

DTC Webinar

October 14, 2026

Welcome! Thank you for joining us.
We will begin shortly.

Inclusive Welcome:

What's bringing you joy this October?

*Share something big or small
in the chat!*



[Cozy October reading, Debby Hudson \(Unsplash\)](#)



Agenda



Oregon Department of Education

- Reminders and Updates
- Assessment Requirements & Schedule
- Local Performance Assessment
- CRS and ELPA score reports
- Q&A

Getting Started

- Today's webinar will be recorded, so please monitor your use of audio and camera.
- Please use the Q&A, not the Chat, for questions.
- Access today's slides on the [OSAS Assessment Administration page](#) (under "DTC Webinar Materials").
- Please use the Rename feature to let us know your name and district.





DTC Webinar

October 14, 2026

Welcome! Thank you for joining us!

Assessment Team Contacts

[Julie Johansen](#), Director of Assessment

[Mariela Salas Bao, Ed.D](#), Science

[Jennifer Bell](#), Math

[Tony Bertrand](#), English Language Arts and
Social Sciences

[Sody Fearn](#), K-2 Balanced Assessment

[Audrey Lingley, Ed.D](#), SEED Survey

[Carla Martinez](#), Administrative Support

[Crys Plattner](#), Administrative Support

[Ben Wolcott](#), English Language Proficiency



Regional ESD Partner Contacts

Assessment Support

[Amy Rockwell](#)- Regions 1 and 2
1-800-970-8372 ext. 1 or 503-540-4470

[Joe Doherty](#)- Region 3



Accountability and Collections Support

[Peter Campbell](#)- All regions
1-800-706-4447 ext. 3203 or 541-966-3203

[Joe Doherty](#)- All regions
1-800-706-4447 ext. 3140 or 541-966-3140

[Katie Polumsky](#)- All regions (ADM, SSID, 90T)
1-800-706-4447 ext. 3220 or 541-966-3220



Reminders, Updates & Feedback

Reminders

- [Family Conversation](#) Informational Session 10/28. [Registration link](#)
Superintendent Listserv (Oct 7) and October A & A Update
- OSAS Interim Assessment administration window now open
- Sample Test refresh go-live 10/27/26.

Reminder: New DTC Orientation

What: Optional deeper dives into the work of a DTC, aligned with the [DTC Roadmap](#)

Who: Primarily first- and second-year DTCs

Why: Because the job of a DTC is complex (and important!)

When: Four “core” sessions with some shorter “just in time” follow-ups in 2026-27

- Tuesday, October 13, 10:30 AM - 12 PM PT
- Tuesday, November 10, 10:30 AM - 12 PM PT
- Tuesday, January 12, 10:30 AM - 12 PM PT
- Tuesday, February 2, 10:30 AM - 12 PM PT

Where: All sessions are virtual (Zoom)



Photo by [delffi de la Rua](#) on Unsplash

Training Reminders

- [Manuals](#) and DTC [training materials](#) fully updated for 2026-27.
 - Review DTC training materials and complete [DTC Fact Finder](#) prior to November 1, 2026.
 - Remember to sign up for **one** of the ODE-facilitated annual DTC Webinars:
 - [November 3, 2026](#) | 3:00-4:30 p.m.
 - [November 4, 2026](#) | 9:00-10:30 a.m.
 - [November 5, 2026](#) | 3:45-5:15 p.m.

Training Reminders cont'd

- The [Oregon Extended Assessment](#) redesign was completed on October 1st.
 - All DTCs, both new and returning, must register for an account.
 - Feedback on the redesign? Send to your [ESD partner](#).
- Training Reminder
 - Review modules 1 and 6 on the Oregon Extended Assessment site.
 - Pass the proficiency test.
 - Contact your ESD partner for credential verification.

Updates and Feedback

- We have found typos in the TAM and SAM. We can't correct mistakes (even spelling errors) until 2027-28.
 - SAM error: "If the educator who is ~~not~~ **most** familiar with the student's educational experience is not a QA, they may complete the paper/pencil version of the Alt-SEED.
- Crisis alerts: who does ODE contact?
 - DTC primary, other roles up to superintendent as necessary to ensure district is aware of alert.
 - TAM language here is unclear, will be improved for future years.
- A [video recording and Q&A document](#) of the 9/29 Hotline Direct webinar is now available on the OSAS portal. Hotline Direct is the dedicated application used to notify districts when a crisis alert needs to be addressed.

Assessment Requirements

Assessment	Required Grades	Basis of Requirement
Mathematics and English Language Arts	3 – 8 and 11	ESSA, ORS 329.485 OAR 581-022-2100
Science	5, 8, and 11	ESSA, ORS 329.485, OAR 581-022-2100
English Language Proficiency (ELPA21), including Alt ELPA	Kindergarten – 12	ESSA, OAR 581-022-0610
Community Informed Information Gathering Process at Kindergarten	Kindergarten	OAR 581-022-2130 (pilot)
National Assessment of Education Progress (NAEP)	4 and 8 (math/reading) (selected schools only)	ESRA, Title III, sec. 303, ESSA
Nationally-Normed College Entrance Practice Test (PreACT)	Must be offered at Grade 10	ORS 329.488
SEED Survey including Alt SEED	Must be offered in Grades 3-11	ORS 329.078, OAR 581-022-2100
Local Performance Assessments	3 – 8 and at least once in high school	OAR 581-022-2115

2026-27

Assessment

Schedule

<i>Assessment Component</i>	<i>Window (or Notes)</i>
Statewide Summative Content Assessments	
English Language Arts, Mathematics, and Science ^{A B} (Grade 11 ^C)	2/2/27 – 6/11/27
Science ^{A B} (Grades 5, 8)	3/2/27 – 6/11/27
English Language Arts, Mathematics ^{A B} (Grades 3 – 8)	3/30/27 – 6/11/27
English Language Proficiency Assessment	Grade bands: K, 1, 2-3, 4-5, 6-8, 9-12
ELPA Summative and Alt ELPA	1/12/27 – 4/9/27
ELPA Screener	8/4/26 – 7/16/27
Interim Assessments	Grades 3 – 11
English Language Arts, Mathematics, and Science ^A	9/15/26 – 7/16/27
Student Educational Equity Development Surveys	SEED survey: in-person or remote Alt SEED survey: in-person only
SEED and Alt SEED Surveys (Grades 3 – 11)	2/2/27 – 6/11/27
Community Informed Information Gathering Process at Kindergarten: ELTC Family Conversation ^D	Locally determined (contact ODE for assistance)
National Assessment of Educational Progress (NAEP) Grade 8 (Selected schools only)	1/25/27 – 3/19/27
Nationally Normed College Entrance Practice Test: PreACT (Grade 10)	9/29/26 – 4/16/27 (locally determined within this window)

CRS Displays Special ELPA Results in 2026-27

- Score reports generated in the Centralized Reporting System (CRS) will display new information in 2026-27:
 - Early Proficient test results (ELPA Summative only)
 - Domains carried per ODE's Honoring Student Proficiency policy (ELPA Summative and Alt ELPA)
- These score reports are still unofficial, but they will be virtually identical to official reports.
 - Official reports could still change for a small number of tests (ex. system error)
 - Reports for CRS are now reliable enough to confirm the need for Early Proficient family contact
- This change is not retroactive. To facilitate this process: to the extent possible, **please add all students with EL status to TIDE by 13 Nov.**

LPA Requirement

Oregon Administrative Rule (OAR) 581-022-2115:

Districts must annually administer a Local Performance Assessment for students in grades 3 through 8 and **at least once** in high school in the following skill areas:

Mathematics, Scientific Inquiry, Speaking, Writing

For additional information, please refer to the [Local Performance Assessment Page](#)

Compliance with the Local Performance Assessment requirement is reported through Division 22 Assurances

LPA Requirement cont'd

As described in the [Local Performance Assessment Manual](#)

The Local Performance Assessment must:

1. Be a standardized measure (e.g., activity, exercise, problem, or Work Sample scored by a common scoring instrument, such as the official state scoring guides or another scoring guide adopted by the district);
2. Be embedded in the school curriculum; and
3. Evaluate the application of students' knowledge and skills.

More LPA Requirement

Local Performance Assessments should be completed as a part of the student's instructional experience and should not represent a break from teaching and learning.

For each skill area listed in this rule, the assessments shall consist of:

- a. One work sample per grade scored using official state scoring guides; or*
- b. Comparable measures adopted by the district.*

ODE has developed the following [Practice Brief: Local Performance Assessments](#) for educators and leaders to ensure performance-based assessments are a vital part of local balanced assessment systems.

LPA Requirement (a)

Work Samples, are one way that districts can satisfy the Local Performance Assessment requirement.

“Work sample” means a representative sample of individual student work (e.g., research papers, statistical experiments, speaking presentations, theatrical performances, work experience) that may cover one or more content areas and therefore may be scored using one or more official state scoring guide(s).

As a reminder, the OSAS Interim Assessment Performance Tasks for ELA and Math and any of the Science Interim Assessment cluster items can be used to fulfil the LPA Requirements.

LPA Requirement (b)

- A common scoring instrument must be adopted by the district if other than the official state scoring guide.
- The scoring guide makes the performance assessment standardized even if the task content is different.
- Local Performance Assessment development should emphasize building activities, exercises, or problems that get at higher depth of knowledge and cognitive complexity

While the current ODE official scoring guides only partially address the richness of the Next Generation Science Standards, they can still serve as valuable local assessment tools to help evaluate the student skills found in the science and engineering practices of NGSS.

SEED Survey

- Monthly [Office Hours](#), second Tuesday from 3:00-4:00 PM
 - Access and navigate SEED Survey results
 - Use student voice data in continuous improvement efforts
 - Interpret results by student groups
 - Support data-informed decision making
 - Understand survey content and administration
- **2025-2026 Results** are now available on the [SEED Survey web page](#)
 - Domain Score [Dashboard](#) (new this year!)
 - Summary Item files and Domain Score files
 - Data Use Toolkit

Effectively Using Summative Assessment Data to Inform Continuous Improvement *Canvas Course*

The Oregon Department of Education has created an on-demand asynchronous professional learning [OSAS Summative Assessment Canvas course](#) to help district leaders, school administrators, and teachers effectively use summative data to inform continuous improvement. You'll learn how

- the tests are designed,
- to access results at the claim and target level,
- **to analyze results,**
- **identify learning opportunities,** and
- **make data-informed instructional adjustments** that truly impact student success.

Oregon Department of Education

Effectively Using Summative Assessment Data to Inform Continuous Improvement



Oregon achieves... together!

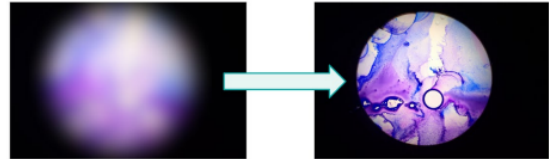
The Oregon Department of Education (ODE) offers an on-demand, asynchronous professional learning course to help district leaders, school administrators, and educators use Oregon Statewide Assessment System (OSAS) Summative Assessment data to support continuous improvement.

Turn OSAS Results into Meaningful Action

From Overall Performance . . .

OSAS Summative Assessments provide more than an overall snapshot of student performance. When examined more deeply, results can help educators identify system strengths, recognize opportunities for improvement, and make informed decisions about curriculum, instruction, and professional learning.

To Target Level Performance



Looking beyond overall results brings student performance into sharper focus, revealing strengths, opportunities for improvement, and insights that can inform continuous improvement.

Effectively Using Summative Assessment Data consists of five one-hour modules delivered through Canvas. The course is self-paced and available at no cost to Oregon educators.

The course's five modules help participants develop a greater understanding of how to:

- ✓ Understand OSAS test design and how it affects interpretation of summative assessment results.
- ✓ Examine performance across assessment targets to gain information beyond overall proficiency rates.
- ✓ Identify patterns and trends that can inform curriculum planning, instructional pacing, and professional learning.
- ✓ Connect assessment targets with Oregon's Academic Content Standards to support instructional and formative assessment practices.

Access this course and discover how to turn assessment results into meaningful insights, informed decisions, and lasting improvements for Oregon's students.

October Math Webinars and Office Hours

OSAS Mathematics
Summative Data and
Trends: Looking Beyond the
Overall Score

[Flyer with Registration Links](#)

[Additional Professional
Learning Resources](#) (Science
and ELA Webinars Coming
in the Spring)

Webinar Session Registration Options

(Please select the date to complete registration.)

- [Monday, Oct. 5, 2026](#) (1:00 – 2:00 PM)
- [Tuesday, Oct. 6, 2026](#) (4:30 – 5:30 PM)
- [Monday, Oct. 12, 2026](#) (10:00 – 11:00 AM)
- [Monday, Oct. 19, 2026](#) (9:00 – 10:00 AM)
- [Wednesday, Oct. 21, 2026](#) (2:30 – 3:30 PM)
- [Thursday, Oct. 22, 2026](#) (4:00 – 5:00 PM)
- [Friday, Oct. 23, 2026](#) (8:30 – 9:30 AM)



For additional information or resources, please contact [Jennifer Bell](#),
Oregon Department of Education Mathematics Assessment Specialist.

Support for Students

After Session Office Hours of Support

- ✓ Data interpretation guidance
- ✓ Instructional planning and Professional learning recommendations
- ✓ Connect with the ODE Assessment Team

Drop-in Support – [Zoom Registration](#)

Friday, Oct. 16, 2026 (9:35 – 11:00 AM)

Friday, Oct. 23, 2026 (9:35 – 11:00 AM)

Friday, Oct. 30, 2026 (9:35 – 11:00 AM)

DTC Survey Feedback

What we heard last month	Actions and suggestions
There's an overwhelming amount of information and not enough time	● DTC webinar Reminders section includes DTC Roadmap Reminders for the month ● New DTC Orientation series.
Some of you weren't sure whether you could contact ODE directly or needed to go through your ESD first.	● ESD partners are your first stop (TAM, p. 9). They'll never discourage you from reaching out to ODE yourself, but they can also bring questions to us for you. ● Platform tech issues: contact the OSAS Help Desk.
Many of you wear several hats and can't always attend live	● Pre-webinar message with what's coming and where to submit Q&A questions before webinar. ● Post-webinar message with slides, Q&A, etc.
You're helping families and staff understand state assessments.	● Assessment Educator and Family resources webpage

Breakout Rooms

2–3 people about 4 minutes of interaction



In your room:

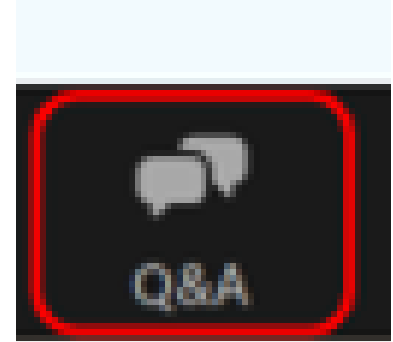
- Introductions: name, role, and district
- Talk through the Survey Question (answer individually)

Survey Question:

As you've worked through the DTC Training Modules and DTC Fact Finder, what additional guidance or resource has been most helpful?

[Link to Survey](#)





Q & A

Submitted questions via [Smartsheet form](#) or by emailing the [Assessment Team](#).

Intentional Closure



In chat:
What is your next step or big learning today?

Next Steps and Adjournment

- A Q&A document will be posted to the [Assessment and Survey Administration Resources](#) page.
- A follow up email to DTC Listserv will include links and reminders.
- Please contact the [ODE Assessment Team](#) if you have any additional questions or concerns.

Thank you!