



Oregon

Kate Brown, Governor



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Office of Teaching, Learning and Assessment

2019-20 Annual DTC Training FAQ

[Assessment and Accountability Update Newsletter](#)

Please also let us know about science data and SCODS. We need to get ahead of that in our data systems.

- The science score file in SCODS will contain 4 digits. The total test score will have 4 digits and the performance level will be on a scale of 1 to 4.

I see that TTS is not available in Spanish on the math assessment and I guess I'm wondering why? It's an amazing support for Science and I don't understand why it's not available for math as well.

- The Smarter Balanced Assessment Consortium (SBAC) is currently working to enable Spanish Text-to-Speech functionality. It will not be available for this administration year, but SBAC plans to have it ready for 2020-21.

On page 13 of the OAM it says that "graph paper" is required at grade 6 and allowable for grades 5 and below. Does that mean that we cannot provide grid or graph paper for grades 7 and above?

- The OAM has been updated to read: "For math, graph paper is required beginning in sixth grade and can be used on all math assessments."

So do we need to sign in and take the Extended assessment now since there is no manual to read? Usually those giving the assessment log in and do that training.

- Training expectations for the Oregon Extended Assessment (ORExt) have not changed. The content in the general administration manual is now available within the Training & Proficiency website (or.k12test.com) to decrease redundancy. There are three training requirements for all of those who want to become Qualified Assessors and thus be able to administer the ORExt: 1) Review all required components of the TAM and OAM; 2) successfully complete the online proficiency assessment at or.k12test.com; and, 3) complete their district's test security training and sign a test security agreement.

Is an adult student is 18 or over?

- OAR 581-021-0009, which governs parent-requested exemptions, authorizes the parent, guardian, or the student if the student is 18 years of age or older or a legally emancipated minor to request an exemption. Similarly, ORS 326.565, which governs opt-outs, defines "adult student" as "a student of a public school or a public charter school who is 18 years of age or older or who is emancipated pursuant to ORS 419B.550 to 419B.558." ORS 326.565 defines "parent" as "a parent, legal guardian, or person in parental relationship, as defined in ORS 339.113 of a student of a public school or public charter school."

Someone in our District wondered if in a McKinney Vento situation, that a district administrator could opt out a student.

- The basic policy underlying McKinney Vento is to smooth whatever rough edges we can to ensure that homeless students are able to successfully navigate their public education options. With that in mind, the best option in this case is to leave the decision of opt out to the local liaison. The liaison can take all of the facts and circumstances into consideration and decide whether it would be in the student's best interest to sit for the assessment or to opt out. And McKinney Vento has a mechanism in place for the student to appeal the liaison's decision if the student disagrees.

We have juniors that took Science test last year. Do I have them take it again since it is required as juniors even though they may have passed last year?

- If students took the Science test last year as juniors that counts as participation and they don't need to take it again. If students took the Science test as a sophomore or freshman last year, we don't yet know where their score falls in terms of meeting proficiency requirements. ODE is advising that high schools wait until the scores are announced before they start scheduling students to take the Science assessment. However, ODE understands there are cases where there is a need for students to take it either because of timing or if the student feels like they can do better this year and they want to take it again as a junior; those are both acceptable reasons for scheduling a student prior to finding out how they performed in reference to the state's definition of proficiency.

The sample tests came out in TIDE but we can't give folks access to the OSAS system until we do security training. Is that correct? I have folks that need/want access now but our training won't be until later in December early January because of how it fits in our calendar. Can I go ahead and give teachers access and do the scheduled training after?

- Yes, similar to how District Test Coordinator's get access to the OSAS portal prior to this training occurring that is something that you can do locally. Districts will just need to make sure they monitor who has access and who gets the training when. If there is anyone with access who misses that training then you can temporarily remove their access until their able to get that training made up.

Will there not be an Extended Assessment Manual this year?

- That is correct, all of the content from the manual is also present in the training and proficiency website so we're trying to reduce redundancies in our system and limit the impact on all users.

Will an official statement go out regarding the spring release of 18-19 science scores?

- There won't be anything official in terms of the Science score adoption until the State Board has approved the recommendation of the science standard setting panel. The standard setting panel recommendations are still being informed by our community partner engagement process. We hope to present those data and that process at the December State Board meeting for a first reading to possibly be adopted January 16 at the second reading.

To clarify, if a student flags a question but has already answered, and pauses for more than 20 minutes, they will not be able to return to that question in Science.

- That is correct

Is Text-to-speech available in Spanish for the math assessment this year? Or is it solely Science?

- Spanish TTS is not available on Math, because Smarter Balanced has not tagged the items to be TTS readable. Spanish TTS continues to be available on the Science test.

How many districts are currently using interims?

- Some districts are purchasing the interim system just for their elementary schools, while some are doing it just for their secondary schools. In sum we have currently 17 districts that have implemented the interim assessment system this year. That is up from 8 districts that availed themselves of the opportunity last year.

Who do we contact if we are interested in Target Report Training?

- ELA and Social Sciences Specialist Tony Bertrand (tony.bertrand@state.or.us) and Mathematics Specialist Andy Byerley (andrew.byerley@state.or.us) are the contacts for the Target Report Training.

Can you tell me the timeline again for the assessment literacy training modules for parents?

- We are working with the Oregon PTA this fall to set up some parent impact panels. The modules are ready to be reviewed and we have an evaluation tool for parents to use to evaluate the modules. ODE will talk with the Assessment Advisory Committee to consider the best publication timeline once we have the English and Spanish versions put together. ODE will try to make sure this weaves into districts professional development opportunities and that it meets your needs. If you are interested in reviewing the materials prior to release, please contact Dan Farley at dan.farley@state.or.us for a preview.

Are you planning on automating the KG Assessments instead of the manual input?

- That is one of the options that is on the table. We understand that the double data entry is time and cost effective and prohibitive.

Do you have any data showing whether those districts who purchased the interim assessments had an improvement in their SBAC scores?

- There are a lot of reasons that interim assessments are valuable, primarily because they help teachers plan student learning activities. Improving summative assessment scores is not the primary goal in terms of why you would want to purchase the interim assessment system. Oregon's use of the interim assessment system is still too recent to actually look at impacts in terms of summative results. States within the consortium that have been using the interim assessment system well have met with massive summative score increases anywhere from 30-70% in proficiency. There's great promise in the system in that regard, however the most immediate thing that we are looking at is substantial increases in assessment literacy and that is what we're looking at as our implementation unfolds in Oregon.

Why can't 10th grade students target up and take the ELA and Math Assessments in High School? We have a handful of sophomores that take junior level classes and will graduate a year early.

- ODE has been considering this as part of a way of supporting high school students in having a rationale and ability to take the high school assessments. That particular process was studied for Science this year and we have evidence in the Science realm that the students who targeted up were in a position to demonstrate proficiency. So 9th and 10th graders in Science did do quite well on the 11th grade Science assessment which was a more rigorous assessment due to the fact that it's aligned to highly complex NGSS 3-dimensional standards. The reason why we aren't allowing it in ELA or Math yet is due to the need to engage community partners to develop the criteria that students would have to meet to be able to target up, making sure that those criteria

are developed with an equity lens and meet the needs of all students. We'll be working on that this year.

Why are the Essential Skills cut scores different than what the state reports as a proficient score on Report Cards?

- As published in the Essential Skills Manual, the requirement for a student to meet their Essential Skills through the use of our statewide summative assessment is a scale score of 2543, which was determined in a linking study when we switched from the OAKS assessment to our current summative assessment. A score of 2543 on our current statewide summative assessment matches the OAKS expectation. If we set a more rigorous level of performance for Oregon students, they must be informed by state regulation of that change in March of their 8th Grade year.

Has there been any discussion about creating a mobile app of the TAM. It would be so nice to have that reference everywhere you go in a school.

- There has not been a discussion about making a mobile app of the TAM, however that is something that ODE can look into to see what would need to be done to get this implemented.

Can a non-legal guardian exempt a kid? The only reason I ask is that we have some foster parents who exempt their own kids and I want to make sure that they have the legal authority to exempt the foster kids with DHS being the legal guardians.

- Yes, in the context of foster care foster parents are considered to have guardianship for the purpose of being able to do a parent request, exemption, or opt-out.

The DTC Training was very specific about removing anything in the testing environment that may result in an unfair student advantage or disadvantage. In this context, what is ODE's position on providing some, but not all, students with the Interim Assessment prior to the Summative Assessment? Is this inherently not an unfair advantage for those students who were provided with the Interim Assessment? Is there a plan in place to provide the Interim Assessment for all students?

- It is our hope to provide the interim assessment for all students across the state. All of the Smarter Balanced items that are developed - whether for an interim assessment or the statewide summative - are all based on content and item specifications that have been posted on the Smarter Balanced website since the assessment originated. Task models and sample items are things that all teachers and students have access to right now, as well. While the interim assessment adheres to the approach in our summative, which certainly has some advantages in terms of systems cohesion, alignment to standards, and accessibility, all districts have the option of purchasing the system.

Last year we were told that purchase on the Interim assessment was on a district basis. Can you confirm that you just said that it is now available on the building level within districts?

- Last year's communication was that the interim assessment would only be available on a district basis. It is now available at the school level within a district, yes.

So, the Extended Assessment is open from January through the end of the window and students may test at any time during that window?

- Yes, it has been extended to match the general assessment test window.

If a student doesn't complete the extended assessment we aren't required to do the ORora? The question says its "optional" observation component

- The expectation when we rolled out the ORora three years ago was that it had to be administered if the student had their Oregon Extended Assessment discontinued. That is no longer the expectation; the ORora is purely optional now, so anyone who wants to use it can do so.