**DTC Webinar: Q&A Session – December 12, 2018**

**ELPA Screener**

Q: If a student moves in to a district from another Oregon district where they took the ELPA Screener, will that screener be available to the receiving district through the ORS system?

* Yes. If a student took the ELPA Screener anywhere in Oregon, the screener score should be available throughout Oregon districts for retrieval through ORS.

Q: Will they/we be reviewing the decision rules on the screener as so many kindergarteners are being identified?

* ELPA21 is gearing up for an investigation of what the attributes of students that teachers feel are being over or misidentified during the screener. They are going to be asking Oregon teachers to participate in a survey effort to find tune their identification process and what the screener looks for. The short-term answer is that we are having internal discussions regarding if we’re happy with the way identification is happening right now and whether we want to take any temporary steps to fill in the intervening time while ELPA21 is preparing their more comprehensive effort.

Q: If we plan to administer the ELPA screener early in the year, how will we provide advance STC training that will enable them to identify necessary supports and domain exemptions within TIDE?

* If this is about the training cycle. New STCs or TAs would have to get specialized training for the ELPA Screener before they would administer it. If this is about how we train STCs to identify supports and domain exemptions then you would use the same training as you would use for the summative. The Screener is virtually identical to the summative so any rules used to decide accommodations on the summative would also be used on the screener.

Q: Will more scorers be added once the ELPA screener is required for all districts?

* That work is currently contracted through AIR to Measurement Incorporated (MI) and they hire and utilize from a pool of scorers in a manner that matches the workload. They have algorithms they use to predict a need across all the states they are engaged in that work with. Their turn-around times should not be affected by an increase in the number of screeners administered.

Q: ELPA21 Screener turnaround is within "2 days" and you mentioned calendar days, not school days. Do you instead mean "business days" or are these being scored over weekends?

* My understanding is that MI scores on weekends as well due to the federal requirement that students be identified within 30 days of arrival in a school. They understand that it is important to have the fastest turn around possible.

Q: Do the scores from ORS automatically upload into student information systems (like Synergy) like it does for other OSAS assessments?

* ORS feeds into AWE, and then districts need to configure how the AWE connects with their data systems such as Synergy. ELPA Screener data exists only in the ORS and are not transferred to the AWE.

**General Questions**

Q: How are Districts collecting and entering Designated Supports and Accommodations in TIDE?

* There are many ways that districts collect this information. Some have online IEPs and can use their data systems to generate reports. Others distribute checklists and collect this information, then enter it into spreadsheets, and then into TIDE. Some districts rely on test administrators to have this information handy for each student and have the TA enter the information prior to test administration. Much of the response to this question depends upon district resources. You could likely contact your [Regional ESD Partner](https://www.oregon.gov/o) for more specific guidance around this question that might be more customized for your context.

Q: Opt outs is big in discussion in our district right now. In regards to HB2655 and the information posted in the AA Update and the TAM, can you clarify/confirm that the annual notice and form do not have to be physically mailed to parents?

* Neither [House Bill 2655](https://olis.leg.state.or.us/liz/2015R1/Downloads/MeasureDocument/H), [Executive Memo 003-2015-16](https://www.oregon.gov/ode/rules-and-policies/Documents/exec_memo_003-2015-16.pdf), our [AA Updates](https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-and-Accountab), nor the [TAM](https://www.oregon.gov/ode/educator-resources/assessment/Documents/test_admin_manual.pdf) define how districts must send opt out information to parents, only that the district employ communication channels that are typically used to provide information to parents and that non-adult students are not included as purveyors of this information. Districts and public charter schools must use the 30-day notice and opt out form provided by ODE (both sides) to meet the 30-day notice requirement. The options for communicating this information to parents is consistent across all ODE communications sources, and include, but are not limited to: fall registration materials, parent conferences, electronic media, or letters home.

Q: I am interested to know if there are TA training Power Points available to DTCs from ODE or if there is a place people will share theirs (just don't want to re-create the wheel).

* All PowerPoints for ODE’s required TA trainings are available on [Assessment Training Materials](https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Training-Materials.aspx) website. You would need to reach out to your ESD Partner or DTC colleagues in order to see what slides they may be adding, or modifications they might be including to adapt the PPT resources for their specific contexts.

Q: Please explain the pause rule change for the Science test--the TAM language seems a little confusing.

* In terms of pausing, the task set is treated as a single item. If a student pauses and returns later, they can go back and review however many items are within a task set and change or enter any responses they wish to.

Q: Is there a way to get the translated glossary items from SBAC so teachers could use them during instruction with students?

* I am not sure how that would work in practice given the CAT design and the fact that students wouldn’t be experiencing the same items. It is a question that we will follow up with Smarter on.

Q: Is there going to be a shift to making the Social Science test required either this year or the next?

* No. The Social Sciences assessment is undergoing changes in terms of format. We are shifting to a performance task based Social Science assessment starting next year and it will remain optional.

Q: Is there any work around early HS alignment in the interim assessments from Smarter Balanced? For example, 9th grade and 10th grade interim assessments.

* Not yet. I can say that some forces at play are steering the consortium in that direction. For example, Idaho and Washington have changed their grade of accountability to 9 and 10 respectively. There are states in the consortium that are assessing with their summative at grades 9 and 10. I think that shift will help to force Smarter to consider developing interims at grades 9 and 10. Their current focus is developing a new type of interim assessment that they’re calling focused assessment blocks, which get at a specific standard or a combination of two standards that teachers are really wanting to do a specific dive in on.

Q: When you say "Performance Task Based Social Science", you mean it is offline as well and more of a work sample, correct?

* The current plan is to make the Social Science assessment available through the OR Skills website to maintain security. You are correct that it would be offline. In other words, the student would not be interacting with a computer while completing the performance assessment and it would be more like a work sample.

Q: To make sure on the new science test it only can be taken once this year, correct?

* That is correct; our entire statewide assessment system is now single opportunity.

Q: What is the timeline on Formative Assessment Blocks?

* These will be completed by the end of this school year so they will be available for the 2019-20 school year for districts in Oregon who are purchasing the system or districts in other states who get it as part of their assessment package through Smarter Balanced already. Our goal is to provide that statewide in year two of the next biennium, so that would be 2020-2021.

Q: Will students need headphones for Science items? Some STCs felt these were unnecessary last year because no items contained audio.

* Upon signing in to the Oregon Science Assessment, students will encounter a sound and video playback check. Although there are no sound dependent items, the sound check is necessary to support students who will be using the text to speech feature. A jingle will play during the video playback for the student to perform both the audio and video check. You may wish to have students wear headphones for this portion of the login or mute their devices prior to logging in if you do not wish the sound to play on all student devices during the login process.

Q: Can we know what the TAM change is related to?

* The primary change is a reference in the TAM regarding prior training requirements being composed of Appendices A-F and we do not have an Appendix F.

**Sharespace Topics**

Q: I would appreciate hearing from experienced DTCs the most effective way they have found to train school TAs. I am worried about the length of the training and covering the necessary content and the amount of time it takes. It would be helpful for me to see what others have used for these trainings.

* One of the things I do is communicate with STCs who do the training at the building level. We are a small district and have five elementary schools and two secondary schools so we make good use of the [PowerPoint presentation modules](https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Training-Materials.aspx). We try to scaffold in the reading, and we have built into our school wide systems a late start on Wednesdays. We set aside time in our district calendar for TA training.
* For our STCs we have them do the online modules and then get together in January as a group. We are a large district so some schools follow that model, other ones will do an in-person and to cut down on the time they will tailor that. Therefore, if those teachers are not going to be doing ELPA then they take out the ELPA part of the training module and do not share that.
* In our elementary, we split the TA training into two sessions so a big chunk of time is not needed. They also have dedicated time with their early releases where they can do that training as well.
* Train them all at the same time, go through the modules and give them a test of understanding. Several opportunities to train at district or schools.

Q: I would also like some clarification around what students can do when they have finished testing but other students are still testing. We do a lot of testing in classrooms, so "sending them back to class" does not work.

* We lost many of our testing labs so there is a lot of classroom based testing now. From what I have observed at school visits, there is a lot of silent reading that happens. Once those students are done, they have a book that is unrelated to the assessment and they read silently, which is how they manage the classroom between those that are testing and those who are not.