

DTC Webinar Q&A – {April 12, 2023}

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

Q&A Session:

ELA

1. Where can we find the resources on scribe training for ELA PT?
 - a. Here is the [Scribing Protocol](#) for ELA and Mathematics Assessments. All content area scribing protocols are located on the [Test Administration Resources webpage](#).
2. We are having a lot of trouble with students starting their PT and then sent to the submission page. This causes students to submit the test without answering any question. What should we do if we experience this issue?
 - a. Use the [Test Impropriety Reporting System form](#) to request that the test be reopened. If multiple issues are occurring in a district, the [OSAS Helpdesk](#) should be contacted.
3. Where can I find the most current OSAS ELA blueprint?
 - a. Oregon's [ELA Test Blueprints](#) can be found on the [English Language Arts assessment webpage](#).

ELPA

4. Would you please clarify the new Grade K ELPA Screener window?
 - a. Formerly, the Grade K ELPA Screener opened in August of each year and closed the following July (12 months). Now, it will open in January of each year and close the following July (7 months).
5. What do families need to do to exempt or opt a student out of remote testing?
 - a. For **ELPA Summative** and **Science**: the family may deny permission for remote testing on the remote testing parent permission form. No other action is required.
For **ELA** and **Math**: denying permission on the remote testing parent permission form does not suffice. An official opt out form must be on

file. See the Forms and Remote Testing Resources expandables on the [Test Administration page](#) for these forms.

6. The four domains of the remote ELPA Summative are delivered individually. Does that mean each domain must be opened in a separate test session?

a. Yes.

ELTC

7. The Early Learning Transition Check In doesn't seem like an assessment. Can we confirm this falls under the responsibility of the DTC?

a. The Early Learning Transition Check In is part of the statewide assessment system implemented pursuant to ORS 329.485. This information gathering tool (i.e. the family conversation) is a form of assessment. Other components to this OAR have not been identified yet. Additional components may be added after broader community engagements have been conducted. Additionally, data will be collected linked to SSIDs. Currently in the pilot phase, district test coordinators have a minimal role except to provide support for educators in buildings who may not have had previous experience with SSIDs.

8. How does ODE communicate updates and implementation timeline of the Early Learning Transition Check-In to districts?

a. ODE's Assessment Team uses DTC webinars, follow up Q&A, A&A Updates and DTC Listserv to share information about the Early Learning Transition Check-In process.

9. What is the implementation schedule for the Early Learning Transition Check In?

a. In 2023-24, volunteer districts will complete Year 2 of the pilot. ODE plans to slowly scale up with volunteer schools year after year and improve the process until it is ready to be conducted statewide.

Essential Skills

10. Is the Assessment of Essential Skills required or suspended?

a. The assessment of Essential Skills is suspended through the 2023-24 school year as a requirement for the Oregon diploma. Local Performance Assessments (LPAs) continue to be required as a Division 22 assurance. Assessment of Essential Skills is strictly a

high school requirement. Local Performance Assessments are required in Grades 3-8 and at least once in high school across multiple content areas. For more information, see [OAR 581-022-2115](#).

11. Do we have any information as to the process and existing timelines for the Assessment of Essential Skills requirement?
- Assessment of Essential Skills is suspended through the 2023-24 school year, per Senate Bill 744. No other action has yet been announced by the Legislature or State Board of Education. If any such announcement is made, ODE will inform districts.

Impropriety

12. What is the difference between a test “reset” and a test “reopen”?
- A test **reset** clears out a student’s record for a specific test, as if no test had ever been started. This means the test’s expiration period is also reset along with everything else.

A test **reopen** restores access to some or all of a test. No other changes are made; existing student responses are retained.

- If the test has not yet expired, a reopen will not add any time to the remaining expiration period.
- If the test has expired, reopening will start a new 10-day expiration period. The ELPA Summative does not expire, so reopening does not impose a 10-day limit.

Other

13. How long should schools retain remote testing parent permission forms?
- There is a 3-year retention requirement based on OAR 166-400-0010 (section 46 – linked [here](#) for reference).
14. Are parents required to be present during remote testing?
- No, parents/guardians are not required to be present. However, the student may need some support to set up their testing environment and technology. Parents/guardians may not have any interactions with the student during testing.
15. Do districts have any freedom to modify the parent remote testing

permission form, or to present it in a different way (like a Google doc)? Is there any way other than this form to obtain parent permission (such as an email or verbal permission)?

- a. Districts may reproduce the ODE form in other media. The form needs to have the same content, but may differ aesthetically. The form is a required element for remote testing; parent permission may not be gathered through an alternative method that disregards the form.

16. Can the DTC roles and responsibilities description be updated to reflect some of the most recent additions in order to clarify the assessments they are supporting and the responsibilities they carry in this role? The clarity is helpful for district decision-making about DTC role assignment.

- a. Thank you for the feedback. We will continue to work with you towards clarifying the DTC role so that the description more accurately reflects current responsibilities. Please look for upcoming opportunities to partner on this.

17. For remote testers, returning the permission form without consent sufficient for opting out?

- a. No. The opt-out form is required by [statute](#) and overrides any remote testing consent.

PreACT

18. In terms of adding PreACT users/roles - will these people in the future be able to order tests or will this always be a role for DTC?

- a. ACT requires a single district point of contact for ordering tests. This means that the DTC will serve in that role and continue to order tests.

19. I don't have any access rights on my PreACT account. Should I?

- a. Yes. ODE has contacted ACT, who will work with you to resolve the issue. For any DTC who did not get the Pre-ACT Email with the access code, you can still create your account with Trusted Agent access, it will just take a couple of extra steps from ACT.

20. Do we need to send back unused PreACT tests?

- a. Unused materials should not be sent back. They must be securely stored and securely destroyed following testing. ACT provided the language in their manual for clarification - image linked [here](#).

Helpful Links:

[DTC Designation Form](#) (2022-2023 SY)

[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)

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