District Assessment Inventory

(HB 4124) Context and Instructions

District Assessment Inventory

HB 4124, passed in the 2022 legislative session, requires ODE to conduct a survey of academic assessments administered by school districts in the state of Oregon. This survey, known as the District Assessment Inventory, must be completed prior to 5:00 pm January 26, 2024, by all school districts in Oregon. The Inventory collects information about *academic* assessments "administered… by school districts" or "mandated… by school district policy". This includes assessments where decisions about (a) whether to assess, *or* (b) what instrument to use, are made by administration at the building level or higher, and are not subject to teacher discretion. It does not include assessment decisions made by individual teachers or teacher teams.

HB 4124 directs ODE to develop a set of best practices and recommendations based on information collected in the District Assessment Inventory. ODE will present its findings, as well as the best practices and recommendations resource, to the State Board of Education and the Oregon Legislature on May 1, 2024.

District responses to this Inventory will be analyzed for presentation in aggregate to the Oregon State Legislature. ODE has no plans to publicly release non-aggregated data gathered by this survey (i.e. individual district responses). However, be aware that data gathered by this Inventory are in principle subject to public records requests.

Inventory Platform and Submission

The District Assessment Inventory form is hosted on Google sheets. Each district has a dedicated Inventory form. An initial email will be sent to each District Testing Coordinator, who will reply with the contact information of the person serving as the central point of contact for District Assessment Inventory completion. The district contact will be granted editing permissions and provided with a link to their district's Inventory form. The district contact may invite other district personnel into the form to help complete, proofread, track progress, etc.

Districts may complete the Inventory form over multiple sessions; progress will be saved between sessions. The Inventory form may be completed by a single coordinator or by a team of contributors. Districts may freely enter responses and revise or correct errors until 5:00 pm **January 26, 2024**. After that date, Inventory forms will be considered complete. A quality assurance process will then begin and access to Inventory forms will be removed as completion is confirmed.

Gathering and organizing information for the District Assessment Inventory will take a variable amount of time, depending on the size of the district and the number of academic assessments required by that district. Data entry for the Inventory itself will likely take 3-5 minutes per assessment in the submission.

How to fill out the Inventory

After opening the form, read the Instructions tab. Then verify the information found on the District Contact tab. The information found here should correspond to the person serving as the central point of contact for the district regarding the District Assessment Inventory.

The person listed in the District Contact tab does not need to personally enter all gathered data for the Inventory. However, this person should ensure that entered data reflect assessment *as experienced in the district*. To the extent possible, ODE recommends involving district personnel who have direct experience with the assessment in question.

Example: Vendor-provided materials claim that an assessment takes 15 minutes to administer, but the average completion time in the district is closer to 30 minutes. For another assessment, the vendor-provided materials state that the assessment should be untimed, but the average completion time in the district is about one class period (45 minutes). In each of these cases, enter the *actual* administration time in the Inventory form, not the vendor-projected administration time.

For user convenience, the main body of the Inventory form lists many commonly administered assessment instruments. Only enter data in rows for assessments that meet all inclusion criteria for the Inventory. Do not enter data for assessments that fail one or more of these inclusion criteria.

Example: Some teachers in a district choose to administer Oregon Statewide Assessment System (OSAS) Interim Assessments to learn more about their students' academic progress. However, administration of these tests is not required by district administration personnel at the building level or higher. Do not report these tests in the Inventory form (leave the row for these tests blank).

Assessments to Include

There are three criteria for including an assessment instrument in the District Assessment Inventory:
- District-required
  - An assessment is "district-required" if any decision about whether to administer the test, or which test to administer, is made by district administration personnel at the building level or higher.
  - In very small districts, where the building-level administrator(s) may also be the teacher(s), the administrator/teacher(s) in question may decide which administered assessments are "district-required".
- Academic
  - HB 4124 requires ODE to collect information on district-required academic assessments. Non-academic information gathering tools, such as climate surveys, demographic surveys, or health tests, are excluded.
  - An assessment is "academic" if it is administered with the intent of measuring student knowledge and skills relating to the content areas of language arts, mathematics, science, social sciences, or world language.
- Not specifically excluded by the text of the law
  - The law specifies that the District Assessment Inventory will *not* gather information about the following assessments:
    - i. Assessments administered only for evaluation purposes for special education and related services;

ii. Assessments of English language proficiency, administered to determine eligibility for English language learner programs or to comply with screening requirements for risk factors of dyslexia as prescribed by the State Board of Education by rule;

iii. Statewide summative assessments, as defined in ORS 329.479; or

iv. 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.

The following table of examples contains a **non-exhaustive list** of situations in which a given assessment would or would not be included in the District Assessment Inventory.

Included	Not Included
Vendor-created assessment (e.g., MAP Math), required to be administered by all Math teachers in the building	Vendor-created assessment (e.g., MAP Math) that a single teacher has chosen to administer in their own classroom
A common assessment instrument that every teacher in a department must administer	An assessment instrument not required by the district, but which two teachers have agreed to administer as a co-teaching exercise
The OSAS ELA Interim Assessment, which all Language Arts teachers must administer at least twice a year	The OSAS ELA Interim Assessment, which is available for teachers in the district to use as they wish
"Universal screeners" required and selected by the district and used for academic purposes, such as EasyCBM or FastBridge	The state-required assessment for risk factors of dyslexia ("dyslexia screener"), which is specifically excluded by the text of the law
Mid unit, end-of-unit or end-of-year tests selected by the district and that all teachers at a given level or in teaching a given content area must administer	Statewide tests including: ● The OSAS ELA, Math, and Science Summative general and alternate tests ● ELPA Summative, Screener, and Alt ELPA
Academic assessments that are required at one or more schools in the district, even if not required at every school (remember that for the purposes of this Inventory, the "requirement" originates with administration at the building level or higher)	Non-academic tests or surveys, even if required by the school or district: ● Health or fitness tests (such as vision screenings) ● Surveys such as the SEED Survey or YouthTruth
Standardized assessment instruments that teachers must use at district-mandated intervals or when certain conditions are met (such as additional testing that must be administered to all students performing below *or above* a district-set level)	"Checks for understanding" or other formative assessment strategies that may be used widely in the district, but are selected by teachers at the classroom level and are optional

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Included	Not Included
Advanced Placement or International Baccalaureate tests, when decisions about whether and which test to administer are made by administration at the building level or higher	Advanced Placement or International Baccalaureate tests, when decisions about whether and which test to administer are made by teachers
Local performance assessments, such as work samples (the general practice is required by OAR 581-022-2115, but still included in the Inventory because the district chooses which instrument to employ)	The Nationally Normed College Entrance Examination, which is an instrument districts must make available and are not free to choose
Placement tests	Enrollment or application information (such as clubs, sports, travel, etc.)
A literacy benchmark test required of every student	

Inventory Items

The following pages contain the text of the District Assessment Inventory. These items have been abbreviated for the Inventory form. The questions reproduced below constitute the full, authoritative version of Inventory items and take precedence over abbreviated wording the Inventory form.

Items pre-populated by ODE

- District point of contact (Note: this represents the central point of contact for the district. To the extent possible, survey responses should reflect assessment as experienced in the district rather than simply passing along vendor-provided information)
  - (name, email, role)
- District ID (institution ID for district, not individual schools):
  - (open-ended, numbers only)
  - Institution ID lookup
- District-required test name (and provider/vendor):
  - Acadience Math (Acadience Learning, Inc.)
  - Acadience Reading/DIBELS Next (Acadience Learning, Inc.)
  - DIBELS 8th Edition (University of Oregon)
  - easyCBM (University of Oregon/Riverside)
  - FastBridge math suite, including FAST assessments (Illuminate Education)
  - FastBridge reading suite, including FAST assessments (Illuminate Education)
  - Imagine Language and Literacy (Imagine Learning)
  - i-Ready Diagnostic math (Curriculum Associates)
  - i-Ready Diagnostic reading (Curriculum Associates)
  - i-Ready Standards Mastery (Curriculum Associates)

- i-Ready Literacy Tasks (Curriculum Associates)
- Lexia RAPID (Lexia Learning)
- MAP math (NWEA)
- MAP reading (NWEA)
- OSAS's Interim Assessments (Smarter Balanced)
- STAR Reading/CBM (Renaissance Learning)
- STAR Math (Renaissance Learning)
- Locally developed test math
- Locally developed test reading
- Locally developed test writing
- Locally developed test (other content area) [district describes]
- Other [district describes]

Items answered by the district

(Repeated for each assessment instrument or test series)
1. Purchase cost per student, in dollars (please enter numbers only, no words):
   a. (open-ended)
2. Does the district routinely use outside personnel to enable or facilitate administration of this test?
   a. Yes
   b. No
3. Participating grades (include grades that participate in any administration of this assessment throughout the year):
   a. Check all that apply.
      i. Pre-K
      ii. K
      iii. 1
      iv. 2
      v. 3
      vi. 4
      vii. 5
      viii. 6
      ix. 7
      x. 8
      xi. 9
      xii. 10
      xiii. 11
      xiv. 12+
4. Administration setting:
   a. Choose mode of administration most commonly used by the district.
      i. 1:1
      ii. Small group administration (fewer than 10 students)
      iii. Large group administration (10 or more students)
5. Purpose (by provider or developer in user guide or technical report):
   a. (long answer)

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b. (ODE will supply purposes for the most common test vendors. The district will supply purposes for assessments that were not pre-populated in the Inventory form.)

6. Top three purposes for which the test is administered per school year (rank ordered from most common/significant to least common/significant purpose, three maximum):
   a. summative
   b. unit test or quiz
   c. interim/benchmark
   d. screener
   e. progress monitoring
   f. placement

7. Mean number of minutes per administration (i.e. how many minutes does the student spend "from sit down to stand up" in a given test session. Please enter numbers only, no words):
   a. (open-ended)

8. Total number of unique students who take this test in an average school year (please enter numbers only, no words):
   a. (open-ended)

9. Participating student groups:
   a. Check all that apply, across all administrations of the test. (For example, if a given test is delivered to All Students in November but only to students with English learner status in April, check both boxes.)
      i. All Students
      ii. Students with English learner status
      iii. Identified students receiving Reading and/or Special Education supports
      iv. Students in dual language programs
      v. Other (open-ended)

10. How the district uses these test data:
    a. Check all that apply.
       i. Grouping students
       ii. Planning lessons
       iii. Diagnosing skills
       iv. Evaluating programs
       v. Reporting outcomes
       vi. Measuring student progress
       vii. Informing resource allocations
       viii. Other [text box]

11. Roles who use these test data:
    a. Check all that apply.
       i. classroom teacher
       ii. school counselor
       iii. MTSS/RTI coordinator
       iv. TOSA (e.g., instructional coach/teacher leader)
       v. Administrator (building/district)
       vi. parents/families/students
       vii. external partners (e.g., Community-Based Organizations, college admissions offices, private consultants)
       viii. Other (open-ended)

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12. Mean time, in days, from test completion to receipt of data by district personnel (please enter numbers only, no words–if less than one day, enter 0):
    a. (open-ended)

Inventory Elements

The following section provides clarification and recommendations for individual elements and questions on the District Assessment Inventory.

- **District point of contact**: A single respondent may not have all requested information for the inventory. It is important to complete this survey with information about assessments as experienced by district personnel and students, rather than simply providing vendor-provided estimates.

- **Assessment instrument**: The left column has been populated with many widely available tests or test series. If the test or series you are looking for does not appear on the list, add a row and type the assessment name, with the provider or vendor in parentheses.

Note: Some pre-populated assessments are test series rather than individual testing instruments. If the district administers multiple tests (or "sub-tests") within one of the pre-populated series, provide combined data for all tests administered in the test series in the pre-populated row.

Example: The district administers both Acadience Math Computation and Acadience Math Concepts and Applications to students in several grades. Enter combined information for all Acadience Math tests in the Acadience Math row; do not create separate rows for Acadience Math Computation vs. Acadience Math Concepts and Application.

Question 1. If the assessment is purchased from a vendor, enter the cost in dollars per student. This may require some calculation if there is a single fixed price for access to the assessment, regardless of the number of testers. Do not enter secondary costs such as training time or equipment purchases. For locally developed assessments and other assessment types where no purchase is necessary, enter 0.

Question 2. If it is nearly always necessary to engage additional personnel, such as substitute teachers, to administer the assessment, mark Yes. If additional personnel are needed only sometimes, or infrequently, mark No. Do not factor in any costs for additional personnel into Question 5.

Question 3. Mark all grades that participate in the assessment for any reason.

Question 4. Mark the most common administration mode. Mark only one answer, even if the assessment is also sometimes administered in other modes. Remember to mark the mode of administration used by the district, even if vendor-provided materials recommend or assume a different mode of administration.

Question 5. For many assessments, ODE will supply the needed information. If this space is blank, enter the vendor-provided purpose, using the exact wording provided by the vendor.

Question 6. Rank order the important, common, or significant purposes for which the assessment is used, from most applicable to least applicable. If the assessment is used for more than three purposes, mark only the top three. If the assessment is used for fewer than three purposes, mark only those that apply (leave the others blank).

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Question 7. This question asks for the mean (i.e. average) amount of time a student spends interacting with the test. Do not include secondary time costs such as teacher training, preparing the environment prior to the arrival of the student, or hand scoring the assessment.

Question 8. Mark the total number of unique students who take this test each year. Count each student only once, even if they take the same test multiple times in a single year or participate in multiple versions of the same test/test series.

Question 9. Mark all conditions that are ever met in any administration of the test.

Question 10. Mark the actions that the district actually takes based on what is learned from these data. Do not mark vendor-recommended uses, actions that could theoretically be taken, or ways that the data are used by entities other than the district.

Question 11. Interpret "use" broadly. Mark any role for which someone regularly asks for, or expresses interest in, data from this test.

Question 12. Enter the time, in days, from the end of the assessment session to when the data become available to district personnel who use them (not the first time data are seen by any district employee). If the data are available in less than one day, enter 0.

Contact Information and Technical Support

If you have questions about the District Assessment Inventory or need assistance, please contact the District Assessment Inventory team.