

DTC Webinar Q&A – October 14, 2026

DTC Webinar recordings are available upon request.

Assessment Administration

1. What are the Local Performance Assessment (LPA) requirements?
 - a. Please consult the [Local Performance Assessment page](#), including the [Local Performance Assessment Manual](#).
2. How long should districts retain LPA scores?
 - a. Three years. Consult page 41 of the [Test Administration Manual](#).
3. Do students need to achieve a minimum score on the Local Performance Assessment?
 - a. Local Performance Assessment requirements center on administration to required grades and in required subject areas. There is no minimum required student performance level.
4. Can participation in the statewide summative ELA, Math, or Science tests satisfy the LPA requirement?
 - a. No.
5. Does administration of vendor-created tests such as Star or Renaissance satisfy the LPA requirement?
 - a. These tests were not designed to meet the LPA requirement and simply administering them "as is" does not satisfy it. If you want to know whether specific local practices satisfy the LPA requirement, please reach out to ODE.
6. Where is information about the LPA requirement communicated to district leaders, such as superintendents?
 - a. Information about the LPA requirement is disseminated through channels such as the A&A Update and content area newsletters (ex. Science, K-5). District leaders also interact with the LPA requirement when completing Division 22 assurances.
7. How exactly do districts need to track LPA compliance?
 - a. Oregon Administrative Rules governing the Local Performance Assessment do not spell out in detail how districts are to track

compliance. ODE recommends, but does not require, that districts record the dates when the LPA was administered, so as to more easily demonstrate that all required elements of the LPA were completed.

8. What part of the LPA needs to be preserved for three years? Student work, or just scores?
 - a. Scores. Districts may preserve more than the minimum if desired.

General

9. The official state scoring guides found on the Local Performance Assessment page can be used to support English proficiency claims for the Seal of Biliteracy. Will ODE add OSSB/M info to the LPA page, state scoring guides, or similar?
 - a. To the extent possible, all information about the OSSB/M is found in the [OSSB/M Manual](#) and the [Biliteracy Initiatives page](#).

General: ELPA and Alt ELPA

10. The webinar asks that districts add students with EL status to TIDE by 11/13/26. What should districts do about students who enroll or are identified after that date?
 - a. Adding students with EL status by 11/13/26 is a courtesy request. No special action is requested or required for students whose EL status is resolved after this date.
11. How does one add students to the Test Information Distribution Engine (TIDE)?
 - a. TIDE populates by pulling information from the Student Secure Identifier (SSID) system in Consolidated Collections. Contact your Regional ESD Partner for assistance.

Training and Materials

12. Why can't the Test Administration Manual be updated mid-year?
 - a. This is linked to enforceability. The text of the TAM is considered to be a very long Oregon Administrative Rule. Changing anything

about it, even a typo, requires a full rulemaking process, including engagement with the State Board of Education.

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