



Annual DTC Training Webinar

Required for All DTCs

Tuesday, November 7, 2023 (3:00-4:30 PM PST)
Wednesday, November 8, 2023 (9:00-10:30 AM PST)
Thursday, November 9, 2023 (3:45-5:15 PM PST)

Notify ESD Partners of need for make-up prior to
Wednesday, November 15, 2023

Assessment Team Contacts

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Regional ESD Partner Contacts

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Welcome!

- We hope you are experiencing a strong start to the 2023-24 school year!

Roll call: **Is a hot dog a type of sandwich?**

- Please put Yes or No in the chat.
- Supporting argument optional.



OSAS Updates and Reminders

- Students now log in using their last name and SSID (not first name and SSID)
- Crisis alert process will change in January (slides with more detail later in this presentation)
- Districts must make SEED Survey available to all students grades 3-11 in 2023-24
- [SEED Survey Administration Informational Webinar](#) next week Tuesday, November 14 from 11:00am - 12:00pm.

DTC Training Requirements

All District Test Coordinators must:

1. Complete required readings as detailed in Section 1.5 of the Test Administration Manual
2. Watch all 2023-24 Training Modules
3. Submit responses to the 2023-24 Fact Finder
4. Participate in ODE-facilitated Webinar (today!)

Objectives for Today's Webinar

- Ensure a common understanding of the test administration requirements of the Oregon Statewide Assessment System (OSAS)
- Review responses to the DTC Fact Finder
- Review training requirements
- Review crisis alert process for 2023-24
- Address questions raised by DTCs

Format and Process for Today's Webinar

Format

- Review questions and correct answers from the Fact Finder covering all training modules
- Discuss answers and clarify rules and policies

Question?

- Make a note—your question may be answered in a future slide.
- If question remains, wait until the Q&A slide, then:
 - Use the raise hand feature to speak your question aloud, OR
 - Use chat to submit questions
- ODE will answer questions systematically during Q&A



DTC Fact Finder Review

Question #1

In the list below, indicate which responsibilities belong to which roles: District Test Coordinator (DTC), School Test Coordinator (STC), Test Administrator (TA), or Regional ESD Partner (ESD). Select all that apply for each row. (TAM Section 1.4)

✓ = correct response

X = incorrect response

✓ = correct response that was commonly missed

Responsibility	DTC	STC	TA	ESD
Ensure students are getting the correct assessment with the appropriate supports	X	✓	✓	
Provide cross-district assistance with assessment and data collection questions	X			✓
Monitor testing progress during the testing window and ensure that all students participate, as appropriate	✓	✓	✓	
Monitor who has access to the OSAS Portal and ensure that users only receive access after the required annual training has occurred	✓	✓		
Report potential test irregularities or improprieties to ODE Test Security, and conduct relevant investigations	✓			
Work with technology staff to ensure that necessary technology is updated	✓	✓		
Manage district responses to crisis alert papers	✓			

Question #2

Select all of the roles below that would require TA training. (TAM Section 1.4)

Role	TA Training Required
An aide or other instructional staff assigned to help supervise a test session	✓
A lab technician assigned to monitor and support computer functionality in the testing lab	X
A parent who volunteers to facilitate craft activities for students who have finished testing	
A classroom teacher or other staff person assigned to create and supervise a test session for a small group of students	✓
A front office staff person who manages archival of testing support documentation materials for student cumulative files	
An aide, other staff person, or volunteer assigned to administer a non-embedded support such as read-aloud to a student	✓

Question #3

Select all of the resources listed below that School Test Coordinators (STCs) and Test Administrators (TAs) must review. (TAM Section 1.5)

Resources	Review Required
Test Administration Manual Appendix B	✓
Locally developed protocols for tracking student participation	X
Oregon Accessibility Manual	✓
TIDE User Guide	X
ODE-provided training modules	✓
Sample tests on the OSAS Portal (osasportal.org)	

Question #4

Please indicate below which secure test materials may be retained securely by the Test Administrator (TA) between test sessions and which must be immediately destroyed at the end of each test session. (TAM Section 2.4)

Material	May Retain Securely	Must Destroy Immediately
Printed test items from a not yet submitted Science test	X	✓
Printed reading passages from a not yet submitted ELA CAT		✓
Scratch paper for a not yet submitted ELA and Math CAT		✓
Notes from a not yet submitted ELPA summative test	✓	

Question #5

From the scenarios below, select all that qualify as student coaching and must be reported as a test impropriety. (TAM Section 3.3 and 3.4)

Scenario	Impropriety
Interpreting or explaining a test item to a student	✓
Reminding students of good test taking strategies before testing begins	
Telling or pointing to the correct answer to a test item	✓
Requiring students to show their work or explain their response	✓
Walking students through how to respond to different item types using the practice test before testing begins	

Question #6

From the scenarios below, select all that must be reported as a test impropriety. (TAM Section 3.2 and 3.3)

Scenario	Impropriety
A parent submits a completed, signed opt-out form before the end of the test window for an ELA test that the student completed two months earlier.	✓
A test administrator provides all students in a Math test session with handheld calculators.	✓
A test administrator reminds a student who is struggling to “do your best” and reminds the student that they can take a break if they need to.	
A test administrator is concerned about a test item a student is struggling with and sends an email to their school test coordinator that describes the item generally, but does not include specific details.	X
A fire drill occurs in the middle of the test session, and the test administrator does not pause the test session before leading students out of the test environment.	✓
The test administrator leaves materials posted on the wall that may provide students with an unfair advantage.	✓

Question #7

From the list below, identify which scenarios are eligible for a test reset. Select all that apply. (TAM Section 3.6)

Scenario	Eligible for Reset
A test irregularity occurs as the result of an error on the part of either ODE or one of its agents, including test vendors or helpdesk staff.	✓
A student accessed a non-allowable resource during testing.	
American Sign Language (for ELA listening and Math) was incorrectly set and the error was caught before the student saw any test items.	✓
The test administrator inadvertently assisted a student in answering one test question.	
Closed captioning (for ELA listening stimuli) was incorrectly set and the error was caught before the student was presented items with listening stimuli.	✓
Language (including dual language presentation, translated glossaries, and Braille) was incorrectly set and a test reset would not provide the student with an unfair advantage.	✓

Question #8

Who makes final decisions about whether students test remotely? (TAM Appendix B)

Scenario	Decision Maker
The district decides, keeping in mind the primary mode of instruction the student participated in that year and family needs.	✓
The family decides; the district must abide by the family's request.	
The student decides, based on individual preferences.	

Question #9

Please indicate below which of the summative assessments listed below fall under the Opt-Out process, and which are governed by parent requests for exemption. (TAM Section 5.3)

Material	Opt-Out	Requested Exemption
English Language Arts (general and alternate)	✓	
Math (general and alternate)	✓	
Science (general and alternate)		✓
ELPA (Alt ELPA, Screener, Summative)		✓

Question #10

For each requirement below, indicate whether it applies to the Opt-Out process, the parent-requested exemption process, or both. (TAM Section 5.3)

Process Requirement	Opt-Out	Exemption
Submit opt-out form to the district signed by an adult student, parent, or guardian	✓	
Request must be based on disability or religion		✓
Request must identify an alternative learning activity for the student		✓
Request is subject to district review and determination of whether to approve		✓
Applies for the current school year only	✓	✓

Question #11

Which of the following are appropriate means of disseminating Parent Opt-Out information? Mark all that apply. (TAM Section 5.3)

Means of Communication	Appropriate
Intercom announcements/reminders to non-adult students	
Posting opt out information on district websites	✓
Encouraging students to submit opt out forms during working hours	
Sending opt out information through parent emails	✓
Sending opt out information through a parent newsletter	✓
Discussing opt out processes with non-adult students during working hours	

Question #12

From the list below, select all persons who are authorized to opt a student out of the state testing requirement. (TAM Section 5.3)

Person/Group	Authorized
A student under the age of 18	
An adult student	✓
A parent or guardian	✓
A teacher	
An IEP team	
A school or district administrator	
The School Board	

Question #13

Which of the following statements about the SEED Survey are correct? Select all that apply. (TAM Section 1.3)

Person/Group	Authorized
Districts must make the SEED Survey available to all enrolled students in Grades 3-11.	✓
At least 95% of students must participate in the SEED Survey.	
Parents must submit a written request to decline their student's participation in the SEED Survey.	
Students may choose not to participate in the SEED Survey, for any reason.	✓
Once a student begins the SEED Survey, they must complete the entire survey.	
The SEED Survey is not considered to be a summative test.	✓

Question #14

Mark each statement true or false. (TAM Section 6.4)

Statement	True	False
If a student pauses a Math CAT for less than 20 minutes, the student can return to previous test pages and change a response to any question they have already answered within a segment.	✓	
If a student pauses a Science test for more than 20 minutes, and fully answered the last item or item cluster displayed, when the student logs back into the test they will be able to go back and answer that question.		✓
If a student pauses the ELPA Summative for more than 20 minutes, the student will return to the same section and be able to continue typing their responses.	✓	

Question #15

Categorize each of the following accessibility features. (OAM Sections 2.0-4.0)

Accessibility Feature	Universal Tool	Designated Support	Accommodation
Embedded calculators	✓		
Text-to-speech for ELA reading stimuli		X	✓
Math manipulatives		✓	
Graph paper	✓		
Spanish/ English language toggle in Math and Science		✓	
Signed interpretation			✓

Question #16

Which of the following options is an appropriate course of action for students who received a “too soft” warning during ELPA Summative testing? Select all that apply. (TAM Section 7.0)

Options	Acceptable
The TA requires the student to re-record	
The TA instructs the student to unplug the headset and use the computer speakers to listen to their response to check if it sounds fine	
The TA instructs the student to listen to their recording, and if it sounds fine to the student the TA then instructs the student to move to the next question	✓
The TA instructs the student to pause the test and move to a different location and resume testing on a different device	

Question #17

Select all of the following statements that are true for the Alt ELPA. (Alt ELPA User Guide)

Testing Date	True
The test is always administered 1:1 (one TA to one student).	✓
If needed, the TA may interpret or translate test content into another language. (This is an accommodation and needs to be recorded on a student's IEP.)	
As a designated support, the TA may read aloud the text from any item to the student.	✓
The test may be stopped early if the student does not engage in any way with the first four items.	✓
Some Writing and Speaking items will be centrally scored by a scoring vendor.	X

Question #18

Please select all of the following statements about Oregon's Extended Assessments that are true. (TAM Section 11.0)

Course of Action	True
Parents must be notified of the potential consequences for participating in the ORExt, particularly with regard to post-secondary opportunities	✓
ORExt participation and performance results are not used for state accountability purposes	X
The ORExt is available in paper/pencil, tablet, Braille, and large print formats	✓
The ORExt includes an optional observational component, called the ORora, which addresses student levels of independence and communication skills	✓
Students can participate in both the ORExt and a general assessment, depending upon the content area	

Question #19

In which of the following situations could a student who has successfully completed advanced coursework “challenge up”? Select all that apply. (TAM Appendix B)

Situation	True
ELA in Grades 2-7 and 10	✓
Science in Grade 10	✓
ELA in Grade 9	
ELPA in grades 9-11	
Math in Grades 2-7 and 10	✓
Science in Grades 4 and 7	

Question #20

In which of the following scenarios would a student be eligible to take ELPA Summative in 2023-24? Select all that apply. (TAM Appendix B)

Options	Acceptable
The student was exited from English learner status on or prior to September 18, 2023.	
The student was exited from English learner status after September 19, 2023.	✓

Question #21

Match the opening of the test window with each specific test. (All dates in 2024.) (TAM Appendix A)

Test	Jan. 30	Feb. 6	Mar. 5	Apr. 2
Grade 4 OSAS ELA, remote administration				✓
Grade 5 ORExt Science			✓	
Grades 6-8 Alt ELPA	✓			
Grade 11 Math		✓		



Training Requirements & Resources

Training Requirements Review

- Ensure that all STCs and TAs:
 - Read and understand the Test Administration Manual and the Oregon Accessibility Manual
 - Receive annual training
 - Sign assurance of test security form
- Ensure that all non-TAs with access to the secure test environment or materials:
 - Understand the importance of maintaining security
 - Sign assurance of test security form

TAM, Section 1.5: Training Requirements

Required ODE Modules

- Module 2: TA Training
- Module 3: Accessibility Supports
- Module 4: Test Security
- Module 5: ELA and Mathematics
- Module 6: Science
- Module 7: ELPA
- Module 8: Interims
- Module 9: SEED Survey
- Module 10: Remote testing



**Required
for all TAs**

**Required for TAs
based on the
test(s)/survey they
will administer**

Test Coordinator Facilitation Guides

Module 1: Test Coordinators Facilitation Guide

This optional facilitation guide was designed to assist District Test Coordinators in providing the required test coordinator training module to School Test Coordinators and provide an opportunity to orient users to supplemental resources.

Required Module Topics	Supplemental Resource Suggestions
<ul style="list-style-type: none"> • Training Overview • Right Assessment for the Right Purpose • Format • Topics • Roles & Responsibilities 	<ul style="list-style-type: none"> • Right Assessment for the Right Purpose Guidance Document • DTC may supplement with local policies or protocols that support the responsibilities and duties of the STC
<ul style="list-style-type: none"> • Training Requirements • Considerations • Support • Creating Accounts • Test Groups 	<ul style="list-style-type: none"> • TCs may supplement with local policies/protocols for training at this point. • DTCs may supplement with local policies/protocols for STCs for creating user accounts at this point in the training • Assessment Training Materials (including training modules)
<ul style="list-style-type: none"> • Scheduling • Statewide • School-level 	<ul style="list-style-type: none"> • Statewide summative testing schedule • Assessment and Accountability Checklist
<ul style="list-style-type: none"> • Optional Question & Answer 	<ul style="list-style-type: none"> • This is an optional point in the required training to pause and discuss the questions provided or locally developed set of relevant questions.
<ul style="list-style-type: none"> • Student Testing Options • Scenarios and Resources 	<ul style="list-style-type: none"> • Test Administration (including TAM, OAM, DTC Roadmap, and test security forms)
<ul style="list-style-type: none"> • Student Participation Requirements • Opt-outs • Communication Resources 	<ul style="list-style-type: none"> • Communications page • DTCs may supplement with local policies/protocols for managing opt out forms at this point in the training. • DTCs may supplement with local policies/protocols for communicating opt out and test participation information at this point in the training.
<ul style="list-style-type: none"> • Optional Question & Answer 	<ul style="list-style-type: none"> • This is an optional point in the required training to pause and discuss the questions provided or locally developed set of relevant questions.
<ul style="list-style-type: none"> • Resources 	<p>In addition to the links above:</p> <ul style="list-style-type: none"> • ODE staff contact information • Assessment home page • Regional ESD Helpdesk contacts • Oregon Extended Assessment • Assessment Resources (including Promising Practices)

Facilitation Guides

- Provide a high-level summary of required module training topics
- Connects required modules to supplemental resources
- Clarifies opportunities in required modules where local information may be added
- Posted as PDF on ODE website but available in Word by request

TIDE Users

Each user in TIDE has a role, such as:

- **District Test Coordinator (DTC)**
- **District Level User (DLU)**
- **School Test Coordinator (STC)**
- **Test Administrator (TA)**
- **Test Technician (TT)**
- **District Report Viewer (DRV)**
- **School Report Viewer (SRV)**
- **Tools for Teachers (TFT_SC)***
- **Response Alert Viewer (RAV)****

Each role has an associated list of permissions to access certain features within TIDE.

*TFT_SC users only have access to the Tools for Teachers system, but can be created and managed in TIDE.

**New role. Defined in upcoming crisis alert update slides.

[TIDE User Guide](#)

Oregon Department of Education

Optional TIDE and CRS Training

- TIDE Training Dates
 - **Tuesday, November 7** from 9 a.m. to 10 a.m. PT (recording available on ODE website)
 - **Thursday, November 16** from 3:00 p.m. to 4:00 p.m. PT
- Last CRS Training Date
 - **Tuesday, March 12** from 9 a.m. to 10 a.m. PT
- Registration links will be included in AA Updates
- These webinars are open to any user role and will be recorded and posted to the ODE website.

Alt ELPA

- The Alt ELPA is an English language proficiency test for students experiencing the most significant cognitive disabilities.
- This test was first administered in spring 2023.
 - Unofficial scores are available now in Centralized Reporting System (CRS)
 - Official scores will be delivered to districts starting December 1
- Alt ELPA resources are available on [ODE's ELPA webpage](#)
 - [Alt ELPA Decision Making Resource](#)
 - [ORExt Assessment Decision Making Guidance](#)
 - [Domain Exemptions on ELPA: Definitions and Examples](#)
 - Alt ELPA User Guide (update coming soon)

Alt ELPA (continued)

- You must administer the ELP Assessment that is indicated on the student's IEP.
- We do expect an increase in participation from last year to this year.
- The Second Scorer protocol for locally scored speaking and writing items will continue for this 2023-24 administration.
- ELPA 21 is aware of the need for an appropriate screener for students who experience the most significant cognitive disabilities.



Crisis Alerts

What are “crisis alerts”?

- Student responses with concerning content
- Retrieved from:
 - Constructed responses
 - Global notes or comments
 - SEED Survey
- Flagged by vendor
 - Reviewed by both AI and a human reader
 - On average, significantly fewer crisis alerts per district than testing improprieties
- Sufficiently concerning responses are sent to the district Secure File Center
 - This notification constitutes a “crisis alert”

Previous Process

- Student alerts sent to both ODE and the district.
- ODE contacted District.
- ODE contacted DHS - ODE did not have sufficient information for DHS to investigate (e.g. Information available in district student information systems - address, names of adults in the home, etc.).
- In the vast majority of incidents, DHS closed the call at screening without further action.

Therefore, **students only benefited if the district took action**; ODE reports potentially *harmed* students by unproductively diverting DHS resources.

Process in 2023-24

- Alerts appear in the TIDE Secure File Center
 - Sent to DTC, District Level User (DLU), and Response Alert Viewer (RAV) roles
 - RAV is a new role specifically for “crisis alert backup”
 - Users alerted via automated email from test vendor (Cambium, or CAI)
 - Additional email from ODE with reminder and instructions
- Designated district personnel process the alert
 - Read
 - Forward information to appropriate building administrator
 - District files report with DHS as necessary
- A timely, appropriate response minimizes potential harm to the student and to others

FAQ

Q: What if all receiving district personnel are out of office?

A: If ODE receives out of office replies or errors for all contacts, ODE staff will review the alert, contact DHS if necessary, and inform the district that these actions were taken.

Q: Can the district designate additional or different people to receive and process crisis alerts?

A: In addition to existing DTC and DLU roles, the district can designate as many RAVs as they wish. RAVs *only* see files in their individual Secure File Center—not any other district information.

Q: Where will the new process be documented?

A: An [outline](#) of the new procedure will be added as TAM Appendix D. It contains a link to a [sample process](#).

Relevant roles will receive a “test” message in ~late December via the Secure File Center.

Questions?

Concerns?

Recommendations

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Assessment Resources

Assessment Literacy

- [Right Assessment for the Right Purpose Guidance Document](#)
- [Parent Assessment Literacy Training Modules](#)

Formative Assessment Practices

- [Formative Assessment](#) page
- [Formative Assessment PLC resources](#)

Interim Assessments and Tools for Teachers

- [Interim Assessment](#) page
- [Tools for Teachers](#)

Summative Assessment pages

- [English Language Arts](#)
- [English Language Proficiency](#)
- [Extended](#)
- [Mathematics](#)
- [Science](#)

CONGRATULATIONS!

- You have successfully completed your 2023-24 DTC training requirements.
- Next steps:
 - Local training of STCs and TAs
 - Monitor weekly AA Updates for updates related to assessment and accountability, distributing to staff as appropriate
 - Prepare for the 2023-24 OSAS [test window](#)
- Let's use the right assessment for the right purpose!