



# DTC Webinar

December 14, 2022

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

# Festive Food



Oregon Department of Education



# Assessment Team Contacts

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VACANT, Director of Assessment

VACANT, Science



# Announcements & Reminders

- A recording will be made, so please turn off your microphone and video.

# Updates

- ELTC Pilot 2023 Pilot: Recruiting Fall 2023 schools. Contact [Sody Fearn](#) if your school district has interest to volunteer. Confirmation letters will be sent to districts February 2023.

# ORExtended Assessment Updates

- ❑ Qualified Trainer Training Completed Nov 30th & Dec 2nd
- ❑ Make-up opportunity available on the [Training & Proficiency Website](#)
- ❑ If you need assistance accessing Qualified Assessor training (no district Trainer) please reach out to your [ESD partner](#)
- ❑ Remember to include Qualified Trainers and Qualified Assessors in your district test security training and have them sign an assurance of test security form.

# Alt ELPA Updates

## New resources available

- [Alt ELPA User Guide](#): step-by-step directions on how to access and administer

## Updated existing resources

- [Test Administration Manual](#) (TAM): Training section 1.5; test window (finalized)
- [Oregon Accessibility Manual](#) (OAM): Alt ELPA test supports reviewed and updated
- [Alt ELPA Overview and FAQ](#): training and administration information

Additional resources under Alt ELPA section of [ELP Assessment page](#)

Upcoming Informational Webinar January 5th 3:00-4:00 & January 6th 10:00-11:00

# Alt ELPA Updates (a)

**Table 5: TA Reading and Training Requirements**

	Description
Reading Requirements	<ul style="list-style-type: none"> <li>Sections 1 - 7 of the Test Administration Manual, plus Sections 8 – 11 depending on the specific assessments that the TA will administer</li> <li>Appendix A of the Test Administration Manual</li> <li>The <a href="#">Oregon Accessibility Manual</a> (see OAM for role-specific reading requirements)</li> <li><a href="#">Alt ELPA User Guide</a> (for TAs who will be administering the Alt ELPA)</li> </ul>
Training Requirements	<ul style="list-style-type: none"> <li>Review 2022-23 ODE-provided training modules 2 – 4 posted to the <a href="#">Assessment Training Materials</a> webpage, and modules 5 – 10 as needed: <ul style="list-style-type: none"> <li>Module 5 (for TAs administering ELA or Mathematics assessments)</li> <li>Module 6 (for TAs administering the Science assessment)</li> <li>Module 7 (for TAs administering the ELPA Summative)</li> <li>Module 8 (for TAs administering OSAS Interim assessments)</li> <li>Module 9 (for TAs administering the SEED Survey)</li> <li>Module 10 (for TAs administering assessments remotely)</li> </ul> </li> <li>Complete the <a href="#">Remote Test Administration Certification</a> course if applicable to test administration duties.</li> </ul>

Optional CAAELP created TA & DTC trainings\* accessible via the [ELPA 21 training site](#)

\*Directions to access in the [Alt ELPA User Guide](#), *User Support* section



# Alt ELPA Updates (b)

## Second Scorer Observation & Validation (Alt ELPA User Guide, Appendix B)

- To ensure score calibration, *Every* Test Administrator will be observed by a second scorer the **first** time they administer an Alt ELPA Speaking or Writing test.
- If the TA and second scorer obtain 90% agreement (9 out of 10 items) or higher on initial rubric scoring, the TA no longer needs to be observed by a second scorer on future administration of that domain. The TA is considered “calibrated”.
- If the TA and second scorer obtain 80% agreement or less, they should “recalibrate” after the administration. The TA will need to have a second scorer observe their next administration until they have reached “calibration”.
- DTCs are responsible for tracking Speaking and Writing calibration for the TAs in their district.
- Data collection: per TA for Speaking & Writing, # of administered and # of observed tests

### Alt ELPA

## Local Scoring Worksheet for Constructed Response Speaking or Writing Items

[illegible]

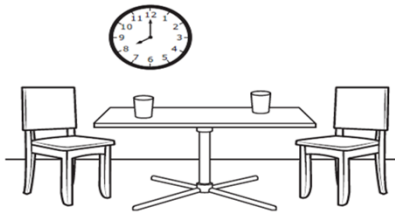
## Alt ELPA Scoring Worksheet and Rubrics (b)

Item ID: 83

Look at the picture. Then follow the directions.

(Indicate the graphic.)

[For students with a visual impairment, read "The picture shows a table with two chairs. Two glasses are on the table. A clock is on the wall."]



Describe **two** things that are in the picture. Use the words "There is" and "There are" in your answer. Please answer in English.

(Allow student time to respond.)

- (A) Based on item scoring rubric, student receives 3 points.
- (B) Based on item scoring rubric, student receives 2 points.
- (C) Based on item scoring rubric, student receives 1 point.
- (D) Based on item scoring rubric, student receives 0 points.

### Scoring Rubric: Item 83

#### Score: 3

The student demonstrates a controlled or full understanding of the English language by accurately communicating information that is **related** to the question, topic, or text.

#### Exemplar:

Provides two responses appropriate to the context of the picture, using 'there is' and 'there are', such as

- There is a table.
- There are cups.
- There is a clock.

(Or variations of the above words/phrases.)

#### Score: 2

The student demonstrates a limited or developing understanding of the English language by accurately communicating information that is **somewhat related** to the question, topic, or text.

#### Exemplar:

Provides a response appropriate to the context of the sentence but does not use the correct form of the verb based on the noun, such as

- Are a table.
- Is chairs.

(Or variations of the above words/phrases)

#### Score: 1

The student demonstrates little to no understanding of the English language by communicating information that is **unrelated** to the question, topic, or text.

#### Exemplar:

Provides unrelated responses, such as

- random sounds
- random letters
- words unrelated to the topic or text

#### Score: 0

The student **does not respond, does not communicate** in any form, or responds in a **language other than English**.

#### Exemplar:

N/A

## Resources for Using OSAS Results: Target Data

- Some DTCs and Superintendents received a letter this week about meeting OSAS participation requirements in 2022-23.
- Key message: target data are actionable for system-level analysis and ***are more accurate with higher rates of participation***
- Resources posted to ODE's Assessment [Professional Development page](#):
  - [tutorial video](#)
  - [infographic](#)
  - [slide deck](#)
  - ELA and Math templates

## Question 1: What is the status of the Pre-ACT for 10th grade?

- ODE is awaiting ACT's sign off on our final contract
- An announcement will be sent on the DTC listserv and thereafter in the AA Update once the contract is final; our [Nationally-Normed College Entrance Practice Test](#) webpage will also be updated
- The spring 2023 test window will be from March 1-31, 2023
- Future years will also include an October administration
- ODE is researching the possibility of allowing districts to offer Saturday administrations to meet the statutory requirement at [ORS 329.488](#)

## Question 2: Can you provide more information about the Strategic Waiver of ESEA State Assessment Requirements for the 2023-24 school year?

- [Senate Bill 1583](#) requires ODE to submit a waiver for state summative tests to ensure that we are administering “to the minimum extent practicable,” while maintaining adherence to federal and state technical adequacy requirements.
- ODE opened a public comment process on a proposed waiver to meet this need; see [Assessment Team’s Communication webpage](#).
- The waiver requests permission not to meet the requirement that Individual Student Reports (ISRs) be “diagnostic,” meaning that ODE could simply provide composite scores on ISRs without subscores.
- The waiver request is for the 2023-24 school year (not the current school year)
- The waiver request is not a blanket request; it is a strategic request. ODE and our districts are expected to meet all participation requirements that are in place for spring 2023 administration.

Questions?

Concerns?

Recommendations



## Next Steps and Adjournment

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- A Q/A document will be posted to the [Test Administration Resources](#) page.
- Please contact [Dan Farley](#) if you have any additional questions or concerns.

Thank you!