quality grade level educational opportunities. Results from statewide summative assessment are used to make decisions about resource allocation and state educational priorities for groups of students, not to evaluate students. Assessment data are also used to identify and remedy inequities in the educational system. Finally, states are required to annually report student participation and performance in the areas of mathematics and reading, and on student participation in the area of science to the U.S. Department of Education as part of the federal educational accountability system.

Assessment Requirements for Oregon Students

Students enrolled in Oregon public schools participate in a variety of assessment requirements.

Table 1. Oregon Statewide Summative Tests (federally required)

Summative Assessment	Required Grades	Basis of Requirement
Mathematics	3 – 8 and high school	ESEA, Title I Part A, sec. 1111(b)(3) ORS 329.485, OAR 581-022-2100
English Language Arts	3 – 8 and high school	ESEA, Title I Part A, sec. 1111(b)(3) ORS 329.485, OAR 581-022-2100
Science	5, 8, and high school	ESEA, Title I Part A, sec. 1111(b)(3) ORS 329.485, OAR 581-022-2100
English Language Proficiency Assessment	Kindergarten – 12	ESEA, Title I Part A, sec. 1111(b)(2)(G) OAR 581-022-2100

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Table 2. Additional State-Required Assessments

Assessment	Required Grades	Basis of Requirement
National-normed college entrance assessment (Contract being established for PreACT)	3-8 and high school	OAR 581-022-2115
Local performance assessment	Grade 10	ORS 329.488
Kindergarten Assessment*	K	OAR 581-022-2130
National Assessment of Education Progress (NAEP)	4, 8, (12)	Education Sciences Reform Act (P.L. 107-279)

*Being revised as part of the [Early Learning Transition Check In: A Collaborative Engagement with Community project](#).

At the federal level, Title I of the Elementary and Secondary Education Act (ESEA) requires states to annually assess their students in specified grades in the academic content areas of mathematics, language arts, and science. At the state level, [ORS 329.485](#) requires school districts and public charter schools to administer statewide tests in the academic content areas of Mathematics, Science, and English Language Arts. In addition, under the [Individuals with Disabilities Education Act of 2004 \(IDEA\)](#), students with disabilities have equal opportunity to participate in the test administration. In addition to providing students with access to a number of accommodations to allow them to access the general grade-level academic assessments, ODE also makes available alternate tests, based on grade level content that is reduced in terms of depth, breadth, and complexity, for students with significant cognitive disabilities.

Title I of the ESEA also requires that states annually administer an English language proficiency test to all English Learner (EL) students to assess these students' English proficiency in the language domains of oral language (listening and speaking), reading, and writing. States are required to test all students eligible for services under Title III of the ESEA annually to determine their level of English language proficiency until the school district determines that the student is proficient in English and is exited from services under Title III.

Classroom Resources

As part of the comprehensive Oregon Statewide Assessment System, ODE makes available a number of classroom resources designed to support students' academic growth and performance in the areas of math, science, and language arts. [Formative assessment practices](#) are supported by several training modules, resources, and curricular materials for classroom use. The *Tools for Teachers* platform provides educators, students, and families with standards-aligned assessments, student performance data, classroom instructional support, and professional learning. *Tools for Teachers* contains lessons and activities created by educators, a library of formative assessment strategies, and professional development resources tailored to help educators meet students' learning needs in English Language Arts and Mathematics. All

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resources are designed around the formative assessment process to support educators in identifying where students are in their learning and what to focus on learning next.

A set of interim assessments aligned to Oregon standards is available for use throughout the year. Oregon's [Interim Assessment System](#) provides small and flexible testing blocks that educators can seamlessly embed into classroom instruction. The interim tests are aligned to the same claims and targets as Oregon's summative tests, and they include the same suite of accessibility tools that maximize all students' opportunity to engage. The results of these interim tests can be utilized to quickly help educators identify actionable steps to further support or expand student learning as described in the Oregon standards.