DTC Jumpstart Webinar Captions

0:00:00.240,0:00:04.560
all right welcome to this year's dtc

0:00:02.879,0:00:06.319
jumpstart webinar you can read into that

0:00:04.560,0:00:08.000
what you like uh we're really excited to

0:00:06.319,0:00:09.200
be here with you

0:00:08.000,0:00:12.080
um

0:00:09.200,0:00:14.160
before we get really rolling into uh the

0:00:12.080,0:00:16.240
conversation i want to make sure that

0:00:14.160,0:00:18.080
everyone knows that this slide deck

0:00:16.240,0:00:19.119
along with the script that goes along

0:00:18.080,0:00:21.199
with it

0:00:19.119,0:00:23.600
will be made available to you all and

0:00:21.199,0:00:26.160
posted to the assessment team's test

0:00:23.600,0:00:28.880
administration resource web page so

0:00:26.160,0:00:31.920
that's in the dtc webinars section near

0:00:28.880,0:00:33.440
the bottom as all of our dtc webinars

0:00:31.920,0:00:35.680
are posted

0:00:33.440,0:00:37.680
we're also recording this session from

0:00:35.680,0:00:40.800
as we heard from several dtcs who could

0:00:37.680,0:00:42.160
not make the event uh synchronously

0:00:40.800,0:00:44.320
this afternoon and want to make sure

0:00:42.160,0:00:45.440
that they can benefit from having the

0:00:44.320,0:00:47.440
content

0:00:45.440,0:00:50.000
the recording itself

0:00:47.440,0:00:51.600
takes us some time to make accessible so

0:00:50.000,0:00:54.160
it won't be immediately available but

0:00:51.600,0:00:55.120
the web the slide deck and the scripts

0:00:54.160,0:00:59.079
will be

0:00:55.120,0:00:59.079
hopefully as soon as tomorrow

0:00:59.600,0:01:03.760
so we have transitioned for those of you

0:01:01.680,0:01:06.320
who are veteran members we have

0:01:03.760,0:01:09.600
transitioned to

0:01:06.320,0:01:11.119
using zoom it's a it's definitely a much

0:01:09.600,0:01:12.880
more user friendly

0:01:11.119,0:01:14.479

webinar format

0:01:12.880,0:01:17.040
and it has a bunch of

0:01:14.479,0:01:19.439
cool new features and tools compared to

0:01:17.040,0:01:21.520
go to webinar

0:01:19.439,0:01:24.640
including that we get to see you all and

0:01:21.520,0:01:26.560
that you can speak when you choose to

0:01:24.640,0:01:29.360
so as i was mentioning uh we finally

0:01:26.560,0:01:32.159
entered the 21st century um and we're

0:01:29.360,0:01:34.079
expecting that you all have a uh

0:01:32.159,0:01:36.320
have great facility with all of zoom's

0:01:34.079,0:01:38.479
features given the 18 18 months of

0:01:36.320,0:01:40.880
practice that we've all had using

0:01:38.479,0:01:42.399
such tools but i want to make sure that

0:01:40.880,0:01:44.399
we at least touch on a few critical

0:01:42.399,0:01:46.240
functions here uh first

0:01:44.399,0:01:48.079
uh you will not have access to all of

0:01:46.240,0:01:50.079
the features that you see here this is a

0:01:48.079,0:01:52.240
comprehensive list

0:01:50.079,0:01:54.320
but the most important ones

0:01:52.240,0:01:56.240
for you to be able to use or the mute

0:01:54.320,0:01:57.520
button which you can use to mute and

0:01:56.240,0:01:59.840
unmute yourself

0:01:57.520,0:02:01.439
uh the stop video button which

0:01:59.840,0:02:03.680
controls your webcam

0:02:01.439,0:02:06.000
and of course the chat feature

0:02:03.680,0:02:08.080
and i will try to the team will help me

0:02:06.000,0:02:09.759
on monitor chat as we go through we'll

0:02:08.080,0:02:11.920
of course be using the chat later for

0:02:09.759,0:02:14.000
questions and answers as well

0:02:11.920,0:02:16.080
um you can also choose to rename

0:02:14.000,0:02:18.239
yourself if you would like um it would

0:02:16.080,0:02:19.520
be helpful for us in fact if you could

0:02:18.239,0:02:22.720
put your

0:02:19.520,0:02:24.879
district along with your name

0:02:22.720,0:02:27.440
especially for new district test

0:02:24.879,0:02:29.680
coordinators if you could also put the

0:02:27.440,0:02:31.599
number of years that you have been in

0:02:29.680,0:02:34.319
the dtc role

0:02:31.599,0:02:36.640
or equivalent

0:02:34.319,0:02:39.360
that would also help us figure out how

0:02:36.640,0:02:41.280
much information to backfill for example

0:02:39.360,0:02:43.599
when we get questions

0:02:41.280,0:02:45.200
we do have a number of new district test

0:02:43.599,0:02:47.680
coordinators this year

0:02:45.200,0:02:49.920
um if you choose you can also identify

0:02:47.680,0:02:52.000
your personal pronouns when you rename

0:02:49.920,0:02:54.959
yourself so thank you all for

0:02:52.000,0:02:54.959
attending to that

0:02:55.680,0:02:58.959
so the assessment team of good news

0:02:58.159,0:03:00.720
is

0:02:58.959,0:03:02.239
finally actually at full capacity i

0:03:00.720,0:03:03.760
think in the first time in the four

0:03:02.239,0:03:07.760

years that i've been there

0:03:03.760,0:03:10.879
we actually have every position filled

0:03:07.760,0:03:13.280
so over the summer we welcomed sodi fern

0:03:10.879,0:03:14.560
who's our new k2 balanced assessment

0:03:13.280,0:03:16.800
specialist

0:03:14.560,0:03:19.040
as well as chris plattner who's our new

0:03:16.800,0:03:20.640
administrative specialist

0:03:19.040,0:03:22.800
you'll hear from them today as they

0:03:20.640,0:03:25.920
review their programs

0:03:22.800,0:03:28.400
carla martinez performs mostly internal

0:03:25.920,0:03:30.319
work now that chris has joined the team

0:03:28.400,0:03:33.040
chris is helping us with contracts

0:03:30.319,0:03:35.040
website updates preparations

0:03:33.040,0:03:37.360
for meetings and travel

0:03:35.040,0:03:40.480
parenthetical there not expected to be a

0:03:37.360,0:03:43.519
huge burden this year

0:03:40.480,0:03:45.040
and crisis alert responses

0:03:43.519,0:03:47.120
so chris has taken over the work that

0:03:45.040,0:03:49.920
renee house used to do for us for those

0:03:47.120,0:03:52.480
of you who remember renee

0:03:49.920,0:03:54.879
helping manage manual revisions managing

0:03:52.480,0:03:56.400
tests and proprieties coordinating dtc

0:03:54.879,0:03:58.080
and assessment advisory committee

0:03:56.400,0:04:01.760
meetings and materials

0:03:58.080,0:04:04.239
and serving as our new smartsheet wizard

0:04:01.760,0:04:06.319
um again i'm going over a lot of the

0:04:04.239,0:04:08.720
tasks in like

0:04:06.319,0:04:11.040
buckets of work for all of the

0:04:08.720,0:04:13.280
team primarily for new district test

0:04:11.040,0:04:15.040
coordinators and don't worry about

0:04:13.280,0:04:17.359
having to write them all down as you

0:04:15.040,0:04:18.720
will have this information in the script

0:04:17.359,0:04:22.000
that we will make available on the

0:04:18.720,0:04:22.000
website tomorrow

0:04:22.079,0:04:27.759
okay so ben wolcott is our team lead

0:04:24.720,0:04:29.199
this year and also runs all things alpa

0:04:27.759,0:04:31.199
ben happens to be oregon's

0:04:29.199,0:04:32.880
representative on the alpha 21 governing

0:04:31.199,0:04:35.360
board as well

0:04:32.880,0:04:37.199
noelle gorbet manages our science

0:04:35.360,0:04:38.960
assessment and has also taken the reins

0:04:37.199,0:04:41.199
on our work in developing the seed

0:04:38.960,0:04:43.199
survey pilot thank you noelle for that

0:04:41.199,0:04:45.360
extra lift

0:04:43.199,0:04:47.280
uh tony bertrand runs our english

0:04:45.360,0:04:48.880
language arts and social sciences

0:04:47.280,0:04:51.040
assessment programs

0:04:48.880,0:04:52.400
and andy byerly who could not join us

0:04:51.040,0:04:54.639
this afternoon

0:04:52.400,0:04:56.639
manages our math assessments

0:04:54.639,0:04:58.720
uh andy is also leading our internal

0:04:56.639,0:05:00.320
work on supporting district equitable

0:04:58.720,0:05:02.080

grading practices and we have some

0:05:00.320,0:05:03.919
information to share with you on that

0:05:02.080,0:05:06.320
later this afternoon

0:05:03.919,0:05:08.880
caitlin gonzalez is leaning into all of

0:05:06.320,0:05:11.360
our accessibility work and

0:05:08.880,0:05:13.440
running the oregon extended assessments

0:05:11.360,0:05:15.360
while also continuing to work on our

0:05:13.440,0:05:17.919
alternate english language proficiency

0:05:15.360,0:05:19.759
assessment called the alt-alpa

0:05:17.919,0:05:22.720
that is under development in partnership

0:05:19.759,0:05:24.960
with alba 21 consortium

0:05:22.720,0:05:27.280
so d fern whom i mentioned earlier is in

0:05:24.960,0:05:29.680
charge of our kindergarten assessment

0:05:27.280,0:05:31.919
and supporting district formative

0:05:29.680,0:05:33.120
assessment practices across grades k

0:05:31.919,0:05:35.280
through two

0:05:33.120,0:05:37.120
uh this year of course she's managing an

0:05:35.280,0:05:38.960
engagement process with education and

0:05:37.120,0:05:40.880
community partners

0:05:38.960,0:05:43.360
in lieu of an assessment and more

0:05:40.880,0:05:45.600
information about that to follow

0:05:43.360,0:05:47.919
my name is dan farley and i'm the

0:05:45.600,0:05:49.520
director of assessment at ode and i get

0:05:47.919,0:05:51.440
to work on

0:05:49.520,0:05:53.680
all of the above

0:05:51.440,0:05:58.160
and i have such a great team that that

0:05:53.680,0:06:00.880
work continues to be full of joy and fun

0:05:58.160,0:06:04.080
and creative challenges

0:06:00.880,0:06:07.199
so welcome to the conversation

0:06:04.080,0:06:10.160
as you will no doubt uh see our our work

0:06:07.199,0:06:12.560
is replete with jargonese um including

0:06:10.160,0:06:15.039
acronyms that we all use as if everyone

0:06:12.560,0:06:17.520
understands them in assessment

0:06:15.039,0:06:19.919
so we've listed those present in this

0:06:17.520,0:06:22.639
discussion here for your reference so i

0:06:19.919,0:06:24.560
think this is all of the acronym soup

0:06:22.639,0:06:27.680
that we'll cover today

0:06:24.560,0:06:30.000
i would encourage new dtcs if you can

0:06:27.680,0:06:32.319
take a quick screenshot

0:06:30.000,0:06:34.560
of these acronyms of course they'll be

0:06:32.319,0:06:36.240
made available to you later in the slide

0:06:34.560,0:06:38.000
deck as well but that might help you as

0:06:36.240,0:06:39.919
a quick reference guide

0:06:38.000,0:06:41.440
as we go through this afternoon's

0:06:39.919,0:06:42.800
discussion

0:06:41.440,0:06:45.039
and you can refer to those throughout

0:06:42.800,0:06:46.720
the presentation we'll also do our best

0:06:45.039,0:06:48.800
to try to name

0:06:46.720,0:06:52.400
what each of the acronyms signifies as

0:06:48.800,0:06:52.400
we go through the slides

0:06:53.280,0:06:57.520
so the assessment team will make updated

0:06:55.680,0:06:59.280
dtc training modules we've already

0:06:57.520,0:07:01.440

finished quite a number of them but

0:06:59.280,0:07:03.360
we'll finalize the rest

0:07:01.440,0:07:04.240
as well as our final test administration

0:07:03.360,0:07:07.919
manual

0:07:04.240,0:07:10.319
by october 1st 2021 this year

0:07:07.919,0:07:13.039
we'll also share a proficiency quiz with

0:07:10.319,0:07:14.800
district test coordinators at that time

0:07:13.039,0:07:16.479
so please complete this quiz once you

0:07:14.800,0:07:18.400
receive it prior to

0:07:16.479,0:07:21.199
our november trainings which you can see

0:07:18.400,0:07:23.440
here listed on the slide

0:07:21.199,0:07:25.599
please sign on for whichever

0:07:23.440,0:07:27.199
dtc training in november

0:07:25.599,0:07:30.000
matches your schedule

0:07:27.199,0:07:32.319
we will plan to record one training and

0:07:30.000,0:07:34.560
make it available to our esd partners in

0:07:32.319,0:07:36.319
the hopefully unlikely event

0:07:34.560,0:07:38.160
that you cannot attend any of the

0:07:36.319,0:07:40.639
offered synchronous trainings we would

0:07:38.160,0:07:43.199
really prefer of course to connect with

0:07:40.639,0:07:45.360
everyone live

0:07:43.199,0:07:47.520
and our dtc webinars which used to be

0:07:45.360,0:07:49.199
called informal webinars

0:07:47.520,0:07:50.319
will be held on the second wednesday of

0:07:49.199,0:07:52.080
each month

0:07:50.319,0:07:53.280
from december through may and you can

0:07:52.080,0:07:56.240
see the dates

0:07:53.280,0:07:57.919
um outlined on the calendar here

0:07:56.240,0:08:00.400
so we actually had questions about what

0:07:57.919,0:08:01.680
training is required and uh where do i

0:08:00.400,0:08:04.240
need to be when

0:08:01.680,0:08:07.199
uh the dtc trainings that you see here

0:08:04.240,0:08:10.160
in the left uh slide one of them

0:08:07.199,0:08:13.440
is required and then completion of the

0:08:10.160,0:08:14.960
the quiz prior to that are the two major

0:08:13.440,0:08:17.520
requirements for district test

0:08:14.960,0:08:17.520
coordinators

0:08:18.080,0:08:24.560
all right we want to us extend a really

0:08:20.720,0:08:27.199
warm welcome particularly to the

0:08:24.560,0:08:29.599
new district test coordinators this year

0:08:27.199,0:08:31.840
um of course we're welcoming our veteran

0:08:29.599,0:08:33.519
members back as well

0:08:31.840,0:08:35.919
we have

0:08:33.519,0:08:38.560
a process that we are there many

0:08:35.919,0:08:40.080
different ways that we're supporting you

0:08:38.560,0:08:42.560
this coming year new district test

0:08:40.080,0:08:45.519
coordinators and dtc's as well we have

0:08:42.560,0:08:47.519
40 new dtc's who requested to be

0:08:45.519,0:08:50.320
assigned to a mentor

0:08:47.519,0:08:53.200
and we only have six veteran dtc's who

0:08:50.320,0:08:55.680
have offered to serve as mentors

0:08:53.200,0:08:57.600
so i don't think it's sustainable to

0:08:55.680,0:08:58.640

have our mentors work with seven or

0:08:57.600,0:09:00.560
eight

0:08:58.640,0:09:02.720
mentees at once

0:09:00.560,0:09:04.240
so if you are a veteran member please

0:09:02.720,0:09:06.560
reach out to me

0:09:04.240,0:09:09.440
to get on our mentor list we need at

0:09:06.560,0:09:11.839
least 12 more veterans to reduce that

0:09:09.440,0:09:13.519
ratio to two to one

0:09:11.839,0:09:15.760
and if we can't get the

0:09:13.519,0:09:17.760
mentor mentee system

0:09:15.760,0:09:19.440
uh working i'll i'll probably try to

0:09:17.760,0:09:21.279
develop a plan

0:09:19.440,0:09:23.360
instead to connect with new district

0:09:21.279,0:09:24.320
test coordinators more regularly through

0:09:23.360,0:09:26.560
the fall

0:09:24.320,0:09:28.240
uh to make sure that you all are you are

0:09:26.560,0:09:30.800
all brought along with us and have

0:09:28.240,0:09:33.040
clarity in your work i know that it's

0:09:30.800,0:09:35.040
absolutely a lot to digest

0:09:33.040,0:09:37.360
at the beginning in particular

0:09:35.040,0:09:39.360
um and so much to learn

0:09:37.360,0:09:41.440
so short-term uh

0:09:39.360,0:09:44.240
plan and hope is that we can still prop

0:09:41.440,0:09:46.080
up the mentor and mentee process

0:09:44.240,0:09:47.920
we might need to do that

0:09:46.080,0:09:49.920
in combination with some other supports

0:09:47.920,0:09:51.279
or might need to do some other supports

0:09:49.920,0:09:53.600
instead

0:09:51.279,0:09:55.680
but we have

0:09:53.600,0:09:57.519
ways we had a link that you could

0:09:55.680,0:10:00.160
register for that for now i'm asking

0:09:57.519,0:10:02.000
mentors just reach out to me directly

0:10:00.160,0:10:03.920
if they are interested in able and

0:10:02.000,0:10:05.760
supporting that work if you have already

0:10:03.920,0:10:08.720
recorded your interest we have that no

0:10:05.760,0:10:11.760
need to resubmit and thanks to

0:10:08.720,0:10:13.760
the six of you who already volunteered

0:10:11.760,0:10:15.600
okay

0:10:13.760,0:10:18.160
other areas of support if you have not

0:10:15.600,0:10:20.240
done so already particularly for new

0:10:18.160,0:10:22.160
dtcs please sign up to receive our

0:10:20.240,0:10:23.519
weekly assessment and accountability

0:10:22.160,0:10:25.200
newsletters

0:10:23.519,0:10:26.800
they provide information updated

0:10:25.200,0:10:28.079
information regarding assessment

0:10:26.800,0:10:29.360
accountability

0:10:28.079,0:10:31.200
reporting

0:10:29.360,0:10:34.000
and the oregon statewide assessment

0:10:31.200,0:10:35.839
system online tools

0:10:34.000,0:10:38.240
in addition the assessment teams test

0:10:35.839,0:10:40.560
administration training materials

0:10:38.240,0:10:42.320
and communications pages

0:10:40.560,0:10:44.880

might be useful enough for you to

0:10:42.320,0:10:47.040
benchmark so we've included links here

0:10:44.880,0:10:49.040
one to sign up for the assessment and

0:10:47.040,0:10:51.440
accountability update the second one to

0:10:49.040,0:10:53.120
look into the archives if you want to

0:10:51.440,0:10:55.760
try to stitch some narratives on prior

0:10:53.120,0:10:57.760
guidance together

0:10:55.760,0:11:00.079
finally and

0:10:57.760,0:11:01.120
perhaps most directly karen peter and

0:11:00.079,0:11:02.959
amy

0:11:01.120,0:11:04.399
are your key partners as you develop

0:11:02.959,0:11:07.120
understanding about oregon state

0:11:04.399,0:11:10.160
assessment system

0:11:07.120,0:11:12.079
please contact karen and peter for all

0:11:10.160,0:11:13.279
questions regarding accountability and

0:11:12.079,0:11:15.279
reporting

0:11:13.279,0:11:18.320
uh karen and peter also address

0:11:15.279,0:11:19.200
assessment questions for region one

0:11:18.320,0:11:22.079
and

0:11:19.200,0:11:24.320
sorry region three cut that backwards

0:11:22.079,0:11:27.120
and contact amy

0:11:24.320,0:11:28.959
with questions regarding uh assessment

0:11:27.120,0:11:30.640
in regions one and two hopefully i

0:11:28.959,0:11:32.000
didn't butcher that enough and create

0:11:30.640,0:11:33.920
confusion

0:11:32.000,0:11:36.399
but karen and peter handle handle all

0:11:33.920,0:11:38.800
accountability and reporting statewide

0:11:36.399,0:11:41.200
as well as assessment uh questions in

0:11:38.800,0:11:42.959
region three only and amy handles

0:11:41.200,0:11:44.800
assessment questions in regions one and

0:11:42.959,0:11:47.120
two just to make sure i'm clear there

0:11:44.800,0:11:47.120
all right

0:11:48.079,0:11:51.360
okay this one the

0:11:49.920,0:11:53.760
colors on the slide didn't come through

0:11:51.360,0:11:54.839
either picture a nice blue ribbon across

0:11:53.760,0:11:58.160
the

0:11:54.839,0:12:00.160
top the um the next two slides really

0:11:58.160,0:12:02.320
serve as a preview of the topics that

0:12:00.160,0:12:04.560
we'll provide uh updates around today we

0:12:02.320,0:12:06.240
actually have a lot of content to cover

0:12:04.560,0:12:08.240
uh but i do also want to make sure that

0:12:06.240,0:12:10.880
we have enough time

0:12:08.240,0:12:13.440
uh toward the end of the conversation to

0:12:10.880,0:12:16.000
have a question and answer period

0:12:13.440,0:12:17.680
so we'll cover

0:12:16.000,0:12:19.200
federal and state assessment

0:12:17.680,0:12:21.360
requirements big picture there is that

0:12:19.200,0:12:22.880
they're in place so let's we need to

0:12:21.360,0:12:25.920
prepare for them

0:12:22.880,0:12:27.760
the seed survey will continue as a

0:12:25.920,0:12:30.000
as a pilot it will continue to be

0:12:27.760,0:12:31.680
optional for this coming year

0:12:30.000,0:12:33.360

statewide access to english language

0:12:31.680,0:12:34.720
arts math and science interim

0:12:33.360,0:12:36.880
assessments as well as tools for

0:12:34.720,0:12:38.370
teachers in english language arts

0:12:36.880,0:12:39.680
and math will be made available

0:12:38.370,0:12:40.639
[Music]

0:12:39.680,0:12:43.360
and

0:12:40.639,0:12:44.720
accessibility updates have been

0:12:43.360,0:12:46.800
disseminated but will draw your

0:12:44.720,0:12:49.440
attention again to the fact that

0:12:46.800,0:12:51.440
we've added some math manipulatives as

0:12:49.440,0:12:52.560
allowable non-embedded designated

0:12:51.440,0:12:55.440
supports

0:12:52.560,0:12:57.040
and also explain how text to speech is

0:12:55.440,0:13:00.880
available within the state assessment

0:12:57.040,0:13:02.639
system for english language arts pts

0:13:00.880,0:13:05.040
i'll reiterate

0:13:02.639,0:13:07.279
a policy that went into effect last year

0:13:05.040,0:13:08.959
but wasn't used all that much given the

0:13:07.279,0:13:11.839
pandemic and that's the 10th grade

0:13:08.959,0:13:13.839
students across all three content areas

0:13:11.839,0:13:17.680
can target up if they've

0:13:13.839,0:13:17.680
participated in relevant coursework

0:13:18.320,0:13:23.279
all right the topics continue

0:13:20.639,0:13:25.440
so uh we'll cover uh thereafter test

0:13:23.279,0:13:26.959
blueprint updates for the general

0:13:25.440,0:13:28.000
english language arts and mathematics

0:13:26.959,0:13:30.079
assessment

0:13:28.000,0:13:32.160
uh review quickly the osas portal

0:13:30.079,0:13:34.160
redesign some of these are topics that

0:13:32.160,0:13:36.320
we've touched on before we're just re

0:13:34.160,0:13:38.639
introducing them because we have

0:13:36.320,0:13:40.720
so many new dtc's

0:13:38.639,0:13:42.480
uh touch on the transition from the

0:13:40.720,0:13:44.160
centralized or from the or online

0:13:42.480,0:13:46.079
reporting system which are our old

0:13:44.160,0:13:48.320
system to the new

0:13:46.079,0:13:50.639
reporting system which is called the crs

0:13:48.320,0:13:52.800
or centralized reporting system

0:13:50.639,0:13:54.399
uh touch briefly on the suspension of

0:13:52.800,0:13:56.639
the kindergarten assessment

0:13:54.399,0:14:00.240
uh reporting expectations from the data

0:13:56.639,0:14:01.920
that we did get from spring 2021

0:14:00.240,0:14:04.079
a reminder about equitable grading

0:14:01.920,0:14:06.320
practices uh professional learning

0:14:04.079,0:14:08.959
community work uh and an opportunity

0:14:06.320,0:14:10.560
that andy is helping coordinate

0:14:08.959,0:14:13.519
with partners from

0:14:10.560,0:14:15.279
um alp which is a dell subsidiary

0:14:13.519,0:14:17.760
and then i'll give a couple legislative

0:14:15.279,0:14:19.519
updates so house bill 2056

0:14:17.760,0:14:22.160
has

0:14:19.519,0:14:23.680

has actually no impact at present on the

0:14:22.160,0:14:25.120
state assessment system but we want to

0:14:23.680,0:14:26.160
drop to your attention because it could

0:14:25.120,0:14:29.760
lead to

0:14:26.160,0:14:32.079
a situation that we would be affected by

0:14:29.760,0:14:34.399
also we'll address senate bill 744 which

0:14:32.079,0:14:36.690
is probably one of the more

0:14:34.399,0:14:38.000
important bills that has come through

0:14:36.690,0:14:40.000
[Music]

0:14:38.000,0:14:41.600
the legislature in terms of impact on

0:14:40.000,0:14:46.639
ode um in

0:14:41.600,0:14:46.639
all of you and students all right

0:14:46.800,0:14:51.199
i'm going to give a pause

0:14:49.920,0:14:52.880
i'll um

0:14:51.199,0:14:54.240
i'll probably not be able to catch up

0:14:52.880,0:14:56.720
with questions that i'm getting in the

0:14:54.240,0:14:58.240
chat immediately but i will track them

0:14:56.720,0:15:00.320
and get back to them especially the

0:14:58.240,0:15:01.279
private ones as we go through once i'm

0:15:00.320,0:15:05.040
able to

0:15:01.279,0:15:05.040
hand off the mic to others

0:15:05.199,0:15:10.160
so all the federal and state assessment

0:15:07.680,0:15:13.199
requirements for 2021-22

0:15:10.160,0:15:14.720
are in place with the exception of the

0:15:13.199,0:15:15.839
kindergarten assessment which you can

0:15:14.720,0:15:17.279
see

0:15:15.839,0:15:18.240
i've struck through

0:15:17.279,0:15:19.279
here

0:15:18.240,0:15:21.040
so

0:15:19.279,0:15:23.120
when you're asked the question

0:15:21.040,0:15:26.639
there is no relationship between senate

0:15:23.120,0:15:28.560
bill 744 and the state assessment system

0:15:26.639,0:15:29.519
uh federal requirements right they're

0:15:28.560,0:15:31.279
different

0:15:29.519,0:15:32.560
essential skills is a totally separate

0:15:31.279,0:15:34.720
state-run

0:15:32.560,0:15:35.680
facility so just reinforcing that that's

0:15:34.720,0:15:37.120
the case

0:15:35.680,0:15:38.639
the other thing that i'll point out to

0:15:37.120,0:15:40.320
here is

0:15:38.639,0:15:42.320
the nationally norm college entrance

0:15:40.320,0:15:44.320
practice examination

0:15:42.320,0:15:45.600
we're still in a holding pattern on that

0:15:44.320,0:15:47.360
i'll give you a little more information

0:15:45.600,0:15:48.880
about that later

0:15:47.360,0:15:51.440
other than that it's

0:15:48.880,0:15:52.959
it's all systems go the social science

0:15:51.440,0:15:55.440
performance tasks that we've made

0:15:52.959,0:15:57.199
available are of course optional it's

0:15:55.440,0:15:58.320
we're required to make that assessment

0:15:57.199,0:16:00.639
available

0:15:58.320,0:16:03.279
districts are not required to administer

0:16:00.639,0:16:03.279

it however

0:16:05.519,0:16:09.920
the test windows that you see

0:16:07.920,0:16:12.480
here are published of course in the test

0:16:09.920,0:16:15.440
administration webpage they can also

0:16:12.480,0:16:17.519
be found in the preliminary tam which i

0:16:15.440,0:16:19.440
think is coming out any second or maybe

0:16:17.519,0:16:21.199
just did

0:16:19.440,0:16:24.560
and the final tam

0:16:21.199,0:16:27.120
the elpa summative assessment is open as

0:16:24.560,0:16:29.120
expected and is typical from january

0:16:27.120,0:16:31.040
through mid april you can see that the

0:16:29.120,0:16:32.639
high school window for ela math and

0:16:31.040,0:16:34.000
science general and alternate

0:16:32.639,0:16:35.680
assessments

0:16:34.000,0:16:37.360
begins in january

0:16:35.680,0:16:39.920
while the grades three through eight

0:16:37.360,0:16:42.480
assessments open in march um all of the

0:16:39.920,0:16:44.399
above finish in early june

0:16:42.480,0:16:47.279
the seed survey which noelle will

0:16:44.399,0:16:49.120
discuss next uh continues to be optional

0:16:47.279,0:16:50.399
and runs concurrently with the summit of

0:16:49.120,0:16:52.480
assessments

0:16:50.399,0:16:54.240
we would recommend focusing on summative

0:16:52.480,0:16:56.000
assessments first prior to completing

0:16:54.240,0:16:59.120
seeds but districts have

0:16:56.000,0:17:01.440
a flexibility to make those decisions

0:16:59.120,0:17:03.120
and finally we want you to be aware that

0:17:01.440,0:17:05.120
the nape

0:17:03.120,0:17:08.959
is requiring districts to accept title

0:17:05.120,0:17:11.199
1a funds in state level math and reading

0:17:08.959,0:17:12.959
is planned for administration

0:17:11.199,0:17:16.079
and schools that are selected will be

0:17:12.959,0:17:17.839
officially notified in mid mid-september

0:17:16.079,0:17:18.799
and that even year

0:17:17.839,0:17:20.799
trend

0:17:18.799,0:17:24.240
for math and reading

0:17:20.799,0:17:27.039
will continue uh hereafter

0:17:24.240,0:17:29.760
and though not included in this table

0:17:27.039,0:17:31.919
the elpa screener is available almost

0:17:29.760,0:17:34.720
year-round which was necessary to

0:17:31.919,0:17:35.679
support our unique screening opportunity

0:17:34.720,0:17:38.320
and

0:17:35.679,0:17:40.240
also support some other uh timely

0:17:38.320,0:17:41.600
timeliness concerns

0:17:40.240,0:17:44.720
all right with that

0:17:41.600,0:17:46.880
said i will turn the mic over to noel

0:17:44.720,0:17:48.320
who is going to give a seed and alt seed

0:17:46.880,0:17:50.480
survey update

0:17:48.320,0:17:52.320
thanks dan

0:17:50.480,0:17:54.600
the seed and alt seed survey will

0:17:52.320,0:17:57.200
continue as a pilot in the

0:17:54.600,0:17:59.280
2021-2022 school year

0:17:57.200,0:18:01.840

customizable participation allows a

0:17:59.280,0:18:04.240
district to fully participate select

0:18:01.840,0:18:06.240
schools grades or other groups of

0:18:04.240,0:18:08.080
students to participate or not

0:18:06.240,0:18:10.480
participate at all

0:18:08.080,0:18:13.600
of course ode would like all students in

0:18:10.480,0:18:15.280
grades 3 through 11 to participate

0:18:13.600,0:18:17.679
qualified trainers and qualified

0:18:15.280,0:18:19.600
assessors will continue to input student

0:18:17.679,0:18:23.280
data for their students in grades three

0:18:19.600,0:18:25.600
through eight and eleven on the alt seed

0:18:23.280,0:18:27.440
ode has made a few adjustments to this

0:18:25.600,0:18:30.000
year's seed survey including the

0:18:27.440,0:18:31.840
addition of new items to ask students

0:18:30.000,0:18:34.640
about their opportunity to learn about

0:18:31.840,0:18:36.880
native americans in oregon

0:18:34.640,0:18:39.200
surveys for 9th and 10th grade are now

0:18:36.880,0:18:41.360
available and with that edition the

0:18:39.200,0:18:43.039
number of items in the 11th grade survey

0:18:41.360,0:18:45.840
has been reduced

0:18:43.039,0:18:47.600
now students in 9th grade will see ela

0:18:45.840,0:18:49.679
focused opportunity to learn and

0:18:47.600,0:18:52.000
self-efficacy questions

0:18:49.679,0:18:54.160
10th grade will see math and 11th grade

0:18:52.000,0:18:57.039
will see science questions

0:18:54.160,0:18:58.640
ode is making progress on the commitment

0:18:57.039,0:18:59.760
to offer the survey in additional

0:18:58.640,0:19:01.840
languages

0:18:59.760,0:19:04.000
this year the seed survey will also be

0:19:01.840,0:19:05.679
available in russian within the test

0:19:04.000,0:19:07.600
delivery system

0:19:05.679,0:19:09.520
for tds

0:19:07.600,0:19:11.600
russian copies of the survey items will

0:19:09.520,0:19:13.440
be added to our seed survey webpage in

0:19:11.600,0:19:15.120
the coming weeks

0:19:13.440,0:19:16.799
we encourage you to go to the seed

0:19:15.120,0:19:19.280
survey webpage to find out more

0:19:16.799,0:19:21.360
information about the seed and alt seed

0:19:19.280,0:19:23.520
surveys including the purpose and

0:19:21.360,0:19:26.160
overview blueprints communication

0:19:23.520,0:19:29.120
toolkit and survey items

0:19:26.160,0:19:31.520
ben has put the link to that page

0:19:29.120,0:19:33.919
in the chat and now tony will give an

0:19:31.520,0:19:37.960
update on oregon's interim assessment

0:19:33.919,0:19:37.960
and tools for teachers resources

0:19:38.880,0:19:44.000
so the organ interim assessment system

0:19:40.799,0:19:46.400
for ela mathematics and science is free

0:19:44.000,0:19:47.840
to educators statewide

0:19:46.400,0:19:49.600
this includes the instructional

0:19:47.840,0:19:51.440
informative assessment resources in

0:19:49.600,0:19:53.200
tools for teachers for ela and

0:19:51.440,0:19:55.200
mathematics

0:19:53.200,0:19:57.120

and as a reminder the interim assessment

0:19:55.200,0:19:59.919
system provides the same accessibility

0:19:57.120,0:20:02.240
supports as the osas summative

0:19:59.919,0:20:03.919
assessments and all student data is

0:20:02.240,0:20:06.480
reported in the centralized reporting

0:20:03.919,0:20:08.559
system through the os

0:20:06.480,0:20:10.960
as portal

0:20:08.559,0:20:13.600
interim assessment blocks or iabs are

0:20:10.960,0:20:15.280
available in all content areas and

0:20:13.600,0:20:18.240
target a wide range of connected

0:20:15.280,0:20:20.240
standards for both ela and mathematics

0:20:18.240,0:20:22.000
focused interim assessment blocks or

0:20:20.240,0:20:23.600
focused iabs

0:20:22.000,0:20:26.240
are available

0:20:23.600,0:20:28.400
these f iabs

0:20:26.240,0:20:30.400
target a smaller scope of targets

0:20:28.400,0:20:33.280
usually one or two

0:20:30.400,0:20:34.559
and a more precise set of associated

0:20:33.280,0:20:36.320
standards

0:20:34.559,0:20:38.799
the science interim assessment blocks

0:20:36.320,0:20:40.559
are in the form of a single task

0:20:38.799,0:20:42.720
items focused on

0:20:40.559,0:20:44.960
single science standards

0:20:42.720,0:20:46.880
later this year there will be an update

0:20:44.960,0:20:50.000
to the science interim assessment bank

0:20:46.880,0:20:54.640
which will include shorter focused items

0:20:50.000,0:20:56.080
of one to two student interactions

0:20:54.640,0:20:57.919
for implementation of the interim

0:20:56.080,0:20:59.840
assessments at the local level first

0:20:57.919,0:21:02.559
complete our interim assessment training

0:20:59.840,0:21:04.640
module module 8 which provides a

0:21:02.559,0:21:06.240
comprehensive overview of the training

0:21:04.640,0:21:08.640
requirements

0:21:06.240,0:21:10.640
in addition the assessment team has

0:21:08.640,0:21:11.679
developed a comprehensive training

0:21:10.640,0:21:13.760
series

0:21:11.679,0:21:17.120
to support the interim assessments in

0:21:13.760,0:21:20.080
science mathematics and language arts

0:21:17.120,0:21:21.679
as well as tools for teachers resources

0:21:20.080,0:21:23.120
in ela and

0:21:21.679,0:21:25.520
math

0:21:23.120,0:21:28.840
which we call the interim professional

0:21:25.520,0:21:32.400
development materials

0:21:28.840,0:21:33.440
right i also wanted to share um

0:21:32.400,0:21:35.760
that we have

0:21:33.440,0:21:38.240
good reason to be confident that ode

0:21:35.760,0:21:40.559
will be able to provide statewide access

0:21:38.240,0:21:43.520
to these interim resources

0:21:40.559,0:21:45.520
at no additional cost to districts

0:21:43.520,0:21:48.480
in the coming years so barring any

0:21:45.520,0:21:50.480
completely unforeseen and unpredictable

0:21:48.480,0:21:52.240
budgetary reductions

0:21:50.480,0:21:54.240

so that's good news for districts who

0:21:52.240,0:21:56.080
have been concerned about

0:21:54.240,0:21:57.760
learning this system and implementing

0:21:56.080,0:21:59.919
this system without knowing if it will

0:21:57.760,0:22:02.960
be funded in future years so it's it's

0:21:59.919,0:22:05.280
definitely funded for 2122 and i have a

0:22:02.960,0:22:06.960
high confidence that it will be funded

0:22:05.280,0:22:08.960
uh in perpetuity

0:22:06.960,0:22:10.559
uh thereafter and i wanted to let

0:22:08.960,0:22:13.120
everyone know

0:22:10.559,0:22:15.679
all right so now i will turn it over to

0:22:13.120,0:22:18.799
caitlyn who will discuss two important

0:22:15.679,0:22:20.559
updates regarding accessibility

0:22:18.799,0:22:22.640
thank you dan

0:22:20.559,0:22:24.400
so nearly every school year our team

0:22:22.640,0:22:26.559
fields questions about the use of

0:22:24.400,0:22:28.280
manipulatives on our summative math

0:22:26.559,0:22:30.880
assessment for

0:22:28.280,0:22:33.679
2021-22 oregon has been able to make

0:22:30.880,0:22:36.080
certain math manipulatives available as

0:22:33.679,0:22:38.080
non-embedded designated supports to all

0:22:36.080,0:22:39.120
students for whom the need is deemed

0:22:38.080,0:22:43.280
helpful

0:22:39.120,0:22:45.840
dtc's and tas should read table 2.4 and

0:22:43.280,0:22:48.080
appendix f it's a new one

0:22:45.840,0:22:50.799
of the oregon accessibility manual for

0:22:48.080,0:22:53.200
all details as well as images of allowed

0:22:50.799,0:22:55.679
manipulatives so again not all

0:22:53.200,0:22:58.640
manipulatives are allowable and the use

0:22:55.679,0:23:01.520
of non-allowed manipulatives can lead to

0:22:58.640,0:23:04.240
testing improprieties training specific

0:23:01.520,0:23:07.360
to this enhancement will be included in

0:23:04.240,0:23:10.400
module 5 of the annual dtc training

0:23:07.360,0:23:12.640
modules so please reach out to myself or

0:23:10.400,0:23:15.520
andy byerly for questions

0:23:12.640,0:23:15.520
regarding those

0:23:16.240,0:23:20.880
the oregon department of education has

0:23:18.799,0:23:23.120
expanded the use of teach

0:23:20.880,0:23:25.520
text to speech for the english language

0:23:23.120,0:23:29.120
arts performance task as a designated

0:23:25.520,0:23:31.919
support text to speech in the ela pt for

0:23:29.120,0:23:34.960
stimuli refers to the reading sources

0:23:31.919,0:23:36.559
embedded in the ela pt associated with

0:23:34.960,0:23:39.440
claim 4 research

0:23:36.559,0:23:42.240
and claim to writing so full right

0:23:39.440,0:23:44.880
writing extended response again this

0:23:42.240,0:23:46.960
expansion of text-to-speech use only

0:23:44.880,0:23:49.600
applies to the reading sources

0:23:46.960,0:23:52.720
associated with the performance task

0:23:49.600,0:23:55.520
text to speech in the ela cat for

0:23:52.720,0:23:58.080
stimuli refers to the reading passages

0:23:55.520,0:24:00.559
associated with claim one reading this

0:23:58.080,0:24:03.039

support is still only selectable as an

0:24:00.559,0:24:06.799
accommodation for students whose need is

0:24:03.039,0:24:09.520
documented in an iep or 504 plan

0:24:06.799,0:24:12.000
undocumented use of text-to-speech for

0:24:09.520,0:24:14.400
reading passages associated with claim 1

0:24:12.000,0:24:15.840
reading will result in a test in

0:24:14.400,0:24:18.480
validation

0:24:15.840,0:24:20.000
activation of to speech can be set up in

0:24:18.480,0:24:22.080
the tide system

0:24:20.000,0:24:25.760
for further questions please refer to

0:24:22.080,0:24:28.960
the 2021 22 module 5 training

0:24:25.760,0:24:31.840
presentation when posted or contact

0:24:28.960,0:24:34.080
myself or tony bertrand i am handing it

0:24:31.840,0:24:37.279
back to dan now who will review our

0:24:34.080,0:24:40.480
targeting up policy

0:24:37.279,0:24:42.880
and just to make sure um tide is test

0:24:40.480,0:24:45.200
information delivery engine so that's

0:24:42.880,0:24:48.320
one of the acronyms that

0:24:45.200,0:24:50.320
we are bathing in

0:24:48.320,0:24:53.360
i'm going to stop using this format of

0:24:50.320,0:24:54.720
slide in the google sphere from here on

0:24:53.360,0:24:55.840
you're not seeing how beautiful these

0:24:54.720,0:24:58.240
slides are

0:24:55.840,0:24:59.679
but they'll look prettier when we post

0:24:58.240,0:25:01.360
them online

0:24:59.679,0:25:04.559
all right so um

0:25:01.360,0:25:07.120
this update uh has to do with the

0:25:04.559,0:25:09.120
targeting up policy

0:25:07.120,0:25:10.960
which you can't see in the header

0:25:09.120,0:25:12.640
so it's a policy reminder it's it's a

0:25:10.960,0:25:13.520
policy that already went into place last

0:25:12.640,0:25:15.279
year

0:25:13.520,0:25:18.000
but for 10th grade students who have

0:25:15.279,0:25:20.640
completed advanced coursework in science

0:25:18.000,0:25:23.200
english language arts and or mathematics

0:25:20.640,0:25:25.840
they are allowed to target up and

0:25:23.200,0:25:27.520
participate in respective 11th grade

0:25:25.840,0:25:30.240
summative assessments

0:25:27.520,0:25:32.880
so for students who

0:25:30.240,0:25:35.279
meet that criteria and would like to

0:25:32.880,0:25:36.480
take their 11th grade assessment as

0:25:35.279,0:25:38.480
sophomores

0:25:36.480,0:25:39.919
we allow for that that allows them to

0:25:38.480,0:25:41.279
clear some space for example and

0:25:39.919,0:25:43.760
hopefully

0:25:41.279,0:25:45.360
relieve some pressure of the junior year

0:25:43.760,0:25:47.600
testing crunch

0:25:45.360,0:25:49.200
in late april early may

0:25:47.600,0:25:50.799
you need to work with your esd partners

0:25:49.200,0:25:51.840
to request a target up for those

0:25:50.799,0:25:54.559
students

0:25:51.840,0:25:56.159
and with regard to accountability

0:25:54.559,0:25:57.919

participation and performance from those

0:25:56.159,0:26:02.240
students will be attributed to the year

0:25:57.919,0:26:02.240
in which the student is an 11th grader

0:26:05.760,0:26:09.600
all right and now i'm going to turn it

0:26:07.360,0:26:12.720
over to tony to talk about

0:26:09.600,0:26:12.720
test blueprint changes

0:26:12.960,0:26:18.240
the beautiful missing header is the

0:26:15.400,0:26:19.200
2021-22 summative blueprints

0:26:18.240,0:26:20.880
however

0:26:19.200,0:26:23.919
we are finalizing our test blueprints

0:26:20.880,0:26:24.880
for ela and mathematics for 2021 and 22

0:26:23.919,0:26:26.640
right now

0:26:24.880,0:26:29.039
the u.s department of education made a

0:26:26.640,0:26:30.720
unique allowance for this past year in

0:26:29.039,0:26:33.520
the throes of the pandemic that allowed

0:26:30.720,0:26:35.679
us to remove the performance task in the

0:26:33.520,0:26:36.559
interest of protecting all instructional

0:26:35.679,0:26:38.480
time

0:26:36.559,0:26:40.799
but that allowance does not extend to

0:26:38.480,0:26:43.200
future years the performance task gives

0:26:40.799,0:26:45.279
a strong signal uh regarding the value

0:26:43.200,0:26:47.840
of writing and describing mathematical

0:26:45.279,0:26:49.840
reasoning in oregon's education systems

0:26:47.840,0:26:52.320
and allows us to fully represent our

0:26:49.840,0:26:54.559
challenging content standards

0:26:52.320,0:26:57.039
the summative ela and mathematics

0:26:54.559,0:26:59.279
general assessments will include the

0:26:57.039,0:27:00.720
performance task at all grade levels for

0:26:59.279,0:27:03.360
this coming year

0:27:00.720,0:27:04.320
ode ode will not include narrative

0:27:03.360,0:27:08.400
writing

0:27:04.320,0:27:10.480
in the osas ela summative assessment

0:27:08.400,0:27:12.320
this shift in assessment design allows

0:27:10.480,0:27:13.360
for the multiple genres of narrative

0:27:12.320,0:27:16.159
writing

0:27:13.360,0:27:17.840
to be assessed at the local level

0:27:16.159,0:27:19.440
we are developing test blueprints that

0:27:17.840,0:27:21.760
incorporate the most efficient and

0:27:19.440,0:27:23.919
effective versions of our cat or

0:27:21.760,0:27:24.960
computer adaptive test that we can

0:27:23.919,0:27:26.279
define

0:27:24.960,0:27:29.120
compared to the

0:27:26.279,0:27:30.320
2018-19 ela and mathematics summative

0:27:29.120,0:27:33.279
assessments

0:27:30.320,0:27:35.039
the number of cat items has been reduced

0:27:33.279,0:27:37.840
by 40 percent

0:27:35.039,0:27:40.559
on the shortened 2021

0:27:37.840,0:27:42.320
22 ela and mathematics summative

0:27:40.559,0:27:45.520
assessments

0:27:42.320,0:27:47.279
the shortened test maximize efficiency

0:27:45.520,0:27:48.799
while maintaining test blueprint

0:27:47.279,0:27:50.640
adherence

0:27:48.799,0:27:52.320

and target reports will continue to

0:27:50.640,0:27:54.720
serve as an important resource in

0:27:52.320,0:27:56.159
understanding longitudinal learning

0:27:54.720,0:27:57.360
trends

0:27:56.159,0:27:58.240
more specific

0:27:57.360,0:27:59.919
loop

0:27:58.240,0:28:02.240
more specific blueprint information will

0:27:59.919,0:28:05.840
be posted on the ela assessment and math

0:28:02.240,0:28:09.440
assessment web pages by october 29th of

0:28:05.840,0:28:10.720
2021 and communicated to dtcs once

0:28:09.440,0:28:12.880
available

0:28:10.720,0:28:15.279
we do not expect any changes to either

0:28:12.880,0:28:16.960
the science or the oregon extended

0:28:15.279,0:28:18.799
assessments

0:28:16.960,0:28:21.120
ben will walk us through some of the

0:28:18.799,0:28:23.840
changes to the osas portal

0:28:21.120,0:28:26.720
and a transition to the centralized

0:28:23.840,0:28:26.720
reporting system

0:28:28.720,0:28:33.200
and i'm going to wait for a second

0:28:30.240,0:28:35.120
because um i noticed that leanne

0:28:33.200,0:28:36.640
has her hand up i wanted to make sure

0:28:35.120,0:28:39.760
that

0:28:36.640,0:28:39.760
i address your question

0:28:39.840,0:28:43.600
thank you it was just i i kind of caught

0:28:42.000,0:28:45.919
this when you were talking about the

0:28:43.600,0:28:47.360
10th grade target up

0:28:45.919,0:28:49.440
it said um
0:28:47.360,0:28:52.159
contact your esd partner if you have a

0:28:49.440,0:28:54.399
student that needs to to target up i

0:28:52.159,0:28:56.159
assume that's because they're not in

0:28:54.399,0:28:57.279
tied so we would need to get them added

0:28:56.159,0:28:59.200
to tied

0:28:57.279,0:29:00.240
okay i just wanted to confirm that

0:28:59.200,0:29:01.760
because

0:29:00.240,0:29:02.799
that could take a little time as a

0:29:01.760,0:29:05.679

process so i want to make sure i

0:29:02.799,0:29:05.679
understood that correctly

0:29:06.080,0:29:09.840
that's a great question i'm

0:29:08.080,0:29:12.720
i think the response is going to require

0:29:09.840,0:29:15.360
a little more noodling to leanne

0:29:12.720,0:29:18.000
one we didn't want to make the process

0:29:15.360,0:29:19.840
you know as open as

0:29:18.000,0:29:22.080
as it might be otherwise but we'll have

0:29:19.840,0:29:23.760
to think about that given that the seed

0:29:22.080,0:29:25.520
survey will be available in grades nine

0:29:23.760,0:29:27.200
and ten two so there might be a

0:29:25.520,0:29:28.399
different answer pending

0:29:27.200,0:29:30.960
for that question but that's the

0:29:28.399,0:29:33.200
practice we followed in the past

0:29:30.960,0:29:36.799
all right thank you for that

0:29:33.200,0:29:38.799
and um ben sorry to keep you waiting

0:29:36.799,0:29:41.840
no problem give me time to put a link in

0:29:38.799,0:29:41.840
the chat

0:29:41.919,0:29:45.440
last spring we announced that the state

0:29:44.000,0:29:48.960
testing portal would be undergoing a

0:29:45.440,0:29:51.520
redesign that change is now live

0:29:48.960,0:29:53.760
you can see on this screenshot that the

0:29:51.520,0:29:56.880
look and feel of the testing portal have

0:29:53.760,0:29:59.039
been streamlined and modernized

0:29:56.880,0:30:01.600
while there are multiple ways to get in

0:29:59.039,0:30:03.679
to important content on the portal we've

0:30:01.600,0:30:06.320
highlighted some useful menu items in

0:30:03.679,0:30:09.120
this screenshot i know the resolution is

0:30:06.320,0:30:11.120
somewhat small for those of you who are

0:30:09.120,0:30:13.120
on a small screen

0:30:11.120,0:30:14.799
so

0:30:13.120,0:30:16.559
up at the top you can see those three

0:30:14.799,0:30:18.240
red rectangles

0:30:16.559,0:30:19.919
one of them is around the users tab

0:30:18.240,0:30:22.640
which takes you to the appropriate page

0:30:19.919,0:30:25.440
for your role and you can find links or

0:30:22.640,0:30:27.840
as web web designers call them cards for

0:30:25.440,0:30:29.520
the applications you want to access

0:30:27.840,0:30:32.080
the second red rectangle is around the

0:30:29.520,0:30:33.600
resources tab and this is a searchable

0:30:32.080,0:30:35.520
collection of all the resources on the

0:30:33.600,0:30:37.760
state portal these resources would

0:30:35.520,0:30:40.320
include things like user guides

0:30:37.760,0:30:42.720
translated test directions or vendor

0:30:40.320,0:30:45.279
developed family resources

0:30:42.720,0:30:47.679
you can use search filters to find the

0:30:45.279,0:30:49.919
exact resources you're looking for and

0:30:47.679,0:30:52.159
then there is a contact link us in the

0:30:49.919,0:30:54.159
third red rectangle you can use this

0:30:52.159,0:30:57.760
link to find contact information for

0:30:54.159,0:31:00.399
your regional esd partner or the osas

0:30:57.760,0:31:03.200
help desk

0:31:00.399,0:31:05.440

there's a question in the chat

0:31:03.200,0:31:07.679
about having a link for the i believe

0:31:05.440,0:31:11.120
the uh centralized reporting system

0:31:07.679,0:31:12.720
which is on the next slide

0:31:11.120,0:31:14.880
uh i mean the centralized reporting

0:31:12.720,0:31:17.519
system screenshot is on the next slide

0:31:14.880,0:31:19.840
the link is the same as the

0:31:17.519,0:31:22.960
osas portal

0:31:19.840,0:31:24.240
simply follow the link to your user role

0:31:22.960,0:31:27.200
as a

0:31:24.240,0:31:30.000
test coordinator and you will find

0:31:27.200,0:31:31.440
these two cards about halfway down the

0:31:30.000,0:31:34.480
page

0:31:31.440,0:31:37.519
the one on the left is the crs card the

0:31:34.480,0:31:39.679
reporting card that leads you to the

0:31:37.519,0:31:42.480
centralized reporting system for upper

0:31:39.679,0:31:45.919
screener scores

0:31:42.480,0:31:47.919
in the spring of 2021 ode announced that

0:31:45.919,0:31:49.919
the online reporting system known as the

0:31:47.919,0:31:53.440
ors would be replaced with the

0:31:49.919,0:31:55.039
centralized reporting system or crs

0:31:53.440,0:31:56.480
that's the title of this slide which is

0:31:55.039,0:31:58.320
in white font and it blends in

0:31:56.480,0:32:00.480
beautifully with the white background

0:31:58.320,0:32:01.519
this change has now occurred and crs is

0:32:00.480,0:32:03.679
live

0:32:01.519,0:32:06.320
you can currently access both reporting

0:32:03.679,0:32:09.120
systems via the state testing portal

0:32:06.320,0:32:11.440
but be aware that ors

0:32:09.120,0:32:13.039
the old system will retire at the end of

0:32:11.440,0:32:16.159
october

0:32:13.039,0:32:19.840
historical data from ors were preserved

0:32:16.159,0:32:22.559
in the crs system that is the new system

0:32:19.840,0:32:24.159
no data will be lost when ors goes

0:32:22.559,0:32:26.240
offline

0:32:24.159,0:32:29.039
this change is intended to support more

0:32:26.240,0:32:32.559
efficient user interactions and we hope

0:32:29.039,0:32:35.679
that you find the crs easier to navigate

0:32:32.559,0:32:35.679
and utilize

0:32:37.120,0:32:43.440
sodi will now provide an update

0:32:39.360,0:32:45.039
regarding the kindergarten assessment

0:32:43.440,0:32:46.080
thank you ben

0:32:45.039,0:32:48.640
um

0:32:46.080,0:32:50.399
so the state board of education extended

0:32:48.640,0:32:52.720
the suspension of the kindergarten

0:32:50.399,0:32:55.360
assessment or ka

0:32:52.720,0:32:57.120
through the

0:32:55.360,0:32:59.600
22 school year

0:32:57.120,0:33:01.840
due to both the pandemic concern

0:32:59.600,0:33:04.080
pandemic and concerns related to its

0:33:01.840,0:33:06.559
design and implementation

0:33:04.080,0:33:09.279
ode in the early ch early learning

0:33:06.559,0:33:11.919

division also known as eld

0:33:09.279,0:33:14.519
are committed to engaging education and

0:33:11.919,0:33:18.000
community partners in the

0:33:14.519,0:33:19.039
2021-22 school year to determine how the

0:33:18.000,0:33:20.559
ka

0:33:19.039,0:33:22.480
should be redesigned for future

0:33:20.559,0:33:24.320
administrations

0:33:22.480,0:33:26.720
to support these engagements we are

0:33:24.320,0:33:28.960
canvassing other state practices in our

0:33:26.720,0:33:31.360
kindergarten entry assessments

0:33:28.960,0:33:33.679
to borrow from them the practices and or

0:33:31.360,0:33:35.760
systems that might be most beneficial

0:33:33.679,0:33:37.840
for oregon students

0:33:35.760,0:33:40.799
please look for invitations to join one

0:33:37.840,0:33:43.360
of our engagements in the next few weeks

0:33:40.799,0:33:45.279
we're also interested in reducing test

0:33:43.360,0:33:46.320
redundancy wherever possible and

0:33:45.279,0:33:48.559
feasible

0:33:46.320,0:33:51.919
your voice matters so we hope you join

0:33:48.559,0:33:54.320
us um now i'm going to pass it back to

0:33:51.919,0:33:54.320
daven

0:33:54.640,0:33:57.440
thanks sudee

0:33:56.640,0:34:00.240
um

0:33:57.440,0:34:03.039
so a reminder for districts here that

0:34:00.240,0:34:06.399
they must report results for students

0:34:03.039,0:34:07.840
who participated in spring 2021 testing

0:34:06.399,0:34:12.320
two families

0:34:07.840,0:34:14.879
uh pursuant to oar 581 22 2270

0:34:12.320,0:34:15.839
which will be linked in the slide deck

0:34:14.879,0:34:18.079
um

0:34:15.839,0:34:21.040
student data i should also mention this

0:34:18.079,0:34:23.040
refers back to the crs so student data

0:34:21.040,0:34:25.520
are not available in the oss portal from

0:34:23.040,0:34:27.760
spring 2021 but they are available

0:34:25.520,0:34:29.679
within the ode district secure website

0:34:27.760,0:34:30.639
so districts do have access to their

0:34:29.679,0:34:32.240
data

0:34:30.639,0:34:33.760
despite they're not being available in

0:34:32.240,0:34:36.560
crs

0:34:33.760,0:34:38.800
ode will be publicly reporting data from

0:34:36.560,0:34:40.639
the spring 2021

0:34:38.800,0:34:42.079
test administration

0:34:40.639,0:34:43.839
pursuant to the agreement that was

0:34:42.079,0:34:46.000
affected as part of our amended state

0:34:43.839,0:34:47.200
summative assessment waiver request last

0:34:46.000,0:34:49.440
year

0:34:47.200,0:34:52.240
we'll focus our reporting on the seed

0:34:49.440,0:34:54.800
survey pilot data and information

0:34:52.240,0:34:57.920
state level participation rates range

0:34:54.800,0:35:00.560
from approximately 35 percent in grade 3

0:34:57.920,0:35:03.440
to 11 in grade 11

0:35:00.560,0:35:05.359
which presents almost uniform data use

0:35:03.440,0:35:06.880

limitations

0:35:05.359,0:35:08.800
but we'll thus

0:35:06.880,0:35:10.720
commit to providing clear guidance

0:35:08.800,0:35:12.079
regarding how the data should and should

0:35:10.720,0:35:13.680
not be used

0:35:12.079,0:35:16.079
we'll focus attention and our

0:35:13.680,0:35:18.240
communications on the variance that was

0:35:16.079,0:35:20.160
demonstrated across the state

0:35:18.240,0:35:23.200
identifying the ranges of scores that

0:35:20.160,0:35:25.280
were possible at a district or school

0:35:23.200,0:35:26.480
so where we are required

0:35:25.280,0:35:27.520
to report

0:35:26.480,0:35:29.839
district

0:35:27.520,0:35:32.400
or school proficiency data it will

0:35:29.839,0:35:34.720
always be paired with participation

0:35:32.400,0:35:36.480
rates there will also be a note within

0:35:34.720,0:35:39.119
the data set elaborating that the data

0:35:36.480,0:35:42.160
should not be used if participation

0:35:39.119,0:35:43.520
rates are below an 80 threshold

0:35:42.160,0:35:45.440
that threshold

0:35:43.520,0:35:47.839
was recommended by oregon's technical

0:35:45.440,0:35:49.440
advisory committee unanimously

0:35:47.839,0:35:51.440
during our june

0:35:49.440,0:35:52.320
2021

0:35:51.440,0:35:54.320
meeting

0:35:52.320,0:35:55.839
so those i won't explain exactly how

0:35:54.320,0:35:58.320
that will be done but i will tell you

0:35:55.839,0:36:00.880
that we are committed to making sure

0:35:58.320,0:36:04.000
that the range of scores will be what

0:36:00.880,0:36:06.720
is shared as our primary public-facing

0:36:04.000,0:36:08.320
reporting mechanism

0:36:06.720,0:36:13.160
all right ben is going to start our

0:36:08.320,0:36:13.160
review of legislative updates next

0:36:18.880,0:36:23.760
thanks dan i'm a little slow on the

0:36:20.480,0:36:23.760
unmute button but here i am

0:36:24.320,0:36:29.520
this slide concerns access to linguistic

0:36:27.440,0:36:32.560
inclusion you may have heard about the

0:36:29.520,0:36:34.640
recent passage of this bill known as hb

0:36:32.560,0:36:37.040
2056.

0:36:34.640,0:36:39.839
this law will have a significant impact

0:36:37.040,0:36:42.000
on the educational landscape in oregon

0:36:39.839,0:36:44.240
and we are working on detailed guidance

0:36:42.000,0:36:45.440
to help districts understand those

0:36:44.240,0:36:47.440
changes

0:36:45.440,0:36:50.880
for the purposes of today's webinar

0:36:47.440,0:36:53.599
however we want to emphasize that al-ali

0:36:50.880,0:36:56.079
access to linguistic inclusion has no

0:36:53.599,0:36:59.119
impact on testing and has no impact on

0:36:56.079,0:37:00.960
oregon's adopted content standards

0:36:59.119,0:37:03.200
our statewide english language arts

0:37:00.960,0:37:04.240
assessment remains the same as in prior

0:37:03.200,0:37:05.839
years

0:37:04.240,0:37:07.119

taking into account the blueprint

0:37:05.839,0:37:08.960
updates that you heard about in an

0:37:07.119,0:37:11.520
earlier slide

0:37:08.960,0:37:13.599
oregon districts will not be required to

0:37:11.520,0:37:16.079
address new or different content

0:37:13.599,0:37:18.800
standards in any content area as a

0:37:16.079,0:37:19.920
result of ali but we are excited to

0:37:18.800,0:37:22.560
share the

0:37:19.920,0:37:23.920
um the impacts that this bill will have

0:37:22.560,0:37:26.000
and the opportunities that will open in

0:37:23.920,0:37:28.800
the instructional environment

0:37:26.000,0:37:34.119
and now i will pass the baton back to

0:37:28.800,0:37:34.119
dan who will review senate bill 744.

0:37:34.640,0:37:38.079
thanks ben

0:37:36.880,0:37:39.920
okay

0:37:38.079,0:37:42.560
the oregon legislative assembly passed

0:37:39.920,0:37:44.880
senate bill 744 which directs the oregon

0:37:42.560,0:37:46.560
department of education

0:37:44.880,0:37:47.839
to review state requirements for high

0:37:46.560,0:37:49.680
school

0:37:47.839,0:37:51.920
diploma options as well as state

0:37:49.680,0:37:54.400
requirements related to demonstrations

0:37:51.920,0:37:56.800
of proficiency and essential skills

0:37:54.400,0:37:59.280
there are several different layers of

0:37:56.800,0:38:00.960
requirements within senate bill 744 for

0:37:59.280,0:38:02.160
the department of education that also

0:38:00.960,0:38:04.800
include

0:38:02.160,0:38:08.160
engaging with particular education

0:38:04.800,0:38:09.839
community partners as part of a

0:38:08.160,0:38:11.520
year-long

0:38:09.839,0:38:14.079
engagement process

0:38:11.520,0:38:17.040
so allowing for this review

0:38:14.079,0:38:19.839
the law extends the

0:38:17.040,0:38:23.040
suspension of uh assessment of essential

0:38:19.839,0:38:24.800
skills through the 2023-24

```
0:38:23.040,0:38:25.599
school year

0:38:24.800,0:38:26.960
so

0:38:25.599,0:38:29.599
important to note

0:38:26.960,0:38:31.920
uh that senate bill 744

0:38:29.599,0:38:33.599
the suspension applies exclusively to

0:38:31.920,0:38:34.880
the assessment of essential skills

0:38:33.599,0:38:36.400
requirements

0:38:34.880,0:38:39.200
for students receiving a regular

0:38:36.400,0:38:40.560
modified diploma it doesn't suspend the

0:38:39.200,0:38:41.920
local performance assessment

0:38:40.560,0:38:44.960
requirements

0:38:41.920,0:38:46.960
and it doesn't suspend any of the other

0:38:44.960,0:38:49.119
expectations within our graduation

0:38:46.960,0:38:51.119
requirements including the education

0:38:49.119,0:38:53.920
plan the education profile

0:38:51.119,0:38:56.720
and the extended application

0:38:53.920,0:38:58.480
so we've linked to the enrolled bill

0:38:56.720,0:39:00.400
```

which was the final build text for you

0:38:58.480,0:39:03.599
twice in this slide

0:39:00.400,0:39:06.000
we also have a website that we've set up

0:39:03.599,0:39:08.800
senate bill 744 has an implementation

0:39:06.000,0:39:10.960
team that i am the point of contact for

0:39:08.800,0:39:12.720
but you can send any

0:39:10.960,0:39:15.680
questions that you get from external

0:39:12.720,0:39:16.640
partners to the kind of generic email

0:39:15.680,0:39:19.280
address that you see here

0:39:16.640,0:39:22.520
ode.senateville744

0:39:19.280,0:39:22.520
at ode.state.org.us

0:39:22.720,0:39:27.280
if you get questions from the field

0:39:25.520,0:39:29.520
we're also in the process of developing

0:39:27.280,0:39:32.960
multiple communications

0:39:29.520,0:39:35.920
for districts to use around senate bill

0:39:32.960,0:39:37.520
744 to speak to communities

0:39:35.920,0:39:39.280
and families and

0:39:37.520,0:39:42.920
in educators within

0:39:39.280,0:39:42.920
the district system

0:39:43.920,0:39:47.920
all right now i'm going to

0:39:45.920,0:39:50.000
transition pretty quickly and of course

0:39:47.920,0:39:51.599
we're expecting questions on on all of

0:39:50.000,0:39:54.160
the above

0:39:51.599,0:39:56.400
but we're asked to give an update on the

0:39:54.160,0:39:58.800
10th grade assessment rfp

0:39:56.400,0:40:00.480
so the rfp has is at the final stages

0:39:58.800,0:40:02.160
and has been at the final stages for

0:40:00.480,0:40:04.400
quite some time it's under department of

0:40:02.160,0:40:05.440
justice review right now

0:40:04.400,0:40:07.040
um

0:40:05.440,0:40:08.640
we um

0:40:07.040,0:40:10.480
we'll be publishing it as soon as it's

0:40:08.640,0:40:12.160
available and the process of selecting a

0:40:10.480,0:40:14.319
vendor will proceed right after the

0:40:12.160,0:40:16.480
proposals are received

0:40:14.319,0:40:17.760
we do not yet know what vendor will be

0:40:16.480,0:40:19.839
selected

0:40:17.760,0:40:21.440
we'll update information at our

0:40:19.839,0:40:23.599
nationally normed college entrance

0:40:21.440,0:40:26.720
practice test webpage

0:40:23.599,0:40:29.280
to which you can refer for information

0:40:26.720,0:40:31.200
whatever assessment is selected will be

0:40:29.280,0:40:33.520
free for participating 10th graders in

0:40:31.200,0:40:36.960
2021 22

0:40:33.520,0:40:38.720
but we will not be able to reimburse

0:40:36.960,0:40:40.800
for any district that chooses to

0:40:38.720,0:40:42.160
administer an assessment that ends up

0:40:40.800,0:40:44.880
not being the assessment that was

0:40:42.160,0:40:47.040
selected or if it were administrated

0:40:44.880,0:40:49.520
administered prior that's something i

0:40:47.040,0:40:51.040
can look more deeply into but i don't

0:40:49.520,0:40:54.079
have any confidence that we'll be able

0:40:51.040,0:40:56.480

to support districts in participating in

0:40:54.079,0:40:58.800
fall administrations of any of those

0:40:56.480,0:41:01.839
type of assessments

0:40:58.800,0:41:01.839
given that timeline

0:41:03.920,0:41:07.520
all right and what you can't see at the

0:41:05.440,0:41:09.200
top here is uh equitable grading

0:41:07.520,0:41:10.560
practices professional learning

0:41:09.200,0:41:13.280
community

0:41:10.560,0:41:17.280
opportunity so ode is proud to announce

0:41:13.280,0:41:19.280
that recruitment is open for a fall plc

0:41:17.280,0:41:21.040
for school teams to dive into their

0:41:19.280,0:41:23.119
current grading practices and how they

0:41:21.040,0:41:25.040
might make them more equitable

0:41:23.119,0:41:26.800
so throughout distance learning in

0:41:25.040,0:41:28.560
2020-21

0:41:26.800,0:41:31.119
many districts approached ode for

0:41:28.560,0:41:33.359
support in the area of creating and this

0:41:31.119,0:41:34.480
is the first opportunity for teams to

0:41:33.359,0:41:36.400
engage

0:41:34.480,0:41:38.160
this announcement has been in the aaa

0:41:36.400,0:41:40.319
update and will continue to be until

0:41:38.160,0:41:42.400
registration closes i believe that's

0:41:40.319,0:41:44.400
september 17th

0:41:42.400,0:41:46.319
but we want to announce it again here to

0:41:44.400,0:41:48.000
make sure all the district testifornies

0:41:46.319,0:41:49.839
were aware of the opportunity can

0:41:48.000,0:41:51.200
communicate it to school leaders within

0:41:49.839,0:41:54.079
district

0:41:51.200,0:41:55.359
for more information please email

0:41:54.079,0:41:58.160
ode's

0:41:55.359,0:42:00.960
equitable grading practices team

0:41:58.160,0:42:02.800
and we will paste the

0:42:00.960,0:42:04.880
address the email address for that group

0:42:02.800,0:42:05.839
into the chat here in a second as well

0:42:04.880,0:42:09.599
as

0:42:05.839,0:42:11.839
a recruitment flyer and a registration

0:42:09.599,0:42:11.839
link

0:42:14.560,0:42:19.920
so here is a list of uh publication

0:42:17.599,0:42:22.400
training and uh testing dates for the

0:42:19.920,0:42:25.680
coming year uh we're generally adhering

0:42:22.400,0:42:27.760
uh to dates that are historically

0:42:25.680,0:42:31.440
relevant there's also a link to the

0:42:27.760,0:42:32.880
complete test schedule at the bottom

0:42:31.440,0:42:35.040
so of note

0:42:32.880,0:42:35.760
is that the preliminary tam as some of

0:42:35.040,0:42:37.599
us

0:42:35.760,0:42:39.599
including me discovered

0:42:37.599,0:42:41.760
is finally available now

0:42:39.599,0:42:43.359
the oregon test administration manual

0:42:41.760,0:42:45.119
the final version will be published on

0:42:43.359,0:42:47.359
october 11th but we wanted to make sure

0:42:45.119,0:42:48.240
you had the preliminary tam which will

0:42:47.359,0:42:51.119

be

0:42:48.240,0:42:54.160
you know 98 to 99

0:42:51.119,0:42:55.920
um accurate available as you plan for

0:42:54.160,0:42:57.680
the coming year

0:42:55.920,0:43:00.640
dtc training modules again just to

0:42:57.680,0:43:02.160
emphasize that will be available by

0:43:00.640,0:43:04.480
october 1st

0:43:02.160,0:43:06.240
some of them have already been posted

0:43:04.480,0:43:10.000
and those are the the highlights that i

0:43:06.240,0:43:10.000
wanted to draw your attention to here

0:43:10.800,0:43:15.920
some days that are of import for you all

0:43:13.040,0:43:18.319
in your role ode is closed for labor day

0:43:15.920,0:43:20.800
um and then thanksgiving

0:43:18.319,0:43:22.960
the christmas day and then of course new

0:43:20.800,0:43:24.560
year's day those are the holidays that

0:43:22.960,0:43:26.720
are in our calendars

0:43:24.560,0:43:28.079
a reminder about monthly

0:43:26.720,0:43:30.560
statewide assessment system portal

0:43:28.079,0:43:35.280
maintenance dates and times here as well

0:43:30.560,0:43:36.720
as when our crs systems will be down

0:43:35.280,0:43:38.400
in the coming

0:43:36.720,0:43:41.359
month

0:43:38.400,0:43:44.000
so with that we have

0:43:41.359,0:43:45.040
about 14 minutes which is uh hopefully

0:43:44.000,0:43:47.119
enough

0:43:45.040,0:43:48.319
uh to get started on

0:43:47.119,0:43:50.960
addressing

0:43:48.319,0:43:52.240
uh some of your most pressing questions

0:43:50.960,0:43:53.440
right now so

0:43:52.240,0:43:56.079
if you would like

0:43:53.440,0:43:58.720
to voice your question uh you can raise

0:43:56.079,0:44:00.880
your hand and we'll try to call on you

0:43:58.720,0:44:02.800
if you'd like to speak into the zoom

0:44:00.880,0:44:04.720
you're also welcome to record your

0:44:02.800,0:44:06.480
questions in the chat

0:44:04.720,0:44:08.480
if we don't have an answer or can't get

0:44:06.480,0:44:10.079
to your question today

0:44:08.480,0:44:13.599
we'll definitely

0:44:10.079,0:44:15.760
record the question and weave it into

0:44:13.599,0:44:18.240
a q a document

0:44:15.760,0:44:19.760
from this engagement by later next week

0:44:18.240,0:44:21.359
that we will make available on the

0:44:19.760,0:44:24.160
assessment team

0:44:21.359,0:44:27.760
webpage as well

0:44:24.160,0:44:29.440
so with that i am going to open it up

0:44:27.760,0:44:30.720
for

0:44:29.440,0:44:31.839
questions

0:44:30.720,0:44:34.079
and there may have already been some

0:44:31.839,0:44:36.480
questions in the chat if the team can

0:44:34.079,0:44:39.359
help me orient to those quickly that

0:44:36.480,0:44:39.359
would be super helpful

0:44:45.280,0:44:48.960
i think the one question that i saw that

0:44:47.040,0:44:51.200

i can speak to while we're waiting for

0:44:48.960,0:44:54.720
the others to trickle in

0:44:51.200,0:44:56.800
was from emily regarding science

0:44:54.720,0:44:59.119
and how it used to be

0:44:56.800,0:45:01.599
possible for lower grade students to

0:44:59.119,0:45:03.440
target up that's true

0:45:01.599,0:45:05.839
we engaged with our assessment advisory

0:45:03.440,0:45:07.760
committee on that particular question

0:45:05.839,0:45:10.480
multiple times

0:45:07.760,0:45:12.640
in the past three years and it was

0:45:10.480,0:45:14.079
deemed that a consistent

0:45:12.640,0:45:16.400
target up

0:45:14.079,0:45:18.480
policy or practice

0:45:16.400,0:45:20.640
was desirable

0:45:18.480,0:45:21.760
and so that's what we have put into

0:45:20.640,0:45:24.880
place so

0:45:21.760,0:45:26.880
it's all 10th graders can participate in

0:45:24.880,0:45:28.400
the 11th grade assessment

0:45:26.880,0:45:29.839
as long as they've completed the

0:45:28.400,0:45:31.200
coursework that prepares them to

0:45:29.839,0:45:33.680
demonstrate

0:45:31.200,0:45:36.160
proficiency in relation to those content

0:45:33.680,0:45:36.160
standards

0:45:37.680,0:45:40.640
all right now some questions are

0:45:38.880,0:45:42.000
trickling in i'm going to start at the

0:45:40.640,0:45:46.240
top

0:45:42.000,0:45:48.560
and scroll down them

0:45:46.240,0:45:50.400
oh great question from susie thank you

0:45:48.560,0:45:52.400
is it possible to put all the links that

0:45:50.400,0:45:55.760
we've shared into a single page document

0:45:52.400,0:45:56.960
and email that as part of the weekly

0:45:55.760,0:45:58.079
update

0:45:56.960,0:46:00.400
also in the assessment and

0:45:58.079,0:46:02.960
accountability update i'm going to

0:46:00.400,0:46:05.119
have to noodle on that a bit i think

0:46:02.960,0:46:06.960
the solution that kind of makes

0:46:05.119,0:46:08.640
sense to me to meet that need susie is

0:46:06.960,0:46:10.800
we can weave that into the questions and

0:46:08.640,0:46:12.319
answer document right at the top put all

0:46:10.800,0:46:14.240
the links in order

0:46:12.319,0:46:16.800
the assessment and accountability update

0:46:14.240,0:46:18.560
doesn't really allow for that kind of a

0:46:16.800,0:46:20.480
structure it's but it's structured as a

0:46:18.560,0:46:21.599
bunch of small

0:46:20.480,0:46:24.000
excerpts

0:46:21.599,0:46:26.560
but i i hope that um doing it in that

0:46:24.000,0:46:29.839
format will meet the same need and we

0:46:26.560,0:46:29.839
can certainly commit to that

0:46:30.240,0:46:34.319
all right another question from

0:46:32.400,0:46:36.720
adrian nielsen you said that you would

0:46:34.319,0:46:37.839
have a dtc quiz this year as you did

0:46:36.720,0:46:39.440
last year

0:46:37.839,0:46:41.200

could you give us more information on

0:46:39.440,0:46:44.720
that

0:46:41.200,0:46:47.440
um so um basically uh there are reading

0:46:44.720,0:46:49.119
expectations uh present uh with regard

0:46:47.440,0:46:52.240
to the test administration manual in the

0:46:49.119,0:46:54.079
oregon accessibility manual um as well

0:46:52.240,0:46:56.480
as some updates

0:46:54.079,0:46:58.800
we tried to develop a quiz

0:46:56.480,0:47:00.000
that has some consistency across here so

0:46:58.800,0:47:01.440
for the veteran

0:47:00.000,0:47:02.960
folks you'll notice that some of the

0:47:01.440,0:47:04.720
items kind of remain the same because

0:47:02.960,0:47:07.680
they remain important

0:47:04.720,0:47:09.200
we also try to put some new questions

0:47:07.680,0:47:12.079
into the quiz

0:47:09.200,0:47:14.240
just to make sure that we have

0:47:12.079,0:47:16.720
we have clarity on what the expectations

0:47:14.240,0:47:19.680
are for the coming year so the the quiz

0:47:16.720,0:47:21.040
just to hopefully alleviate whatever

0:47:19.680,0:47:22.400
anxiety

0:47:21.040,0:47:24.559
might be present in the hearts of our

0:47:22.400,0:47:26.960
new district test coordinators is not

0:47:24.559,0:47:29.040
intended to be a gotcha at all it's

0:47:26.960,0:47:31.359
intended to reinforce

0:47:29.040,0:47:33.920
critical aspects of the coming year's

0:47:31.359,0:47:36.240
statewide assessment system and it tends

0:47:33.920,0:47:38.559
to be in the 25 question range that

0:47:36.240,0:47:40.240
fluctuates a bit depending upon

0:47:38.559,0:47:41.280
the topics that we want to emphasize

0:47:40.240,0:47:43.200
that year

0:47:41.280,0:47:46.240
but they should be

0:47:43.200,0:47:48.240
answers that are discoverable

0:47:46.240,0:47:50.160
in almost all cases we've had a few

0:47:48.240,0:47:52.559
hiccups on this

0:47:50.160,0:47:55.680
but they should be present in the tam or

0:47:52.559,0:47:57.760
in the oem for the most part

0:47:55.680,0:48:00.160
and if not we'll point you to

0:47:57.760,0:48:02.800
where the answers can be found

0:48:00.160,0:48:04.079
in the coming years quiz as well

0:48:02.800,0:48:05.839
hope that

0:48:04.079,0:48:08.800
fully answers your question if not we

0:48:05.839,0:48:08.800
can go a little deeper

0:48:10.240,0:48:13.280
all right this is a great question uh

0:48:12.240,0:48:14.160
from

0:48:13.280,0:48:16.160
um

0:48:14.160,0:48:17.920
i'm gonna hopefully not mispronounce the

0:48:16.160,0:48:20.800
name shira

0:48:17.920,0:48:22.079
so best place to start first with our

0:48:20.800,0:48:24.160
training

0:48:22.079,0:48:26.640
and printing reports

0:48:24.160,0:48:28.079
for last year's students

0:48:26.640,0:48:29.920
new teachers want to see where their

0:48:28.079,0:48:31.680

kids stood

0:48:29.920,0:48:34.640
in the spring

0:48:31.680,0:48:36.079
so printing reports isn't going to be a

0:48:34.640,0:48:38.160
terrific

0:48:36.079,0:48:40.559
option because they're not available

0:48:38.160,0:48:43.119
from spring 2021 as far as state summit

0:48:40.559,0:48:44.559
of assessment results you can

0:48:43.119,0:48:46.480
absolutely

0:48:44.559,0:48:49.520
find the scores as we discussed within

0:48:46.480,0:48:51.440
the district secure website

0:48:49.520,0:48:52.960
understandable too that new teachers

0:48:51.440,0:48:54.880
will want to see

0:48:52.960,0:48:57.040
where their students

0:48:54.880,0:48:58.720
were performing in reference to oregon's

0:48:57.040,0:49:01.440
content standards last spring for

0:48:58.720,0:49:03.599
students who participated

0:49:01.440,0:49:05.839
i'm going to um open up the first part

0:49:03.599,0:49:08.160
of your question to the team

0:49:05.839,0:49:10.480
and see if if they have a recommendation

0:49:08.160,0:49:12.319
as far as the best place to start

0:49:10.480,0:49:14.480
uh with training

0:49:12.319,0:49:16.400
but i would assume um you know going

0:49:14.480,0:49:18.079
through the modules in order would be

0:49:16.400,0:49:21.680
the recommendation

0:49:18.079,0:49:21.680
there might be some subtleties there

0:49:27.119,0:49:30.640
dan i would recommend

0:49:28.559,0:49:32.240
exactly that going through the dtc

0:49:30.640,0:49:35.760
training modules that have been posted

0:49:32.240,0:49:39.200
we've um we've included on the web page

0:49:35.760,0:49:41.440
which ones apply to 2122 and which ones

0:49:39.200,0:49:43.119
are still pending and our last year's

0:49:41.440,0:49:45.680
for for

0:49:43.119,0:49:47.119
2020 and 2021

0:49:45.680,0:49:49.040
so that you can distinguish the

0:49:47.119,0:49:50.880
difference between the two the other

0:49:49.040,0:49:53.280
thing is becoming familiar with uh the

0:49:50.880,0:49:55.040
test administration manuals

0:49:53.280,0:49:56.240
in general understanding where those are

0:49:55.040,0:49:58.559
located

0:49:56.240,0:50:00.559
and and um what we have done especially

0:49:58.559,0:50:01.920
with the oam because we have had many

0:50:00.559,0:50:04.800
different changes

0:50:01.920,0:50:07.839
is um scrolling down to the uh the

0:50:04.800,0:50:10.079
changes log will help you to quickly

0:50:07.839,0:50:12.079
navigate and identify where

0:50:10.079,0:50:14.800
accessibility changes have occurred in

0:50:12.079,0:50:16.480
the oam so that is up to date uh and

0:50:14.800,0:50:18.480
again i believe that's the last page or

0:50:16.480,0:50:21.680
the last two pages so that would be a

0:50:18.480,0:50:23.599
quick reference kind of cheat um to to

0:50:21.680,0:50:24.720
get up to date on the oam as fast as

0:50:23.599,0:50:26.640
possible which is the oregon

0:50:24.720,0:50:29.920

accessibility manual

0:50:26.640,0:50:29.920
i'll let others jump in

0:50:36.079,0:50:40.880
i would add to what tony has suggested

0:50:38.240,0:50:42.400
that near the beginning of the tam there

0:50:40.880,0:50:43.839
is a training there are training

0:50:42.400,0:50:46.240
requirements summaries that could be

0:50:43.839,0:50:48.079
used as a type of checklist if you're

0:50:46.240,0:50:51.720
wanting to make sure that you

0:50:48.079,0:50:51.720
get through all the materials

0:50:54.960,0:50:58.079
all right

0:50:56.400,0:51:02.160
thanks tony and ben i think that's a

0:50:58.079,0:51:05.119
pretty comprehensive answer for that one

0:51:02.160,0:51:07.200
and on now to um

0:51:05.119,0:51:08.720
emily's question again i was specific

0:51:07.200,0:51:11.040
around 10th grade targeting up for

0:51:08.720,0:51:12.800
science i tried to

0:51:11.040,0:51:15.280
address that but it will adhere to the

0:51:12.800,0:51:17.190
same process that we have

0:51:15.280,0:51:19.359
in place

0:51:17.190,0:51:21.680
[Music]

0:51:19.359,0:51:24.079
before and i might be dialing that

0:51:21.680,0:51:26.720
process in a bit incorrectly but i don't

0:51:24.079,0:51:28.160
want to put anybody on that

0:51:26.720,0:51:30.640
i can i can

0:51:28.160,0:51:32.480
alright i can clarify

0:51:30.640,0:51:35.839
um i guess

0:51:32.480,0:51:37.760
because it's not new for science our

0:51:35.839,0:51:39.520
high school has

0:51:37.760,0:51:41.440
our 10th graders take their major

0:51:39.520,0:51:42.880
science class in

0:51:41.440,0:51:44.559
10th grade and so that's when they

0:51:42.880,0:51:46.880
normally test

0:51:44.559,0:51:49.440
and i never had to request for them to

0:51:46.880,0:51:52.079
target up that was just the because it

0:51:49.440,0:51:53.920
was available they tested in 10th grade

0:51:52.079,0:51:56.240
and if they didn't pass they

0:51:53.920,0:51:58.240
retook it in 11th grade

0:51:56.240,0:52:01.040
um so now i'm just

0:51:58.240,0:52:03.440
wanting clarification on around

0:52:01.040,0:52:06.160
if we're gonna have to request that

0:52:03.440,0:52:08.160
specifically for 10th graders moving

0:52:06.160,0:52:09.599
forward even though we didn't have to do

0:52:08.160,0:52:11.359
that in the past

0:52:09.599,0:52:14.480
and emily that wasn't a

0:52:11.359,0:52:17.200
challenge for you all with regard to

0:52:14.480,0:52:21.359
students being available and tied

0:52:17.200,0:52:24.079
no they were all students were in there

0:52:21.359,0:52:27.040
um yeah never had an issue with that all

0:52:24.079,0:52:28.400
right interesting i think um i'm pairing

0:52:27.040,0:52:30.640
that question with the one that we

0:52:28.400,0:52:33.040
filled it from leanne earlier um and i

0:52:30.640,0:52:34.240
think what i need to do is not provide a

0:52:33.040,0:52:36.800

response

0:52:34.240,0:52:38.400
but sleuth sleuth into that question a

0:52:36.800,0:52:39.280
little better and we'll try to address

0:52:38.400,0:52:41.920
it

0:52:39.280,0:52:44.240
in the qa document that comes out so if

0:52:41.920,0:52:45.119
there is a more efficient way for us to

0:52:44.240,0:52:47.040
support

0:52:45.119,0:52:47.920
those practices we'll certainly pursue

0:52:47.040,0:52:50.160
it

0:52:47.920,0:52:51.760
okay thank you dan

0:52:50.160,0:52:53.440
all right

0:52:51.760,0:52:55.520
and becky is uh saying that they did

0:52:53.440,0:52:56.640
something very similar in salem kaiser

0:52:55.520,0:52:58.480
so that

0:52:56.640,0:53:00.640
that seems to be not the hiccup that i

0:52:58.480,0:53:02.880
was expecting it to be

0:53:00.640,0:53:02.880
okay

0:53:04.160,0:53:07.440
and then i think um noelle i don't want

0:53:05.920,0:53:09.359
to put you on the spot either but i know

0:53:07.440,0:53:11.119
that uh you were hoping to speak while

0:53:09.359,0:53:14.319
we're on the subject of science and

0:53:11.119,0:53:16.720
targeting up uh speak to the point of uh

0:53:14.319,0:53:17.920
what happens when students

0:53:16.720,0:53:21.440
who might take

0:53:17.920,0:53:24.559
the assessment at 10th graders don't

0:53:21.440,0:53:26.720
achieve proficient scores

0:53:24.559,0:53:28.400
sure and emily kind of just already hit

0:53:26.720,0:53:30.480
on it um

0:53:28.400,0:53:32.640
for the students that don't receive a

0:53:30.480,0:53:34.480
passing score when taking you as a 10th

0:53:32.640,0:53:35.839
grader um they do have to take it again

0:53:34.480,0:53:38.000
in 11th grade as the year of

0:53:35.839,0:53:40.559
accountability and that's that's kind of

0:53:38.000,0:53:44.000
how our um

0:53:40.559,0:53:46.400
targeting up banking has worked um in

0:53:44.000,0:53:47.920
the past and how it still works

0:53:46.400,0:53:50.240
perfect thanks for that clarification

0:53:47.920,0:53:51.760
i'm sure others are wondering that too

0:53:50.240,0:53:53.760
all right another good question um and

0:53:51.760,0:53:56.240
i'm gonna probably punt this one to tony

0:53:53.760,0:53:58.400
because he has the best answer but can

0:53:56.240,0:54:00.319
we explain what it means to a district

0:53:58.400,0:54:01.760
that the narrative writing won't be

0:54:00.319,0:54:04.160
included in the english language arts

0:54:01.760,0:54:07.280
performance task and yes you did ask

0:54:04.160,0:54:07.280
that question correctly

0:54:09.040,0:54:12.480
uh yeah thank you um so

0:54:11.440,0:54:14.720
when we

0:54:12.480,0:54:17.760
reevaluated the test blueprint for

0:54:14.720,0:54:20.000
english language arts one of the areas

0:54:17.760,0:54:21.920
um that we received feedback has been

0:54:20.000,0:54:24.000
the multiple genres that are connected

0:54:21.920,0:54:27.280

to narrative writing such as imaginative

0:54:24.000,0:54:29.839
fantasy realistic personal narrative

0:54:27.280,0:54:32.079
historical narratives and as we started

0:54:29.839,0:54:34.880
to evaluate that feedback we pulled a

0:54:32.079,0:54:37.119
group of educator stakeholders

0:54:34.880,0:54:38.960
to further explore

0:54:37.119,0:54:41.040
narrative writing and

0:54:38.960,0:54:44.319
explore how it could be best assessed

0:54:41.040,0:54:46.240
and many of the educators agreed that

0:54:44.319,0:54:47.920
the way that it's presented in the

0:54:46.240,0:54:49.520
performance tasks and with the

0:54:47.920,0:54:51.760
associated research item that is

0:54:49.520,0:54:54.640
connected is that what it is really

0:54:51.760,0:54:56.960
asking for in the ela performance task

0:54:54.640,0:54:59.200
historically has been to respond to

0:54:56.960,0:55:01.280
informational passages or sources i

0:54:59.200,0:55:03.920
should say informational sources

0:55:01.280,0:55:05.200
and write only a realistic narrative

0:55:03.920,0:55:07.920
response

0:55:05.200,0:55:09.359
based on the informational sources

0:55:07.920,0:55:10.960
and it was expressed that there is a

0:55:09.359,0:55:12.799
disconnect because of the multiple

0:55:10.960,0:55:15.680
genres that are there

0:55:12.799,0:55:18.720
the other thing that occurred is in 2019

0:55:15.680,0:55:21.119
oregon also re-evaluated the english

0:55:18.720,0:55:24.000
language arts standards and continuing

0:55:21.119,0:55:26.880
with the common core shifts the 2019

0:55:24.000,0:55:29.359
oregon ela standards also shifted to

0:55:26.880,0:55:31.680
reasoning and evidence and a shift on

0:55:29.359,0:55:32.640
including claims and counter claims in

0:55:31.680,0:55:35.520
writing

0:55:32.640,0:55:37.040
and so with the additional shift in 2019

0:55:35.520,0:55:38.960
ela standards

0:55:37.040,0:55:41.359
we found that we definitely need to go

0:55:38.960,0:55:44.000
back and do a realignment study to our

0:55:41.359,0:55:45.680
assessment so based on that we will

0:55:44.000,0:55:47.599
continue to have the

0:55:45.680,0:55:49.200
opinion argumentative

0:55:47.599,0:55:51.520
performance task we will also have the

0:55:49.200,0:55:54.319
informational expository

0:55:51.520,0:55:56.240
performance tasks in the ela summative

0:55:54.319,0:55:58.640
assessment

0:55:56.240,0:56:00.559
because of the multiple genres

0:55:58.640,0:56:02.799
and based on the feedback

0:56:00.559,0:56:05.119
local assessment local monitoring of

0:56:02.799,0:56:06.319
narrative writing uh seemed to be most

0:56:05.119,0:56:08.640
appropriate

0:56:06.319,0:56:10.960
um and so therefore we did remove the

0:56:08.640,0:56:13.040
narrative writing component from the ela

0:56:10.960,0:56:15.280
performance task moving forward in this

0:56:13.040,0:56:16.720
year and future years

0:56:15.280,0:56:18.400
see if i'll pause there and see if

0:56:16.720,0:56:22.280

there's any follow-up questions on that

0:56:18.400,0:56:22.280
and hopefully that made sense

0:56:31.440,0:56:36.559
and thanks for responding to the dtc

0:56:33.839,0:56:36.559
quiz question

0:56:42.839,0:56:46.319
ben all right

0:56:47.359,0:56:52.799
well we are inching up on

0:56:49.680,0:56:52.799
um 4 30.

0:56:54.079,0:56:58.480
so i want to make sure that i share that

0:56:55.920,0:57:00.079
the final slide i will

0:56:58.480,0:57:02.000
link you to the test administration

0:57:00.079,0:57:04.240
resources page where you can find most

0:57:02.000,0:57:05.359
of the training information almost all

0:57:04.240,0:57:06.559
the training information that you'll

0:57:05.359,0:57:08.160
need

0:57:06.559,0:57:10.079
if you have any

0:57:08.160,0:57:11.280
questions you're welcome to reach out to

0:57:10.079,0:57:13.599
any of us

0:57:11.280,0:57:16.079
my email address is here

0:57:13.599,0:57:18.799
if you have any urgent concerns or

0:57:16.079,0:57:21.200
questions please feel free to use it i

0:57:18.799,0:57:23.440
believe almost all of you um have my

0:57:21.200,0:57:25.359
cell already too i'll put

0:57:23.440,0:57:27.920
put it in the chat here

0:57:25.359,0:57:29.599
in the event that you have any questions

0:57:27.920,0:57:32.400
that are

0:57:29.599,0:57:34.799
more immediate in nature i'm not always

0:57:32.400,0:57:36.799
able to answer on my cell phone but i

0:57:34.799,0:57:38.480
can almost always respond to a text so

0:57:36.799,0:57:40.240
if you're in the in the thick of

0:57:38.480,0:57:42.000
something and need a pretty quick

0:57:40.240,0:57:43.280
response text is probably the best way

0:57:42.000,0:57:46.760
to

0:57:43.280,0:57:46.760
to reach me