

DTC Webinar: Q&A Session – December 11, 2019

Q: Are there any other accessibility supports coming our way other than current text to speech/scribes?

- There are no additional accessibility supports that we plan to implement in 2020. We do have a system for users to request specific supports, so that process may result in some unanticipated supports. Of course, we have long-term efforts underway that will continue to improve the accessibility of our statewide assessment system.

Q: Where can we find the revised PPT slides for the ELA text-to-speech info?

- The Module 5A – Text-to-speech PowerPoint can be found on the [Assessment Training Materials](#) webpage under the 2019-20 Training Modules drop down.

Q: In using Grade 3 ELA for SIA Plan, we used Assessment Group Report (AGR). I've heard we may be asked (required?) to use the report card metric instead. Will one or the other be required?

- We consulted with Jon Wiens on this question, as promised, and confirmed that the state is leaning toward using the report card metric, not the AGR metric. He expects that for consistency ODE would want all districts to use the same business rules. However, this is not final.

Q: When will scores start coming in for SBAC?

- Scores will start showing in the Online Reporting System in March around the same time that the first batch of ELPA scores go out, and then we will be posting the scores in ODE's system in May. That gives us a little more time to do QC and make sure we have final scores if any rescoring come through. This information is located in the [Assessment and Accountability Checklist](#).

Q: Will the rosters feature in TIDE show test participation for a group of students?

- Participation reports are not offered by roster, it can only be done by teacher.

Q: Is there still an agreement between Oregon colleges/universities to accept SBAC score as entrance exams? The last letter I had shows that the agreement ended in 2018.

- The agreement that was in place has been carried forward but it is not with the understanding that the results are used as entrance exams. The agreement that we had in place reflects the utility of the scores for course placement decisions. It has been carried forward. We are still working in the background on a predicative validity study. We've finalized a data sharing agreement with HECC after an 18 month process and we expect to get data back in January. Josh Rew and Dan Farley will work on a validity study that will look at 3 full years of data so we should have a substantial understanding of the trends in terms of the relationship between 11th grade statewide summative results and English Language Arts and Math and college success indicators. The college success indicators that we're looking at are course work taken, particularly remedial courses in comparison

with general course work, as well as grade point average and perseverance. We're looking at completion of freshman and sophomore year. That analysis is something we'd be able to continue with the data sharing agreement that we have and be able to look at over the next several years. Oregon has a unique University structure now so the goal is to allow for use of our statewide summative assessment scores in entrance but those negotiations would need to occur with the universities separately as they all have different boards. The agreement is used more by community colleges, but is in place across the university system as well. Practices vary due to the fact that we do not have a centralized and accessible database for our colleges/universities to access. We're working with Smarter Balanced to address this need.