

DTC Webinar Q&A – {January 10, 2024}

DTC Webinar recordings are posted on the [Test Administration Resources webpage](#) under DTC Webinars.

Alt ELPA

1. Students who should be eligible for Alt ELPA don't have ORExt written into their IEPs in non-testing years. Do prior IEP accommodations/recs suffice for Alt ELPA eligibility, does ORExt need to be written in every year (even in non-testing years)?
 - a. While the Alt ELPA and ORExt eligibility decision guidance are pretty much the same, the decisions can be made independently. So, it would be appropriate to indicate a student is participating in the Alt ELPA during a year that they are not participating in the ORExt. Guidance on how to document Alt ELPA participation on the IEP is included in the [Alt ELPA Decision Making Resource](#).
2. ELPA scores migrate to Synergy automatically through a data flow process. Will this also happen to Alt ELPA scores in the future?
 - a. The eventual goal is for Alt ELPA score reporting to match the way ELPA Summative scores are reported. We are working towards this for spring 2025 reporting and will provide updates along the way.

ELPA

3. Our district discovered a current 3rd grader who was not given the ELPA screener. Should we screen now, before the ELPA Summative?
 - a. Yes. If this student should have been screened but was missed, screening should be completed now (even though the ELPA Summative window is already open). You may wish to reach out to Title III specialists Kim Miller (kim.a.miller@ode.oregon.gov) and Tiffany Palaniuk (tiffany.palaniuk@ode.oregon.gov) if you have further questions about EL identification and service delivery.

ELTC


4. Is the DTC the primary point of contact for ELTC communications?
 - a. In alignment with the Test Administration Manual, the District Test Coordinator should communicate assessment information, such as updates from the state to appropriate district personnel. ODE encourages districts to complete the Early Learning Transition Check-In Interest Form to express their level of interest in participating in professional learning during the winter/spring of 2024 and identify the primary point of contact for each district. If the primary contact in a district is different than the DTC, ODE will begin copying the DTC on all written communication that takes place outside DTC webinars. ODE will continue to use the DTC webinars, AA Updates and other forms of communication and recommends that there is frequent dialogue between DTCs and the ELTC primary contact to determine implementation next steps for their district. For districts already involved in the pilot process, DTCs should expect to become more involved with communication with the primary contact AND building administrators. As more schools are added, DTCs should also expect to manage/coordinate training for educators who are involved in offering the current and future components of the ELTC.
5. Where can I find more information about the Early Learning Transition Check-In process?
 - a. ODE has created a Community Informed Information Gathering Process at Kindergarten page that is linked to ODE's Assessment site. District leaders will find background information, a PDF of the November 2023 Information Sessions and a FAQ. For additional questions, please contact [Sody Fearn](#).

SEED

6. For the SEED Survey, will a separate file be sent to the Secure Inbox for each alert or will the file that is sent contain a running list of each crisis alert. In other words, if we receive a crisis alert on a Monday and the following Friday will the file that we receive on Friday contain the information from Monday as well as the information from Friday or will it only contain the information from Friday?
 - a. As is also true for the state tests, each crisis alert will come through individually. CAI processes those throughout the day as they come in. If an alert is identified in the system after business hours, it will be communicated the following business day.

Other

7. My high school actively worked on improving student participation in OSAS last spring by establishing a common language for communication with families. However, for those students who opted out of Math and ELA, the form mentioned supervised study time, but the concept seemed ambiguous. Thus, we fear the students who opt out will not attend school. We want students to attend school, but I was curious about what supervised study time entailed and what we were allowed to implement in this regard. Could we do something like what we did for science exemptions, such as the alternative task?
 - a. As stated on our assessment website and in our TAM (pages 39-40), opt-outs for Math and ELA and exemptions for science operate differently. Exemptions for science follow district procedures that must comply with Division 21, which only permits exemption for reasons of disability or religion and locates the decision and specific process at the district level. Math and ELA opt-outs are governed by law and policy at the state level. For ELA/Math, the law refers to the district needing to provide supervised study time. Guidance provided in the TAM states on pg. 41, "ODE realizes that providing alternative activities for non-testing students can sometimes present a challenge for districts.



The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book." Additional guidance on pg. 45 states, "It is not permissible to schedule whole-class testing sessions concurrently with periods of significant instruction and graded student work. Whether intentional or unintentional, this requires students to choose between their class performance and participation in state testing. Sufficient instruction- and classwork-free time should be set aside each year to provide every student with a reasonable opportunity to complete state testing... While it is not permissible to concurrently schedule testing sessions and periods of significant instruction for the whole class, it is permissible (and sometimes necessary) to do so for small groups of students (e.g. make-up testing, multi-grade classes, testing in content areas unrelated to the class content). However, it is not permissible to purposefully schedule instruction and classwork to discourage student participation in state testing."

8. For the District Assessment Inventory, under purposes, Formative Assessment is not listed as a choice. However, formative assessment is a primary purpose of many instructional assessments. Even when it is not the primary purpose, it is often the 2nd most common purpose. Can Formative Assessment be added to the list of options since it is a primary purpose of many assessments?
 - a. Formative assessment practices are a process, not an individual test, and therefore are not capturable on the District Assessment Inventory.
 - b. The text of HB 4124 excludes "Assessments or other tests developed or selected by teachers that are used in relation to instruction provided in the classroom and that are not required by the school district or used by the school district."
 - c. For an assessment instrument to qualify for inclusion in the Inventory, it needs to be required by district administrators at the

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- building level or higher (no teacher choice in whether or what instrument to administer).
- d. Please contact ode.dai@ode.oregon.gov with questions about specific assessment instruments or for further detail.
9. For the District Assessment Inventory, do we include Local Performance Assessments (LPAs) common across the district such as scored Writing and Scientific Inquiry?
- a. Yes. See the District Assessment Inventory [context and instructions](#) page 4. The LPA is listed in the table of examples.
10. How can a person become involved with the New DTC Orientation meetings?
- a. The main webinar series for the 2023-24 New DTC Orientation has completed. The follow-up topical webinars will be advertised via the DTC listserv as they are planned and scheduled. Many of the requested topics are more relevant later in the academic year, which is one reason why they're outside the main Orientation webinar series.

Helpful Links:

- [DTC Designation Form](#)
- [Superintendent Approval Fillable Form](#)
- [Accountability Training](#)
- [Assessment Training Materials](#)
- [AA Update](#) page, with archives and subscription link
- [DTC Roadmap](#)
- [Interim Assessment](#) resources and training materials
- [Nationally-Normed College Entrance Practice Test](#) page
- ODE's Equitable Grading Practices [webpage](#) and [email](#)
- [OSAS Portal](#) (includes testing schedule)
- [SEED Survey](#)
- [Test Administration](#) page (Oregon Accessibility Manual and Test Administration Manual)

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- [Test Administration Resources](#) page (Accessibility Supports, RARP, DTC Webinar Resources)