



# DTC Webinar

December 10, 2025

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

# Icebreaker: Best advice you received in...

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# 2025



# Agenda



- Webinar Housekeeping
- Updates & Reminders
- Q&A



# Housekeeping

# 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 here.](#)



Photo by [Craig Pattenau](#) on [Unsplash](#)

# Assessment Team Contacts

[Dan Farley, Ph.D.](#), Assistant Superintendent

[Andrea V. Lockard, Ed.D.](#), Director of Assessment

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

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English Language Arts and Social Sciences

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

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

[Carla Martinez,](#) Administrative Support

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English Language Proficiency



# Regional ESD Partner Contacts

## Assessment Support

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1-800-970-8372 ext. 1 or  
503-540-4470



## Accountability and Collections Support

[Karen Brown Smith](#)- All regions  
1-800-706-4447 ext. 3124 or  
541-966-3124

[Peter Campbell](#)- All regions  
1-800-706-4447 ext. 3203 or  
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[Joe Doherty](#)- All regions (ADM, SSID, 90T)  
1-800-706-4447 ext. 3140 or  
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# Guidance on chat and Q/A Feature

## Q/A



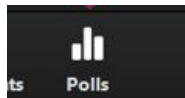
- Use for questions related to the presentation content
- Helps the Assessment Team track and respond to questions clearly

## Chat



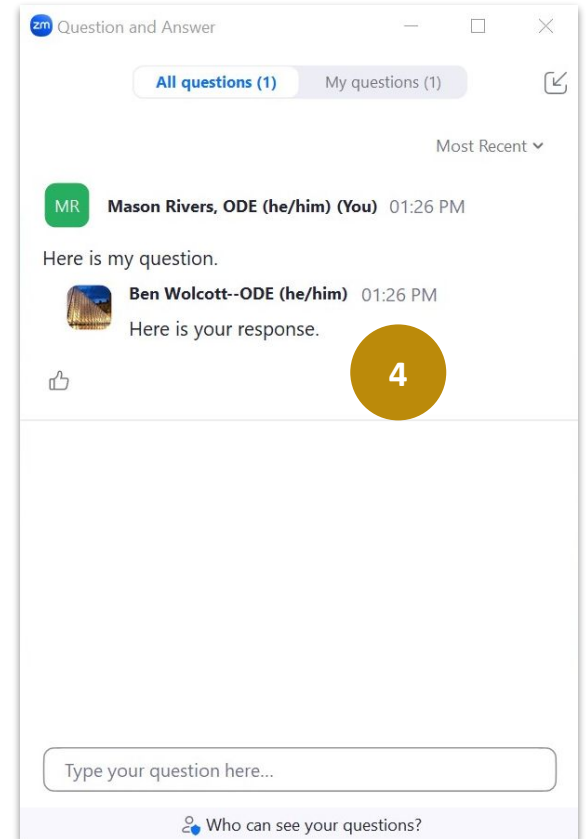
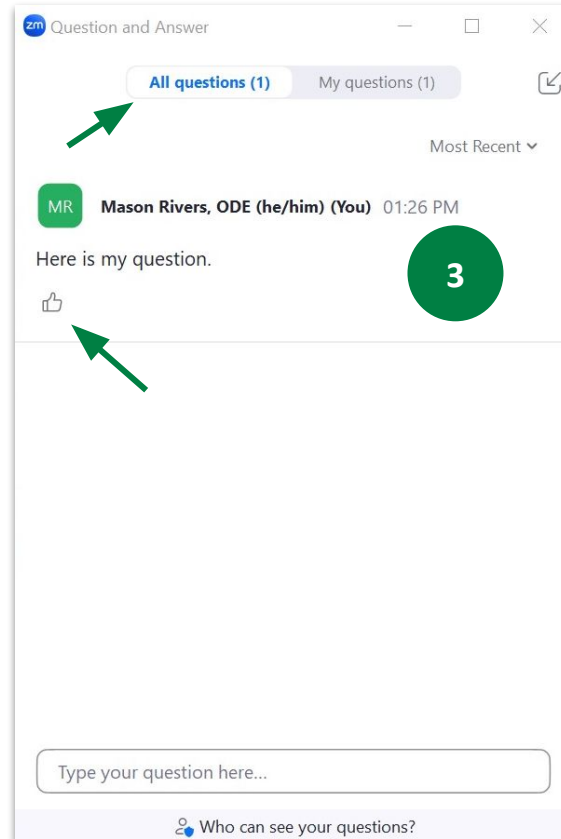
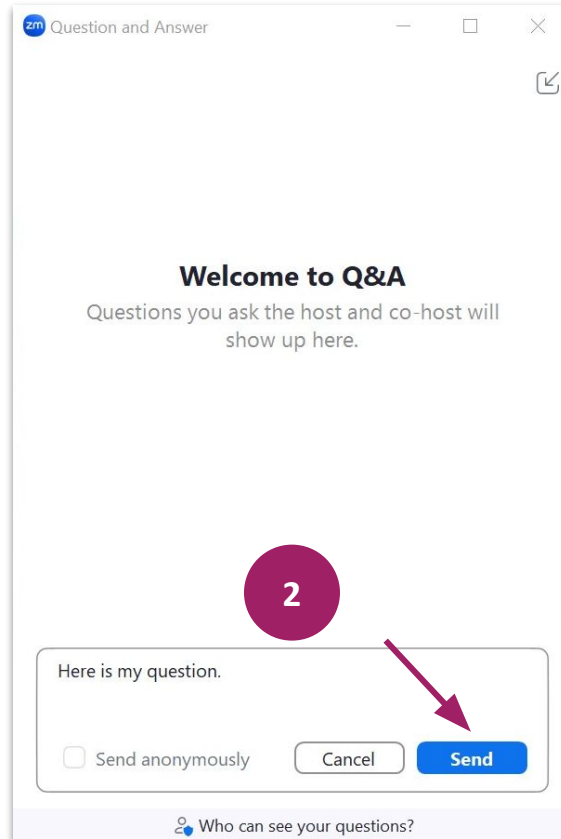
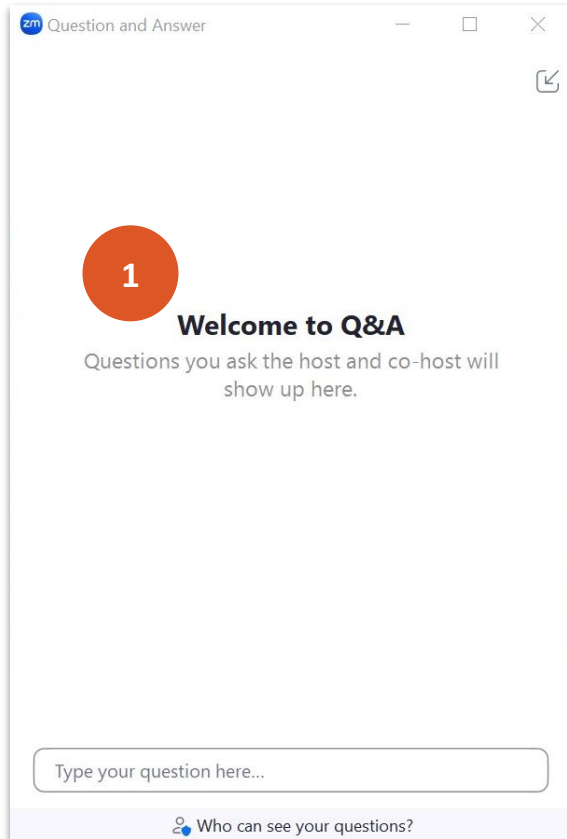
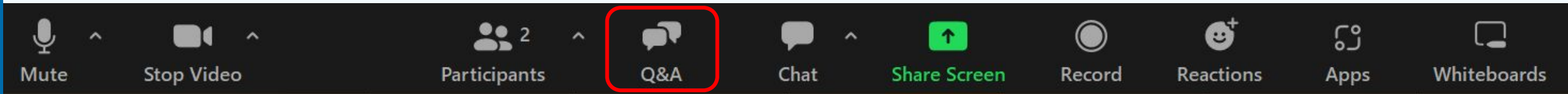
- Use for connection and peer sharing
- A space for resources and encouragement/sharing ideas

## Poll



- Respond to questions asked by the Assessment Team
- Results will be shared during and after the meeting

# Zoom Q&A Feature





# Updates & Reminders

# Update & Reminders

- Reminder: the A&A Update is delivered the first Thursday of each month
- ODE and DELC are recruiting districts and charter schools for the 2026-27 Family Conversation Pilot. Complete this [form](#) to help us plan for the onboarding meeting to be held February 19, 2026. Visit [ODE's webpage](#) for detailed information about the Family Conversation.
- DTCs must complete modules 1 and 6 on the [or.k12test.com](#) site and pass the proficiency test. Please notify your Regional ESD partner when you have completed this requirement.
- ODE recently updated the ELA Interim Assessment expiration date to align with Math and Science Interim Assessments. *(45 days to 20 days)*

# New DTC Orientation Series

- **Session 3** scheduled for December 15 from 1:00 - 2:30 PM PT
  - Reviews more of the “During testing” section of the DTC Roadmap
  - Open to all DTCs – register for Zoom session [here](#)
    - Slides from previous sessions are posted on the [Assessment Administration Resources](#) webpage
- **Session 4**, “After testing”, scheduled for February 2, 1:00 - 2:30 PM PT
  - Open to all DTCs – register for Zoom session [here](#)

# DTC Question Form

## DTC Webinars

The following section is designed to keep you connected and supported in your role as a District Testing Coordinator (DTC). Below, you'll find information about our DTC Webinars, DTC Learning Sessions, and archived resources.

Your input helps us shape learning opportunities that truly meet your needs. Therefore, we encourage DTCs to share any questions or topics you'd like us to cover in upcoming DTC Webinars by using the [DTC Question Form](#).

**2025-26**



**DTC Learning Sessions**



**Archived Materials**



# New LPA ELA Writing Resources

## 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 Writing

The Oregon Department of Education, in collaboration with our assessment partners, has developed [sample performance tasks](#) to be utilized by Oregon K – 12 educators as part of their instructional practice.

Oregon Department of Education

**Sample Performance Tasks:** The Oregon Department of Education, in collaboration with our assessment partners, has developed sample performance tasks to be utilized by Oregon K – 12 educators as part of their instructional practice.

*Note: Please contact the [ODE Assessment Team](#) for permission and use of sample tasks for all other parties.*

[Writing Local Performance Assessment Sample Tasks](#) +

[Narrative Writing LPA Tasks and Student Samples](#) +

[Informative/Explanatory Writing LPA Tasks and Student Samples](#) +

[Opinion/Argumentative Writing LPA Tasks and Student Samples](#) +

# New LPA ELA Writing Resources

In grades 3 - 8 and HS, ODE has updated the performance tasks available for each writing purpose/genre.

Each task is any learning activity or assessment that asks students to integrate research and writing to narrate, to inform/explain, or to support an opinion/argument for a designated audience.

Oregon Department of Education

## Informational Performance Task: Ready for a Nap

### Student Directions

Task:

Your class is studying about different animal habitats and behavior. You are given three sources about animal behavior and hibernation.

Read the sources carefully to **write an informational article** about hibernation. Using more than one source, develop a main idea about hibernation. Choose the most important information from the sources to support your main idea.

### Sources for Performance Task:

#### Source #1

This article from *Cricket* magazine explains how animal hibernation works.

#### Do Not Disturb: The Mysteries of Animal Hibernation by Margery Facklam

A 300-pound grizzly bear shuffled through a dry autumn meadow in Yellowstone National Park. She stopped to catch a mouse with one swat of her huge paw and then ambled on toward a clear stream. At the water's edge, she stood on her hind legs to sniff the air before she plunged into the cold water. In a moment she caught a salmon with a swoop of her paw and gulped it down. She devoured two more fish before she waded out and shook the water from her thick, gray-tipped, "grizzled" fur.

Day after day the grizzly loped through the meadows in search of insects, berries, and small rodents. . . . Food seemed to be the only thing on her mind.

But as she grew fatter and the air grew colder, she began to search for something else,—her winter den. When she found a place that suited her, on a steep north-facing slope at the base of a large fir tree, she started to dig. It was a tight fit as she tunneled under the tree roots that would make a strong roof for her den, but she needed room enough only to squeeze through to her bedroom. In the spring, after four or five months of a deep sleep called hibernation, she would be much thinner.

Late in November, when the temperature had dropped below freezing, the big grizzly no longer raced across the open meadow. Day after day she acted as though she were walking in her sleep. Then one day, when the wind whipped the snow in swirls around her, the bear crawled into her den.

#### Source #2

This article from *Time for Kids* magazine provides information about a study that answers the question: Do bears hibernate?

#### Do Bears Hibernate?

We think that bears hibernate. They disappear into dens for months at a time and come out in the spring looking skinny. But hibernation is difficult to study, because bears that live in zoos do not follow their natural sleeping and eating cycles.

Now, a report in the journal *Science* suggests that bears do truly hibernate. Scientists from the University of Alaska at Fairbanks worked with five American black bears. Sensors were put inside the bears. The animals were then sent to live in fake dens. . . . In November, the bears settled in for a long sleep. Scientists watched them on video cameras and monitored their vital signs.<sup>1</sup> The bears almost always slept in a curled position. They moved around once or twice a day. Their body temperature dropped, as did the rate at which their bodies burned calories.

#### Source #3

This article from *Highlights for Children* magazine talks about a scientist that studies hibernating bears.

#### A Barn for Bears by Andy Boyles

Dr. Michael Vaughan has a barn for bears. On a wooded mountain near Blacksburg, Virginia, the low barn sits under the trees.

In November the air inside is cold, which is just right for bears. . . .

They are preparing to enter the remarkable sleeplike state called hibernation.

Dr. Vaughan and his students study the bears before, during, and after hibernation. In the spring, they release the bears.

This research has been going on for more than ten years, ever since Dr. Vaughan began working at Virginia

# Writing LPA Tasks and Student Samples

Additionally, student sample papers are provided specific to the assigned task and scored across the 6 +1 writing traits included in the Official Writing Scoring Guide (HS, Condensed, or Student Language) versions.

Student sample papers range across all four levels of Exceeds, Meets, Approaching, and Does Not Yet Meet.

Oregon Department of Education

## 5<sup>th</sup> Grade Informational: Animals and Their Surroundings

**Task Prompt:** Write an informational article about hibernation. Using more than one source, develop a main idea about hibernation. Choose the most important information from the sources to support your main idea.

### All About A Bears Hibernation

Did you ever wonder about how bears hibernate? Well I am here to teach you all I know about a bears hibernation. Bears hibernate to save energy, they store fat in there bodies, and do they sleep all winter? I will let you know all about these important topics, and more. I hope you enjoy and learn a lot from my paper.

The first statement about a bears hibernation is that a bear hibernates because it helps them save energy. Food is super hard to find for them in the winter, so this is a way to decrease all the hard work. It also helps them survive and not freeze because of the cold. Source #1: "Hibernation is controlled by the part of the brain called the hypothalamus". This part of the brain helps regulate hunger, thirst, and blood pressure.

The next statement about a bears hibernation is that when they hibernate bears have to store fat in there bodies. In order to survive weeks or months with no food, most hibernating animals (including bears) go on a eating binge, meaning a time or instance of carefree fun. This happens during the time of late summer and early fall. The fat they build up stores energy and keeps them cozy while the are in slumber. Along with regular white fat, hibernating mammals have patches of special brown fur along their shoulders and back. Source #1: The brown fat works like fast food restaurant; it delivers quick energy whenever it is needed.

The last but not least statement about a bears hibernation is a question actually. Do bears sleep all winter? The answer is no. Bears do not actually sleep all winter long. But as long as it remains undisturbed, the bear will not leave its warm den for the next three to five months. Source #3: Female bears always have their cubs, usually two or three of them, in the middle of the winter. This is also another sign of proof that bears don't sleep all winter long. It is proved that a bear is a in-between hibernator, it really only takes a long winter nap.

Now you know all about a bears hibernation. That bears hibernate to help save energy and survive, they store fat in there bodies to keep warm, and that bears do not sleep all winter long. I hope you really learned a ton about a bears hibernation. If you want to learn more about a bears hibernation you can check out websites, magazines, and books at your local library. Here is my last question, if you were a bear, what would your steps be to lead to a healthy and safe hibernation?

G5\_Sample B Informational Performance Task Nap 785

## 8<sup>th</sup> Grade Expository: Memory Training

**Task Prompt:** Write an explanatory article about improving memory. Using more than one source, select the most relevant information to support your thesis/controlling idea about memory.

### Memory Masters

Memory is a very complex thing to understand. This is because many memories gradually fade away in our memory. This is a hard thing to deal with, especially as a student. Tests, quizzes, all require us to remember a large amount of information. However, how do we do that? We always seem to forget important things for tests and totally blank, so how can we remember this information to help us during our school career and even after?

Distractions. I know I get distracted easily, especially when studying for a boring, drab test when I'd rather be watching TV. To compromise, I'll turn on the TV and then study as well, glancing up at the TV every few minutes. I claim I'm studying, but am I? Your brain would answer no. While watching TV and studying, your brain actually isn't processing information. It isn't properly coding into your mind so within a few minutes, a lot of information will not be available to you. So, if needed, go into a place without a TV. Shut your phone off and sit down and concentrate on studying, having someone else test you after. If needed, take 10 minute breaks every hour or half an hour and watch some TV to relax before studying again,

It has also been proven that you should associate memories with people, objects, and places. According to 'Memory Masters' by Alice Andre-Clark, "Memories get stronge rif you associate them wth a place... picture a building you know well, perhaps your own house. Now imagine each item in a different part of the house...". This would help you remember because you making a scene in your mind, adding details and adding complexity which makes it easier to retrieve when needed. So if you have to remember groceries, imagine each item sitting in different places in your home. I bet you that won't let you down.

This ties in with distractions but is also a good way to keep memories. It was proven by Dr. Franco Fabbro at the University of Udine that if you were listening to someone speak and were also speaking yourself, people couldn't remember the story the person was talking about. But if someone was listening to a story and didn't talk, they remembered it well. So if it helps, record yourself speaking about what you need to remember then shut your eyes, go in a quiet room, and play it over and over to memorize it.

We all know memory is important but it is easily forgotten. These ways can help you memorize everything efficiently and properly and may even help you with school.

G8\_Sample C Expository Performance Task Memory 1023

# Scores, Justification of Student Evidence, and Suggested Areas of Student Improvement

Each sample paper has both a simplified and a detailed scoring justification available.

The simplified version provides the traits score with both an overall scoring summary and student evidence from the sample paper to support the score justification.

## Grade 5 – Informational Writing Work Sample: Meets

**Task:** Your class is studying about different animal habitats and behavior. You are given three sources about animal behavior and hibernation.

Read the sources carefully to write an informational article about hibernation. Using more than one source, develop a main idea about hibernation. Choose the most important information from the sources to support your main idea.

### Scores, Justification of Student Evidence, and Suggested Areas of Student Improvement

#### Ideas and Content: 4

The paper demonstrates clear understanding of hibernation and presents accurate information from multiple sources. The main ideas—energy conservation, fat storage, and hibernation habits—are explained with some detail, but reasoning and synthesis remain somewhat surface-level.

Evidence from Student Work: Ideas and Content	
✓ <b>Clear and Focused Main Idea:</b>	<ul style="list-style-type: none"><li>○ The introduction directly states the topic and three main sub-points: “Bears hibernate to save energy, they store fat in there [their] bodies, and do they sleep all winter?” This signals clear intent and organization.</li></ul>
✓ <b>Relevant and Accurate Details:</b>	<ul style="list-style-type: none"><li>○ Facts from <i>Do Not Disturb</i> and <i>A Barn for Bears</i> are correctly cited, such as “Hibernation is controlled by the part of the brain called the hypothalamus” and “Female bears always have their cubs... in the middle of winter.” These show accurate comprehension of scientific concepts.</li></ul>
✓ <b>Limited Depth of Explanation:</b>	<ul style="list-style-type: none"><li>○ Although each paragraph includes a relevant detail, elaboration is brief (“This part of the brain helps regulate hunger, thirst, and blood pressure”) and doesn’t connect clearly to how these details prove hibernation’s importance.</li></ul>
✓ <b>Partial Synthesis Across Sources:</b>	<ul style="list-style-type: none"><li>○ The writer references more than one source but treats each as a separate fact. No analysis connects Source 1’s biological detail to Source 3’s behavioral evidence.</li></ul>

#### Organization: 4

The structure is logical and easy to follow. Each body paragraph addresses one sub-point from the introduction, though transitions and paragraph variety could improve flow and pacing.

Evidence from Student Work: Organization	
✓ <b>Logical Sequence:</b>	<ul style="list-style-type: none"><li>○ Introduction → three body paragraphs (energy, fat, behavior) → conclusion. The order matches the previewed outline in the opening.</li></ul>
✓ <b>Transitional Clarity:</b>	<ul style="list-style-type: none"><li>○ Phrases like “The first statement...” and “The next statement...” guide readers but sound formulaic.</li></ul>
✓ <b>Balanced Paragraphing:</b>	<ul style="list-style-type: none"><li>○ Each section contains roughly equal length and structure, maintaining balance across ideas.</li></ul>
✓ <b>Conclusion and Closure:</b>	<ul style="list-style-type: none"><li>○ The ending restates main ideas clearly but drifts into conversational tone (“If you were a bear...”).</li></ul>

# Scores, Justification of Student Evidence, and Suggested Areas of Student Improvement

The detailed version models the formative assessment process with both student and educator feedback.

These detailed versions, in addition to a scoring summary and student evidence also include student recommendations for improvement and suggestions for teaching strategies to support the student or writing skills.

**Grade 5 – Informational Writing Work Sample: Meets**

**Task:** Your class is studying about different animal habitats and behavior. You are given three sources about animal behavior and hibernation.

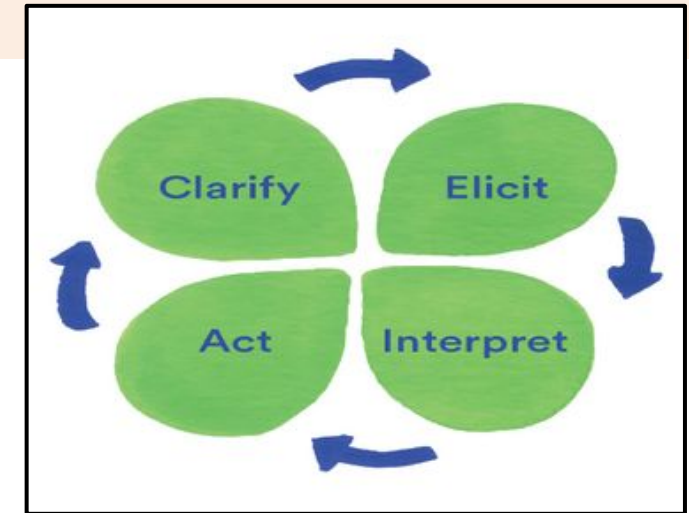
*Read the sources carefully to **write an informational article** about hibernation. Using more than one source, develop a main idea about hibernation. Choose the most important information from the sources to support your main idea.*

**Scores, Justification of Student Evidence, and Suggested Areas of Student Improvement**

**Ideas and Content: 4**

The paper demonstrates clear understanding of hibernation and presents accurate information from multiple sources. The main ideas—energy conservation, fat storage, and hibernation habits—are explained with some detail, but reasoning and synthesis remain somewhat surface-level.

Evidence from Student Work: Ideas and Content	Student Recommendations for Improvement: Ideas and Content
<ul style="list-style-type: none"> <li>✓ <b>Clear and Focused Main Idea:</b> <ul style="list-style-type: none"> <li>○ The introduction directly states the topic and three main sub-points: “Bears hibernate to save energy, they store fat in there [their] bodies, and do they sleep all winter?” This signals clear intent and organization.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Add Broader Perspective:</b> <ul style="list-style-type: none"> <li>○ Compare bears with another hibernator (ground squirrel, skunk) to demonstrate general understanding.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>Relevant and Accurate Details:</b> <ul style="list-style-type: none"> <li>○ Facts from <i>Do Not Disturb</i> and <i>A Barn for Bears</i> are correctly cited, such as “Hibernation is controlled by the part of the brain called the hypothalamus” and “Female bears always have their cubs... in the middle of winter.” These show accurate comprehension of scientific concepts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Integrate Evidence:</b> <ul style="list-style-type: none"> <li>○ Blend facts from multiple sources in one paragraph instead of isolating them by number.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>Limited Depth of Explanation:</b> <ul style="list-style-type: none"> <li>○ Although each paragraph includes a relevant detail, elaboration is brief (“This part of the brain helps regulate hunger, thirst, and blood pressure”) and doesn’t connect clearly to how these details prove hibernation’s importance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Deepen Explanation:</b> <ul style="list-style-type: none"> <li>○ Add reasons for why hibernation is important, such as reduced mortality and food scarcity.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>✓ <b>Partial Synthesis Across Sources:</b> <ul style="list-style-type: none"> <li>○ The writer references more than one source but treats each as a separate fact. No analysis connects Source 1’s biological detail to Source 3’s behavioral evidence.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Clarify Cause and Effect:</b> <ul style="list-style-type: none"> <li>○ Link detail from Source 1 (“food” to w</li> </ul> </li> </ul>



**Suggestions for Teaching Strategies to Support the Student Sample:**

*The following contain suggestions for teaching strategies and do not encompass a complete list of possible strategies.*

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**Ideas and Content:**

**Evidence-Reasoning Ladder:**

- Students list each fact, then climb one “rung” by adding a “so that...” explanation.

**Compare-and-Contrast Chart:**

- Model how to pair one bear detail with another animal’s adaptation to show synthesis.

**Cause-Effect Organizer:**

- Guide students to connect environmental triggers with survival responses.

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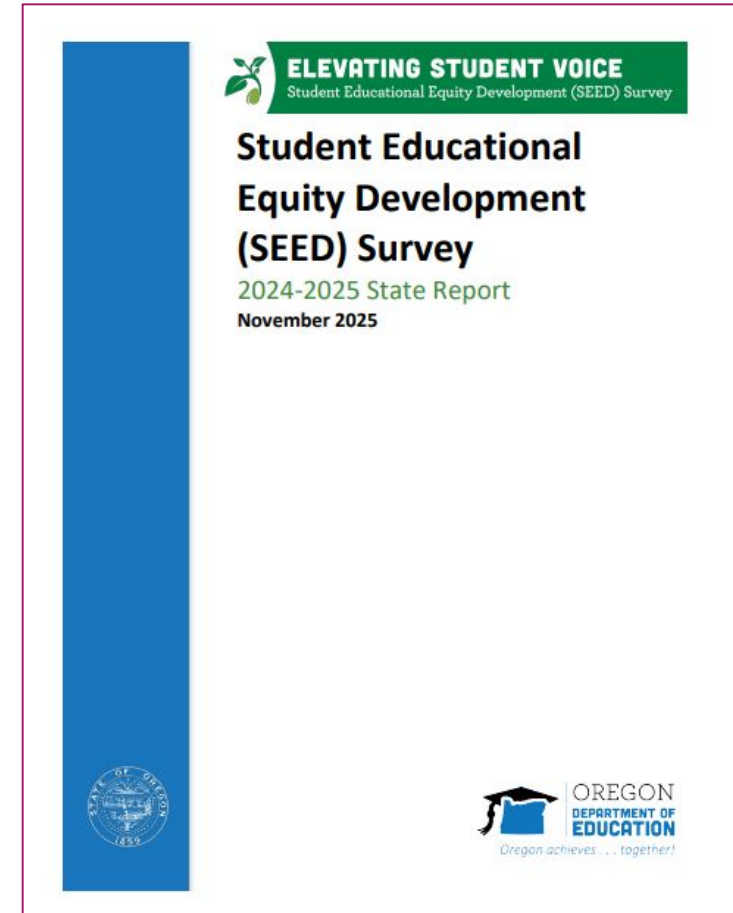
# SEED Survey: Voice pack install on ChromeOS

- When Google releases Chrome OS updates, the voice packs are reset and must be re-installed.
- Google provides foreign language voice packs as part of its software. The instructions change periodically, therefore users should always check [this link](#) to obtain the latest instructions. NOTE: Voice packs from eSpeakNG text-to-speech extension, will not work with the Secure Browser.
- The voice packs cannot be installed from the Google Admin Console and must be configured locally on each device.
  - If the user has a login to the device, they can follow the instructions provided below.
  - If a user does not have a login to the device, the IT Administrator and district staff can follow the instructions provided in [this announcement](#) to enable the accessibility menu for users to configure the voice packs.

# SEED Survey State Report & ESD data files

On the [SEED Survey webpage](#):

- [State Report](#) for the 2024-25 results
- ESD Boundary-Level data files (by item summary and by domain)





# Q & A

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

Questions?

Concerns?

Recommendations.



# Next Steps and Adjournment

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

Thank you!