HB 4124 Legislative Report

District Assessment Inventory

May 2024

OREGON DEPARTMENT OF EDUCATION

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Executive Summary

As required by HB 4124, ODE (Oregon Department of Education) conducted a survey of academic tests (the District Assessment Inventory, or DAI) that Oregon school districts required schools to administer.[1] The survey was developed with input from a workgroup of education and community partners, as well as review by Oregon's Technical Advisory Committee. Federal- or state-required assessment information, which is specifically excluded by the bill, is only included where specifically noted.

Analysis of data collected via the District Assessment Inventory revealed the following:

- Students in Oregon spend approximately 2-3% of their instructional time on state- and district-required testing. This figure includes Oregon's Statewide Assessment System tests (OSAS) in addition to the district-required tests reported in the DAI.
- The top three district-reported reasons for testing are to 1) measure student progress, 2) diagnose skills, and 3) plan lessons.
- The top two intended user groups of test results are 1) classroom teachers; and 2) parents, families, and students. Classroom teachers were reported as users of results from over 87% of the required tests, regardless of the purpose of the test.
- The majority of tests measure Language Arts or Math content knowledge.
- Students in elementary grades (PK-5) participate in more, but shorter, test events. Students in the secondary grades (6-12) participate in fewer, longer test events.
- While some tests were cited quite frequently, a wide variety of testing instruments are being used across Oregon. Two-hundred and thirty-two distinct tests were submitted to the DAI.
- Half of the tests imposed out-of-pocket expenses for districts. (Tests which come bundled with curricular materials were assumed to pose no additional out-of-pocket expense to districts.)
- Test results are typically available in two days or less for 87% of the district-required tests.

Based on this survey's findings, ODE has included recommendations and best practices that include observations of areas where current practices are to be commended and suggestions for improvement. The recommendations and best practices are organized in 10 categories:

1. Clarify assessment purpose and goals.
2. Align tests with learning objectives.
3. Use a variety of assessment methods.
4. Integrate assessment into instruction.
5. Leverage staff resources and technology.
6. Prioritize essential tests.
7. Optimize assessment timing.
8. Collaborate with students, families, and educators.

[1] 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.

9. Provide professional development.
10. Regularly evaluate and adjust.

To gain a deeper understanding of district assessment practices, ODE recommends conducting a funded, mixed-methods inventory of district-required assessments. This inventory could be conducted annually or biennially. The initial data collection process provided valuable insights and fostered collaboration between ODE and school districts. This ongoing inventory would allow for continued reflection on the types of assessments required and the resource investment at the district level.

Introduction and Context

Overview

The Oregon legislature passed House Bill 4124 in the 2022 legislative session. HB 4124 requires the Oregon Department of Education (ODE) to complete the following:

- Conduct a survey of academic assessments administered by Oregon school districts.
- Review and, if necessary, amend rules regarding the transfer of student education records.

This report concerns the first of the two topics listed above (the survey of academic assessments). ODE named this survey the District Assessment Inventory (DAI).

Throughout this document, ODE uses the terms "assessment" and "test".

- **Assessment** refers to the process of measuring a student's knowledge and skills. This measurement process can be conducted by using a formal, standardized instrument such as a test, or through informal or non-standardized measures. Assessment in its largest sense also includes interpretation of data and potential changes to subsequent instruction.
    - **Assessment** is also sometimes used when repeating the exact language of HB 4124 or explaining its requirements, even if "test" might be an equally accurate word.
- A **test** refers to a specific, individually administered instrument used to conduct assessment as defined above.

Creation of the DAI

The District Assessment Inventory was created by an internal team at ODE, with input from members of a workgroup, as described in Section 1(5) of the law. Workgroup members included representatives from the Northwest Regional ESD (NWRESD), the Coalition of Oregon School Administrators (COSA), the Community Alliance for Public Education (CAPE), the Oregon Education Association (OEA), and the Woodburn Education Association (WEA), as well as educators working in Oregon school districts. Survey questions were derived directly from the required elements outlined in Section 1(3) of the law. The survey is reproduced later in this report.

The following partners also contributed to the design of the District Assessment Inventory:

- ODE's Regional Education Service District partners
- Assessment Advisory Committee (April 2023)
- Oregon's Technical Advisory Committee (April 2023)

To create the definitive version of the Inventory, ODE transformed each of the required components of HB 4124 into questions. These questions were revised per feedback from the partners listed above (including extensive sessions with the legislatively required workgroup). Survey design prioritized clarity and ease of interpretation by districts. Questions were structured to facilitate analysis and minimize the potential for ambiguous responses (although incorrect responses were still possible, as will be explained later).

In two areas, streamlining of questions resulted in unintentional limits on data interpretation. These cases are explained below in DAI Methods section.

District Completion of the DAI

District Assessment Inventory Forms were made available to districts beginning on October 5, 2023. Districts had until January 26, 2024, to complete their Inventory Form.

ODE created a **District Assessment Inventory Context and Instructions** document to help districts interpret and accurately complete the DAI. Appendix A includes the Inventory items and elements. One Inventory Form spreadsheet was created for each district or Educational Service District (213 total). 100% of districts and ESDs designated a point of contact for Inventory Form completion.

Data from the Inventory Forms were used to create this report and provide recommendations based on ODE findings.

DAI Methods

Description of inventory design and execution

The Inventory was built through an iterative process that involved periodic check-ins with internal and external partners as listed above, most notably the legislatively appointed District Assessment Inventory Workgroup.

Design priorities, listed in order of importance:

1. Include all elements listed in HB 4124 Section 1(3)(b)(A-G).
2. Questions elicit clear, unambiguous answers (e.g., prioritize pulldown menus or numbered responses over free response fields; minimize judgement calls or interpretation on the part of respondents).
3. Intuitive (minimal need for user interpretation).
4. Flexible items that allow for several angles of analysis.
5. Streamlined; easy to complete and submit.

In cases where Workgroup members or other partners disagreed about the legislature's intent, ODE used the plain sense of language in HB 4124.

Example: Section 1(3)(b)(D) lists the "…cost of the assessment to the school district." One Workgroup member advocated the widest possible interpretation of the word "cost," including salary costs for employee time needed to train, prepare for, and administer tests; substitute teacher costs for any time spent out of the classroom for testing purposes; and materials or facilities costs incurred by the assessment space itself. ODE elected to use the plain sense of the phrase "cost of the assessment to the school district," meaning the purchase price for the district to obtain the assessment instrument. ODE chose to phrase this question as "cost per student," so that the total cost of the assessment could still be derived (cost per student x # of students tested), but also enabling the potential for investigation into questions such as cost efficiency.

The DAI was built August 2022-June 2023. Instructions and supporting materials were developed June – September 2023. The DAI was opened to districts on October 5, 2023. ODE created an independent Inventory Form for each district and granted access rights for that form to a single "point of contact." Points of contact made all future decisions regarding access to a district's Inventory Form. ODE informed districts that Inventory Forms would be considered complete as of 5:00 p.m. on January 26, 2024.

On January 29, 2024, district access was removed from all forms (save for a few districts who requested an additional day or two to complete their forms). Data analysis began shortly after removing access.

ODE Clarifications

For districts to know which tests to include in the DAI, ODE needed to define two phrases: "district-required" and "academic."

- ODE defined "district-required" as follows: 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.

- ODE defined "academic" as follows: 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.
    - One consequence of this decision is the exclusion of tests used for school-related purposes unrelated to the content areas above, such as "general intelligence" testing used to qualify students for Talented and Gifted (TAG) programs.
- ODE treated tests with the same "parent name" as a single test instrument.
    - Example: Acadience Reading K-6 (with several sub-types) was treated as one test instrument rather than 13 test instruments.
- ODE directed districts to report what they knew, not guesses.
    - Example: Some districts reported assessment instruments that were bundled with instructional materials purchased in a prior year. In such cases, ODE directed districts to report the cost per student as $0, since it was impossible to determine with certainty what portion of the materials purchase price went to assessment development, and the district would have needed to purchase instructional materials regardless of whether they intended to use the assessment components or not.
- ODE collected information on all grades participating in an assessment, on the assumption that if the district required administration of a given test, then all participating students would by definition be "required or strongly encouraged" to take the assessment.
- ODE did not include "formative assessment" as a selectable assessment purpose. Formative assessment is not a testing instrument; it is a process that involves gathering information for use in daily instruction. If a standardized testing instrument is used exclusively for this purpose, it would be excluded by Section 1(3)(c)(D) of the law: "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."
- ODE identified numerous "District Summative Assessments" for English language arts and mathematics. Therefore, any reference to summative assessments/tests in the data collection Summary of Findings section refers to district-required summative tests and not the Oregon State Summative Assessments.

Limitations of data collection methods execution

- ODE did not include a consistent communication device for the district point of contact to convey that they were done with their DAI submissions. While 100% of the school districts and educational service districts identified a point of contact (meaning that an Inventory Form was created and shared with 100% of districts), ODE cannot confirm the percentage of districts who completed their inventory. Because of this oversight, it is not possible to distinguish between accidentally vs. intentionally incomplete/missing information.
    - Example: if a district started to complete the inventory form and entered partial information (e.g., district purpose) but nothing else was completed (e.g., no

information about the students who took the test, no information about who used the test results, no information about the time to get results, etc.), ODE does not know if the district chose to omit some elements, or began the entry and forgot to complete it.

- ODE measured "frequency of administration" by requesting the number of students (unique individuals) who participated in the assessment. This definition suffered from the following flaws:
    - It did not capture tests that are taken multiple times by the same student.
    - It did not measure the time frame of administrations (close together or far apart, along with other tests or by itself).
    - It could cause an overcalculation of total costs for an assessment, since (as mentioned above) cost was defined as "cost per student" as opposed to "cost per administration".
- Despite attempts to clarify, some questions were still subject to individual interpretation.
    - Example: Question 9 was intended to ask if the test was ever administered expressly to a defined student group. However, interactions with potential submitters made it clear that some respondents were treating this question as asking if any single student from the listed groups ever participated in the test. This likely led to over-selection of specific student groups.

Data analysis procedures

Data cleaning and preparation: Ensuring data equality

The Inventory Forms were consolidated into a single Excel workbook. Every Inventory Form included pre-labeled rows in the "District required test" column. Rows with no district-supplied data were removed from the database. Following this consolidation, missing values were identified and addressed through imputation and exclusion. Data inconsistencies in formatting or units were standardized for efficient analysis.

Two distinct approaches were deployed during this phase of analysis. One approach involved identifying and accounting for incomplete data entries. One type of error was due to a data entry mistake on the Inventory Form. Thirty-seven of the rows in the data set were missing significant data, including (in about half of the cases) the name of the assessment. Those 37 rows were partially completed with only one or two columns with values. The original Inventory Forms were examined to determine if the data entry errors could be reconciled by imputing the rows immediately above and below the incomplete rows with the partial data. This method was employed for the rows missing a test name. The rows that included an ODE pre-supplied test name with one additional column marked were removed from the data set.

- Example: ODE pre-supplied a row for i-Ready Diagnostic Math. The district indicated whether additional personnel were needed to administer the test, but no other information. This row was consequently removed from the data.

Another type of data entry error was providing the total cost (sum) of an assessment instead of the per student cost. A review of the per student cost column indicated that several entries were significantly greater than the expected per student cost. A metric that guided this review was a 2012 report from the Brookings Institute which cited $35.00 as the average cost per student for tests administered in Oregon.[2] A sub-group of the ODE assessment team reviewed the per student costs using the vendor data provided by the National Center for Intensive Intervention (American Institutes for Research). The ODE deemed that $100.00 as a per student cost was a reasonable and generous threshold for determining the likelihood of a data entry error. As a result, the data set of reported tests was reduced by 3% (52 entries).

A second data cleaning approach involved identifying and accounting for errors in the data based on the criteria for inclusion defined by HB 4124. A review of the intended purpose of the tests and the inclusion criteria of HB 4124 resulted in 67 entries being excluded from the data set. The proposed exclusions were reviewed and confirmed on February 12, 2024, by the Assessment Team in the Office of RADAR (Research, Assessment, Data, Accountability, and Reporting). Appendix B shows the assessment entries that were excluded for not meeting the inclusion criteria.

- Examples: The following tests should not have been reported and were excluded: statewide summative tests defined by ORS 329.479, tests of social-emotional constructs, and Talented and Gifted (TAG) screeners. Tests that could be used for dyslexia screening were excluded if the sole reason for their inclusion (as provided by the district) was dyslexia screening. Some tests, such as the easyCBM and i-Ready tests, can be used for dyslexia screening but are used for other purposes as well; these tests were not excluded.

Appendix C lists all tests submitted to the District Assessment Inventory. The final data set included 975 rows of data, with each row representing a required test. Out of the 213 districts and educational service districts that submitted a point of contact for their Inventory Form, 83% (n=177) reported that they required tests within their school district. Seventeen percent (n=36) did not report any required tests within their school district. While Educational Service Districts may administer tests, they typically do not require them in the way defined by ODE for the DAI. Accordingly, the following 14 ESDs account for a portion of the 17% who did not report requiring tests: Clackamas ESD, Columbia Gorge ESD, Douglas ESD, Grant County ESD, Intermountain ESD, Lake County ESD, Lane ESD, Linn-Benton-Lincoln ESD, Malheur ESD, Multnomah ESD, Northwest Regional ESD, South Coast ESD, Southern Oregon ESD, and Willamette ESD.

To prepare the data for analysis, variables were transformed as needed. For example, tests submitted by the school districts were categorized by the five academic content areas stipulated in HB 4124: math, language arts, science, social studies, and world languages. A sixth category was added to encompass tests designed for post-secondary activities. The tests from this category that met the inclusion criteria for the DAI were included in the final data set. Thirty-two of the post-secondary tests were not

[2] Matthew M. Chingos, *Strength in Numbers: State Spending on K-12 Assessment Systems* (Washington, D.C.: Brown Center on Education Policy at Brookings, November 2012).

consistently identified by the submitting district as targeting a specific academic content area (e.g., “AP Tests”). These data, and other data that were not given a single academic content area, were labeled as “combination academic” and included in data analysis. The Assessment Design team met on February 12, 2024, to validate the lead analyst’s data preparation. Once data analysis was underway, additional variables were transformed as needed. For example, “elementary,” “middle,” and “high” school grade categories were created to identify potential patterns in distribution of tests by grade level.

Data Analysis: Focus on efficient use of district resources

Beginning with exploratory data analysis, key variables (e.g., cost, grade levels, assessment purpose, use of assessment data) were described using measures such as average and sum. Distribution across distinct categories (e.g., participant groups, content area, grade level) was also analyzed. Exploratory analysis results were visualized using simple bar, line, and pie charts. Bivariate analysis was also conducted during exploratory analysis. Relationships between cost and other variables such as grade level, content area, and assessment use were investigated. Scatter plots were generated as a method of exploring potential relationships between variables. Finally, potential confounding variables and their impact on the observed relationships were considered.

Specific subsequent analyses were based on the goals of HB 4124 as described in subsections 4a and 4b: “ensure that information from district-mandated academic assessments is used effectively; and help school districts develop balanced academic assessment systems that maximize student instructional time and minimize time spent on academic assessments.” Cost analyses were conducted to compare average costs per student across different assessment types, grade levels, purposes, and uses. Cost analyses were also run to identify factors associated with higher or lower costs. Efficiency analyses were conducted to analyze the relationship between the amount of time spent on an assessment, accounting for assessment type and purpose. Efficiency analyses were also used to identify potential areas of improvement in utilizing assessment data for student learning. Impact on specific student groups was analyzed to investigate how assessment use differed for various groups of students. The data were also explored to identify which roles are most likely to utilize the assessment results across different assessment purposes.

Summary of Findings

Who is taking district-required tests?

Students in the elementary grades, except PreK students, were given the most tests. Chart 1 show the distribution of required tests by grade level and by grade clusters (elementary, middle, and high school).[3] The numbers reflect the total number of tests reported by DAI respondents across the state. These figures represent the overall picture of the number of tests required per grade level across the state, not the number of tests required per grade level by a single school district.

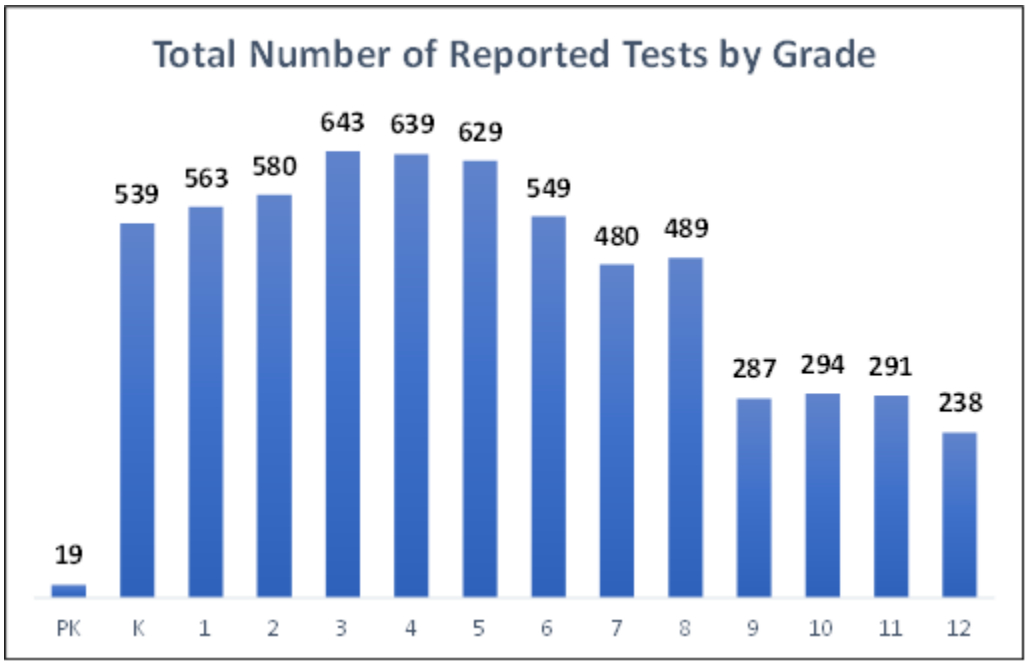

Chart 1: Number of required tests by grade level

When comparing which student groups are taking the district-required tests, four groups were identified in the Inventory Form, with the option of adding other groups as needed. The four groups districts could identify as taking the required tests were: all students; students identified as English language learners [sometimes referred to as emerging bilingual or multilingual students]; students receiving Special Education and/or reading supports; and students enrolled in dual language [immersion] programs. Of those four groups, the most frequently identified group across all grade levels is all students (approximately 80% of all required tests), with students identified as English language learners and students receiving Special Education and/or reading supports closely matched in frequency (between 30-35% of all required tests).[4]

[3] The sum of the tests is greater than the number of tests in the data set (975) because many tests had multiple grade levels selected for one test.

[4] Note: For some tests, "all students" and students from the other three categories was reported. Therefore, 80% of all reported tests were taken by all students and 30-35% of all reported tests were taken by English language learners and students receiving Special Education services.

Districts were asked to report the size of the test administration: tests administered in large groups of 10 or more students; in small groups of fewer than 10 students; and in a 1:1 setting. Just over 92% of the tests included on the DAI had information about the size of the test administration. Of that subset of the data on test administration, almost 70% of the administration settings were in large groups of 10 or more students. Relatively few tests were administered in small groups (12%), while tests administered in a 1:1 setting comprised 20% of the tests (Chart 2).

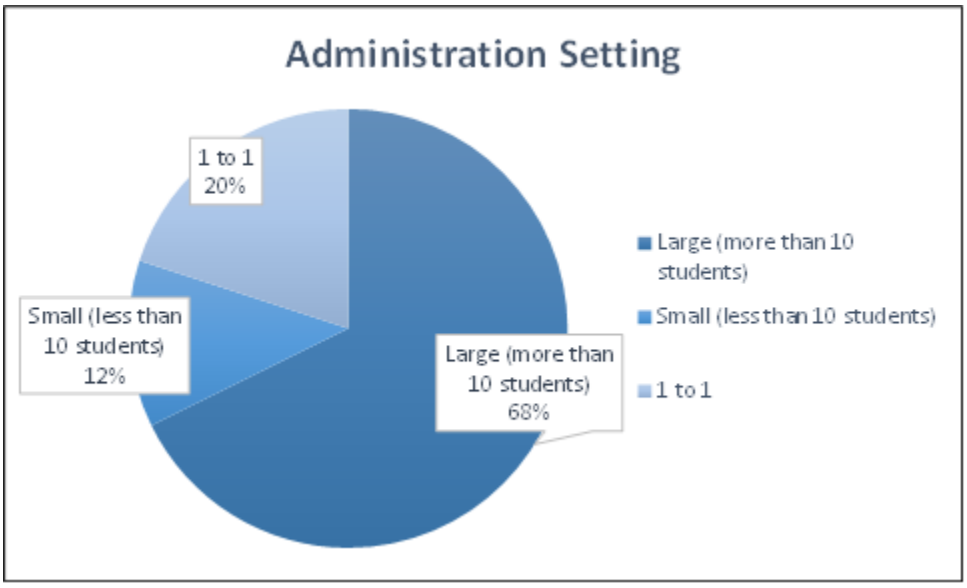

Chart 2: Test administration setting

Most of the tests (96%) delivered in a 1:1 setting were administered to students in grades PK-6. Almost half of the tests (45%) delivered in a 1:1 setting were reported as being for the purpose of a screener; 31% were reported as being for the purpose of interim/benchmark assessment. All but nine of the 179 tests delivered in a 1:1 setting were reported as being used by the students' classroom teacher.

What is the purpose of the required tests, and who is using the assessment data?

In the District Assessment Inventory Context and Instructions, districts were directed to report the "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)." At least one purpose was reported for nearly all tests (93%). Two-thirds of the tests had a second purpose selected. Only 42% of the tests had a third purpose reported. Therefore, 67% of the tests included in the DAI had two or more purposes, while 42% had three purposes. Seven percent (n=72) of tests had no purpose reported.

Interim/benchmark assessment was the most cited primary purpose (27% of the total number of tests on the DAI). Half of the tests identified with interim/benchmark assessment as "District Purpose 1" had progress monitoring identified as a second purpose (n=130). Chart 3 shows the frequency for the remaining purposes reported under "District Purpose 1."

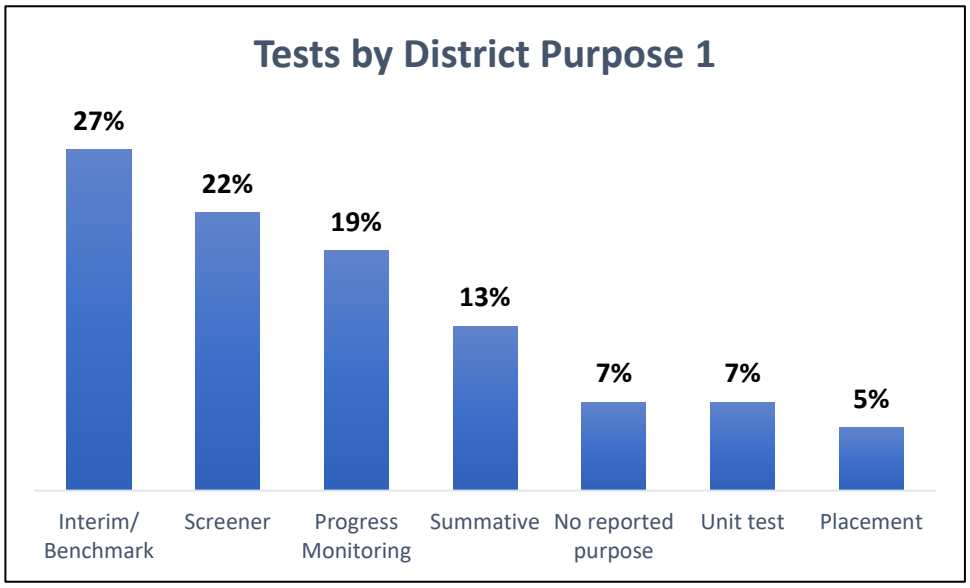

Chart 3: Percentage of all required tests by District Purpose 1

Chart 4 shows the frequency of purposes reported under "District Purpose 2" or "District Purpose 3." Progress monitoring is the most frequently reported purpose under "District Purpose 2." Unit test was the least frequently reported purpose.

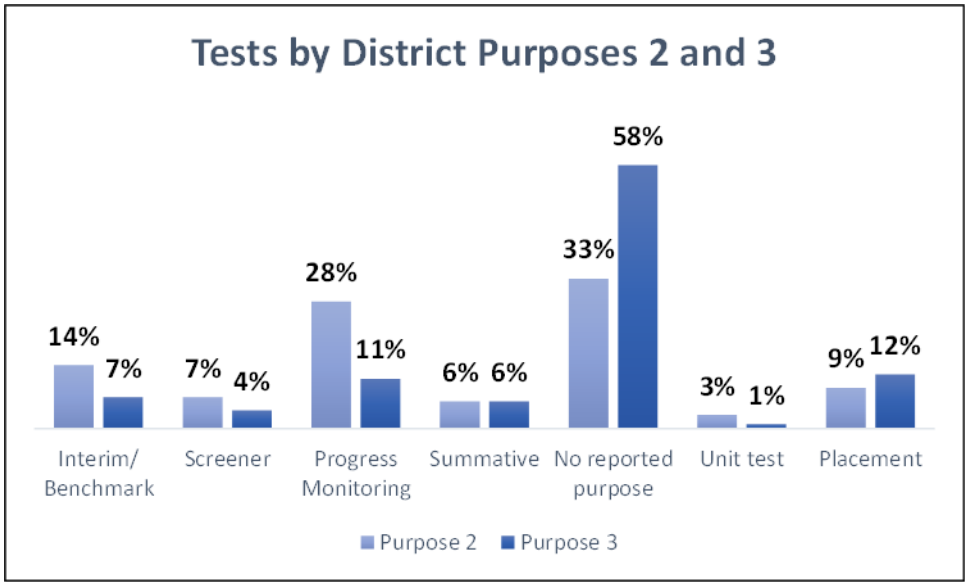

Chart 4: Percentage of all required tests by District Purpose 2 and District Purpose 3

Districts often identified multiple uses for a single test. Sixty-six percent identified four or more uses for at least one assessment. Only 19 tests (2%) had a sole use reported by the district. One way to compare how the assessment data was used is by calculating the number of tests that were associated with a use. For example, 83% of all required tests had "measure student progress" as one of the ways the district used the assessment data. Chart 5 shows the percentage of all required tests by one of the seven ODE-supplied uses of the test results (in addition to an eighth option of "other uses"). The most cited use was

to measure student progress, followed by diagnosing skills, planning lessons, and reporting outcomes. Ten percent of the tests included on the DAI had no use reported by the district. Recall that ODE did not include a method for districts to clearly communicate to ODE that they considered their DAI submission complete, so it is not possible to say with certainty whether these missing responses represent tests administered with no clear use identified, or incomplete entries.

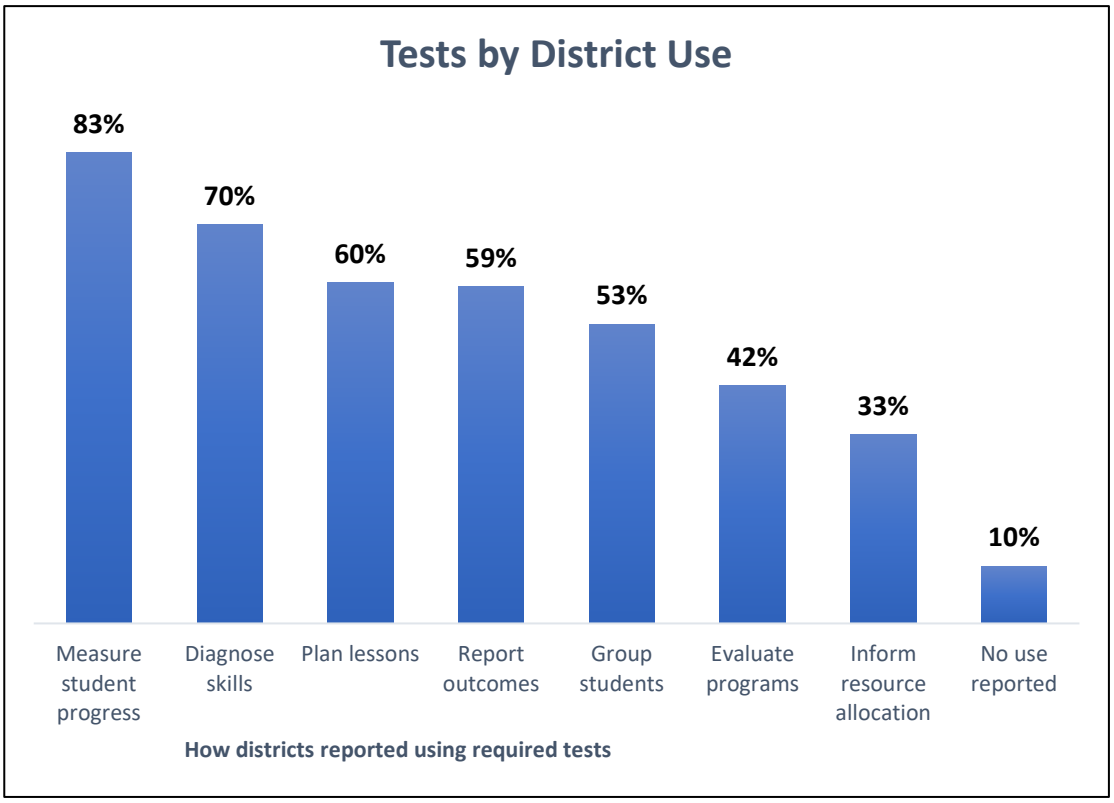

Chart 5: Percentage of required tests by district use

Of the school-related roles who used the assessment data, districts identified 87% of the DAI tests as providing information directly used by a classroom teacher. The second highest group of reported users was parents, families, and students (Chart 6).

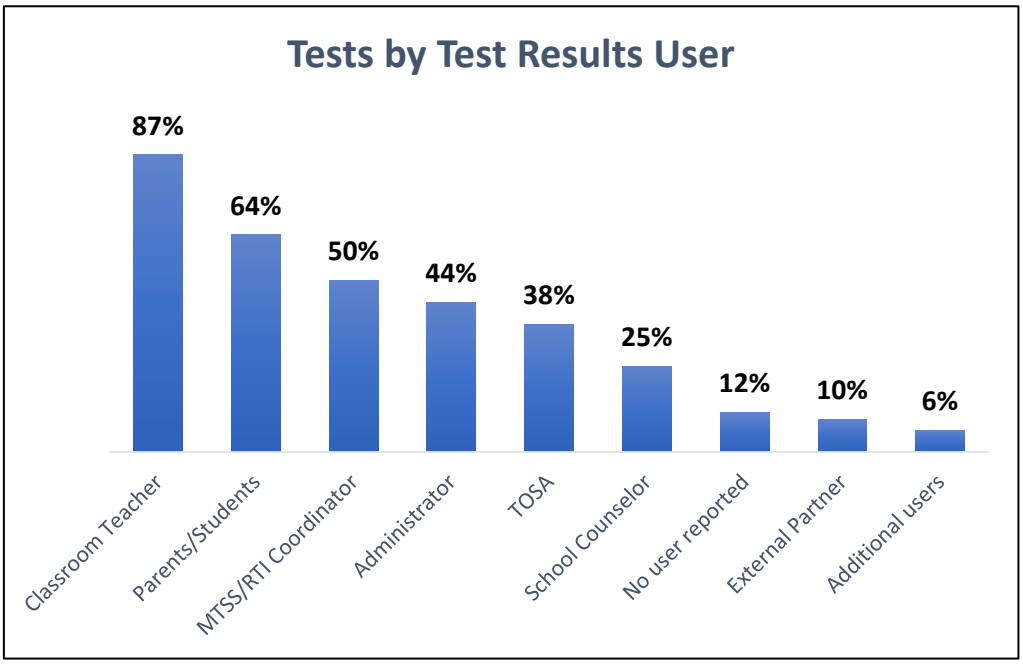

Chart 6: Percentage of required tests by user test results

When the district identified the main purpose of the required test as for interim/benchmark assessment, 95% of those tests were used by the classroom teacher. When the district identified the main purpose of the required test as progress monitoring, 93% of those tests were used by the classroom teacher. Classroom teachers were also reported as the primary user of unit tests (96%), and screeners (93%). Even for the other two purposes – placement and summative tests – the classroom teacher was reported as the role that used the assessment data the most, when compared with other school-related roles such as administrators, school counselor, Teachers on Special Assignment (TOSAs), Multi-Tiered System of Support/Response to Instruction (MTSS/RTI) coordinators, and parents/families/students.

What is being assessed and who is developing these tests?

Language arts and mathematics are the most frequently assessed academic content areas. As a stand-alone content area, language arts tests make up 51% of all the tests required by districts in Oregon. When the tests specifically labeled as language arts are combined with tests that are labeled as language arts, math, and (less frequently) science or social studies, that percentage increases to 66%. World languages, science, and social studies comprise a small percentage of the required tests (Chart 7).

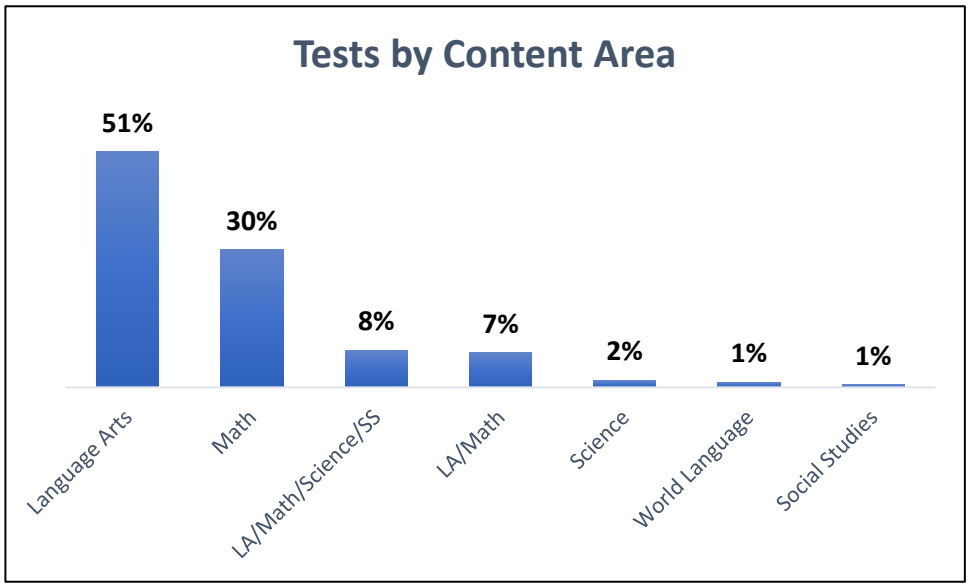

Chart 7: Percentage of tests by academic content area

Approximately 15% of the required tests were locally developed or designated as one of the district's Local Performance Assessments. Three percent of the required tests met the academic criteria for inclusion but were designed for post-secondary and/or college pursuits (e.g., the SAT).

The most frequently cited vendors for district-required tests are Curriculum Associates (iReady series), Renaissance Learning (STAR series), NWEA (MAP series), the University of Oregon (DIBELS and easyCBM), and Smarter Balanced (OSAS Interim Assessments). For third graders, Curriculum Associates, University of Oregon/Riverside, Renaissance Learning, and NWEA are the vendors for 51% of all third-grade tests. Consistent with the overall percentage of locally developed assessments, 13% (n=85) of the 3rd grade tests are locally designed (Chart 8). The number of tests for each vendor is the total number of districts who reported requiring that test for 3rd graders.

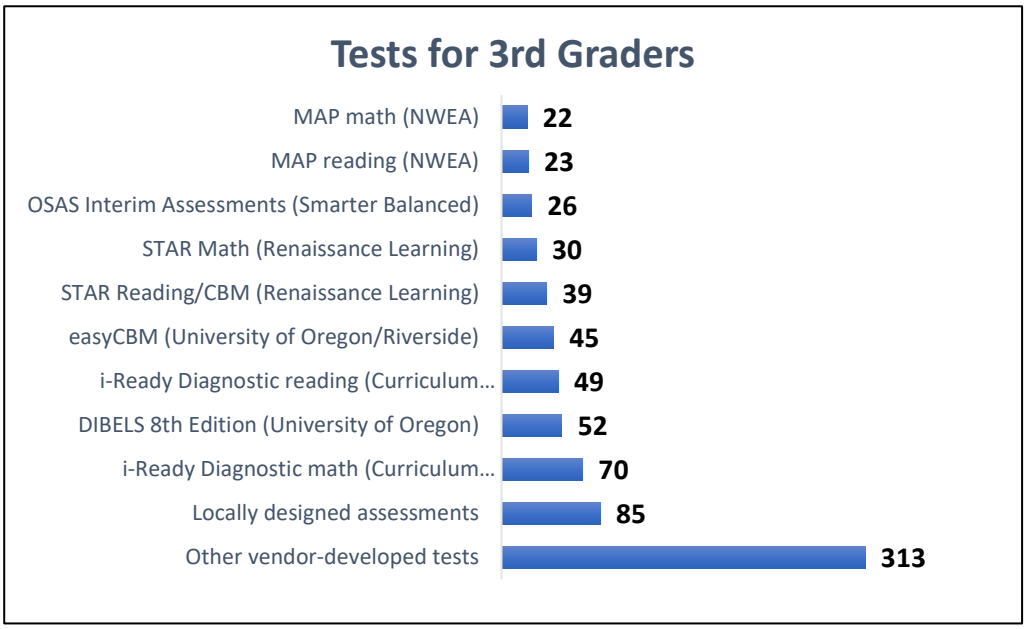

Chart 8: Tests given to third graders, (with vendor information), n=643

How long are Oregon students spending on district-required assessment?

When averaged across all grades, students in Oregon spend 68 minutes per assessment session. Data were not collected in the District Assessment Inventory about how many assessment sessions there were for each assessment, so the total amount of time students spend taking district-required tests can be reasonably estimated, though not determined with precision, using these data.

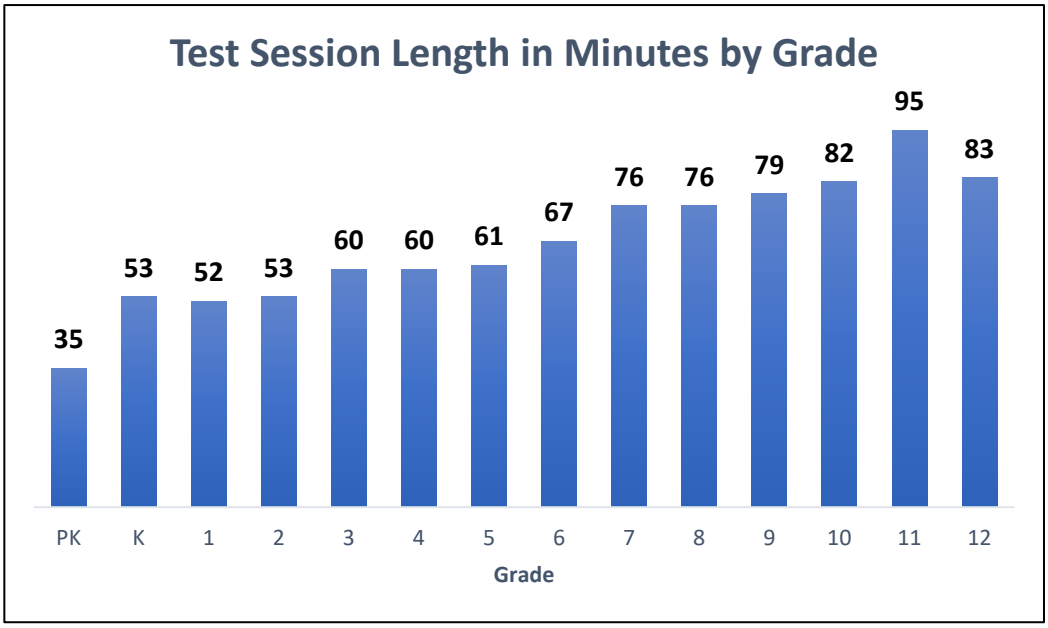

Chart 9: Number of minutes spent in an average assessment session, by grade

On average, elementary students spend less time on district-required test sessions (per session) than middle and high school students. 11th graders have the longest testing sessions of the PK-12 grades.

Districts identified roughly one quarter of tests administered in grade 11 as summative (24%). Third grade students, for comparison, took district-required tests for summative purposes only 11% of the time. Assuming a summative test for an 11th grader would take longer to complete (on average) than a summative test for a third grader, the difference in average session length is understandable. For both 3rd and 11th graders, tests intended for interim or benchmark assessment and progress monitoring comprised approximately 50% of the district-required tests. As noted above, classroom teachers were cited most frequently (over 90%) as the users of data from interim/benchmark and progress monitoring tests.

Although the DAI did not collect data about the number of sessions each assessment was administered, an estimate of how long students are spending in assessment was calculated for the purposes of responding to one of the central questions, how long are Oregon students spending in testing? The data were disaggregated by grade, then by each test's primary purpose. The time spent on a test in minutes was calculated by multiplying the test session length provided by the district by the number of times a test used for a specific purpose is estimated to be administered. For example, interim and benchmark tests are typically administered three times a year. Therefore, the district-reported time for a single administration of a test given for the purpose of interim or benchmark assessment was multiplied by three. Screeners are also administered approximately three times a year. Progress monitoring tests are typically administered more frequently; those test session times were multiplied by seven.[5] [6] [7] Charts 10 and 11 show the estimated time, in minutes, for each category of test. When those minutes are totaled, 3rd graders spend 15.3 hours in a school year on district-required academic tests. Eleventh graders spend 21 hours a year on district-required tests. For context, per OAR 581-022-2320, schools in Oregon are required to offer 900 hours of instructional time for students in grades K-8; 990 hours of instructional time for students in grades 9-11, and 966 hours of instructional time for students in grade 12.

[5] Oregon Department of Education (2019). The Right Assessment for the Right Purpose. Retrieved from: https://www.oregon.gov/ode/educator-resources/assessment/Documents/RightAssessmentRightPurpose.pdf
[6] Fuchs, D., & Fuchs, L. S. (2006). Introduction to responsiveness-to-intervention: What, why, and how valid is it? Reading Research Quarterly, 4, 93–99.
[7] Dexter, D. D. & Hughes, C. (nd). Progress Monitoring Within a Response-to-Intervention Model. Retrieved from: https://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model

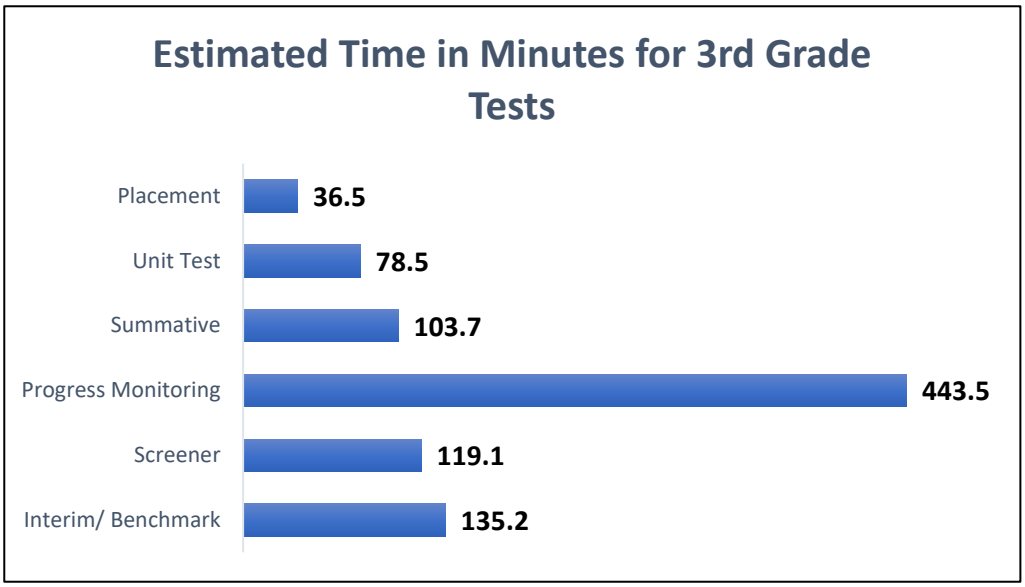

Chart 10: Average estimate time, in minutes, for 3rd grade tests

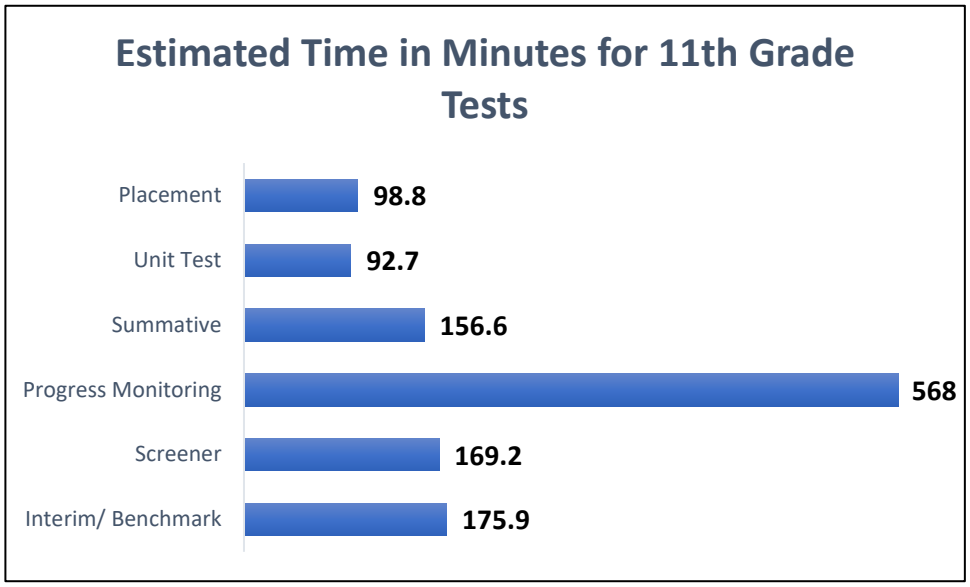

Chart 11: Average estimate time, in minutes, for 11th grade tests

Based on these assumptions, the average elementary school student spends 14.8 hours per school year taking district-required tests. The average middle school student spends 17.3 hours, and the average high school student spends 18.4 hours, taking district-required tests in a school year.

Twelve percent of the tests reported on the DAI did not include a specified number of days to receive assessment results. Just over 40% of the tests had a wait period of one day. Twenty-two percent of the tests had a wait period of zero days. Chart 12 shows the distribution of wait time in days, as reported by the school districts.

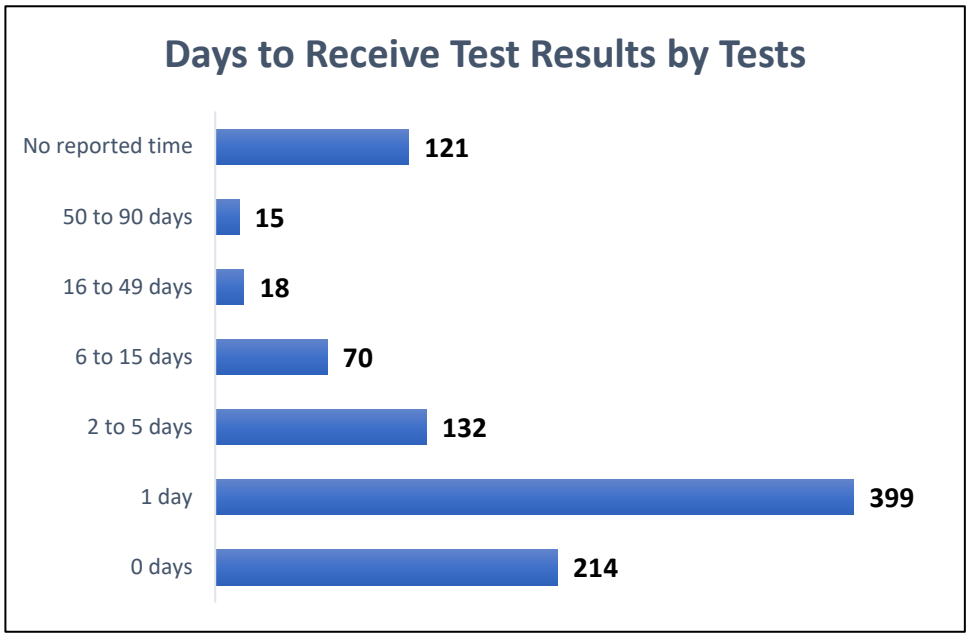

Chart 12: Days to receive test results by tests

How much are districts spending on tests?

Half of the district-required tests (51%) were identified as having no cost (Chart 13). One third of the tests with no reported cost were locally developed. The remaining two-thirds of the tests were often part of a curriculum package from Curriculum Associates, the University of Oregon/Riverside, and Acadience Learning. Districts were directed by ODE staff to report a cost of zero for the assessment portion of a curriculum package if those costs could not be readily disaggregated.

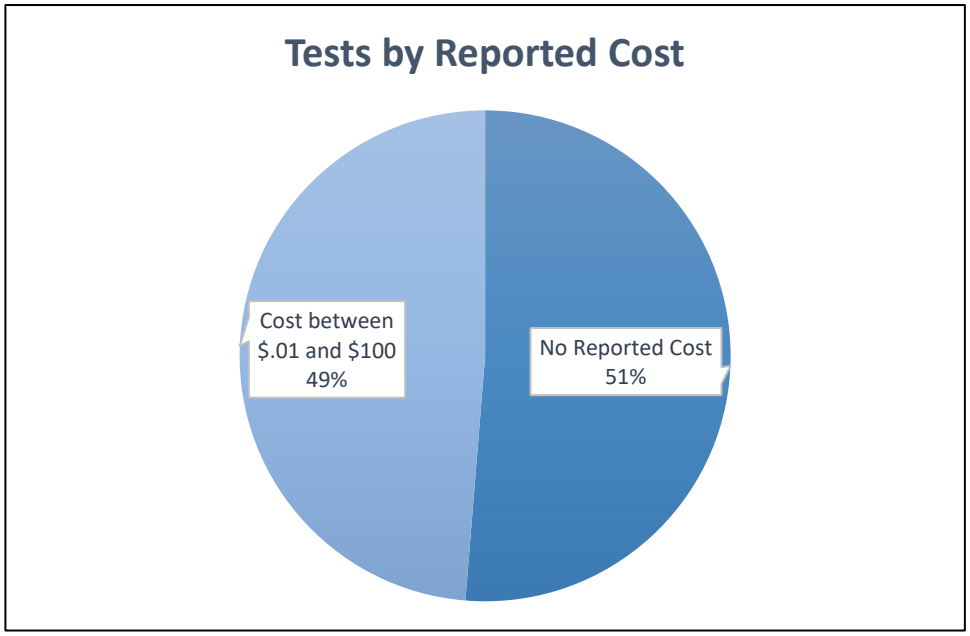

Chart 13: Comparison of tests with no reported cost and tests with a cost

Two cost averages were generated to account for the significant difference in per student cost average. One calculation was run for all required tests, including those with no reported per student cost. A second average for tests that cost between $0.01 and $100.00 was also generated, to show the average cost per student when there was a cost reported for the required assessment. Chart 14 shows the difference in cost average per student when both calculations are run:

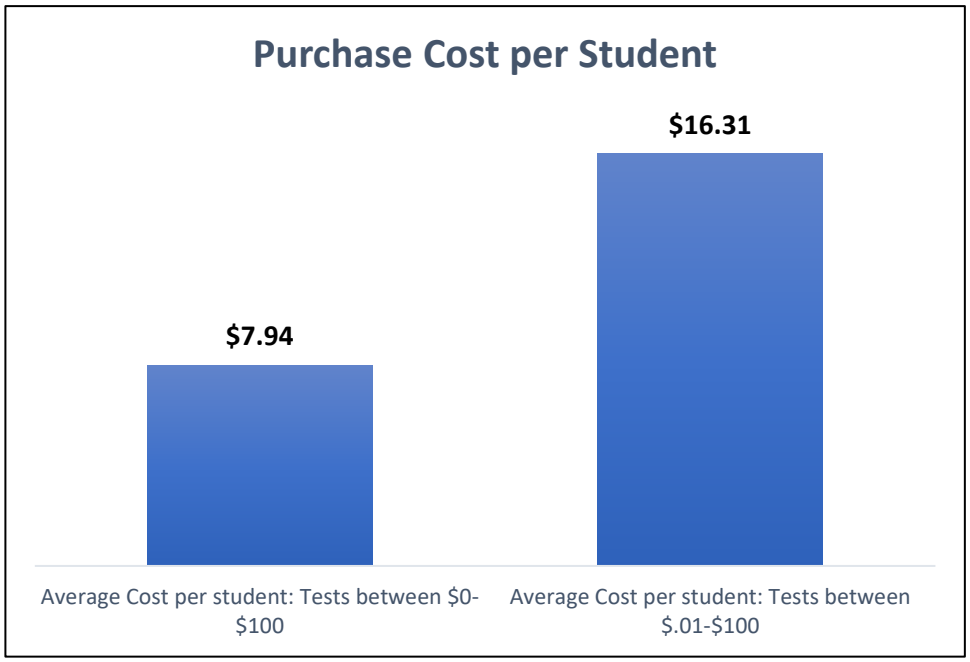

Chart 14: Average per student cost, two variations

The per student cost increases slightly in grades 9-12 (Chart 15). The relatively high per student average of required tests in Pre-Kindergarten (PK) can be accounted for by the small size of the data in that category (n=19) in comparison to the other grades.

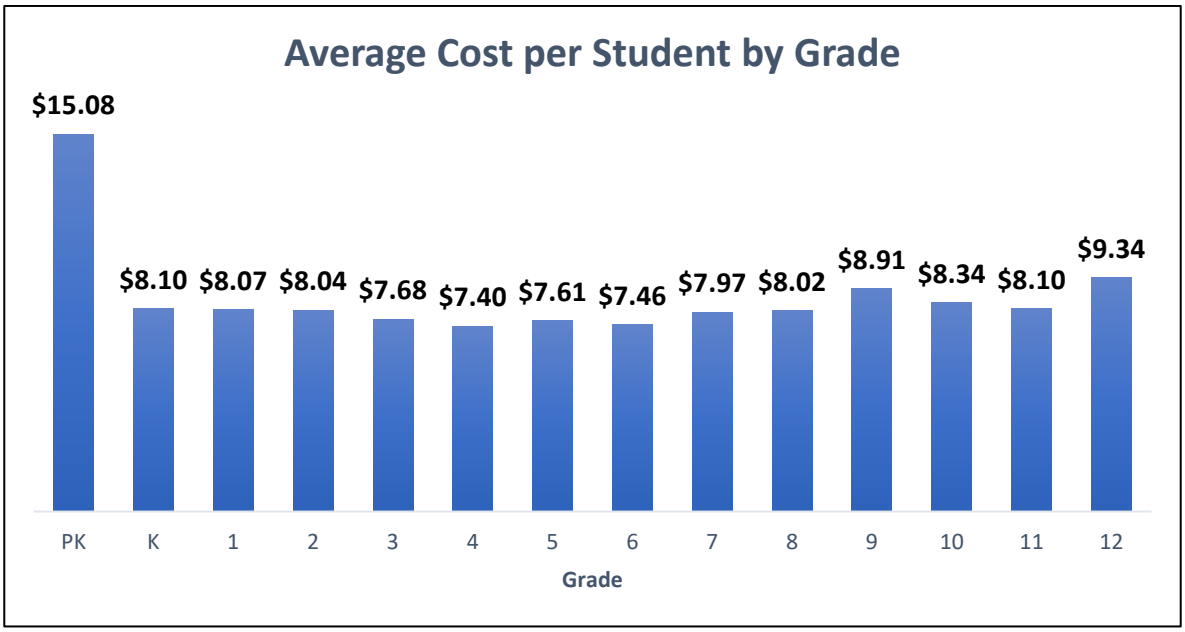

Chart 15: Average per Student Cost by Grade (all tests, including those without an associated cost)

While the average per student cost across the grade levels was consistent, the total spent on required tests was higher for the elementary grades. For example, costs for district-required 3rd grade tests totaled $5.1 million, as compared to $1.6 million for 11th grade tests (Chart 16). These figures represent the total amount estimated to be spent by all Oregon school districts on required tests, by grade. These are not per district totals.

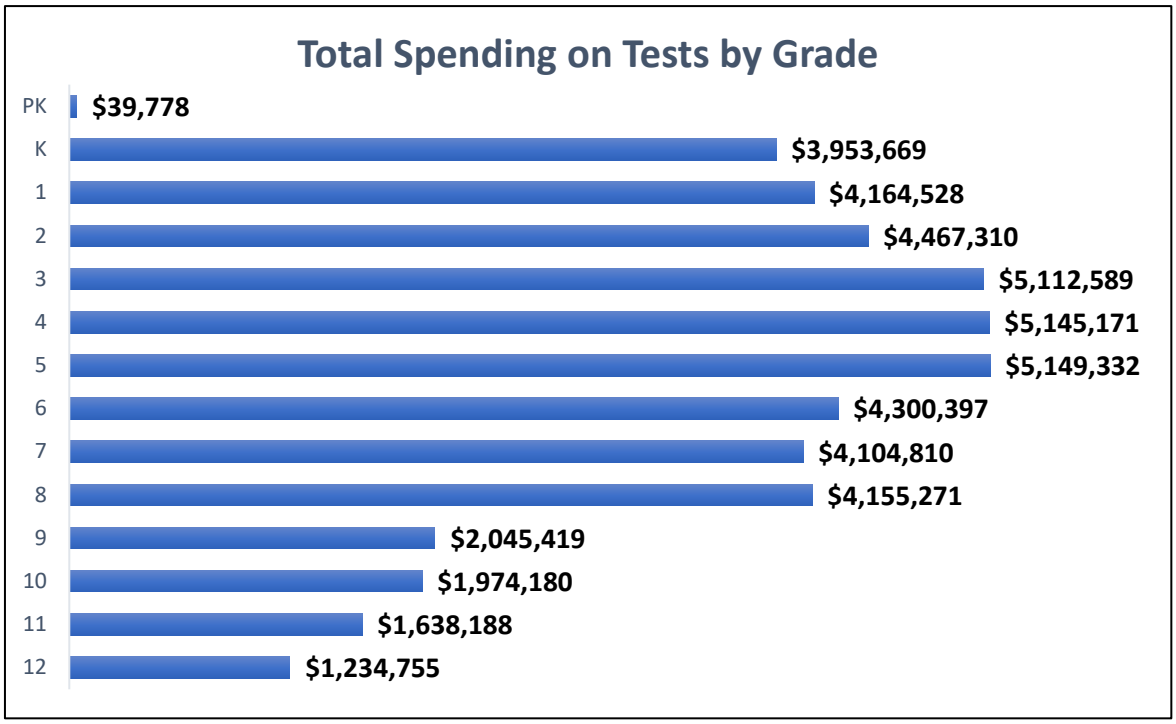

Chart 16: Statewide spending on tests by grade level

By content area, the per student average cost of Language Arts tests was $7.28 (n=501). World Language tests had the highest per student average cost ($21.31), however the relatively small number of items in this category (n=11) influenced the final average. The per student average cost for math tests was $8.53 (n=292). Science had the lowest per student average cost, $0.16, even with a relatively small number of items in the category (n=15). All but one of the required science tests were locally designed or developed, with no reported cost.

When the average purchase cost per student was analyzed by the district's reported primary purpose ("District Purpose 1") for the required assessment (Chart 17), summative tests had the highest average cost per student ($11.80). Tests for which no purpose was reported had the lowest cost per student ($3.00). Unit tests also had a relatively low average per student cost: $4.14.

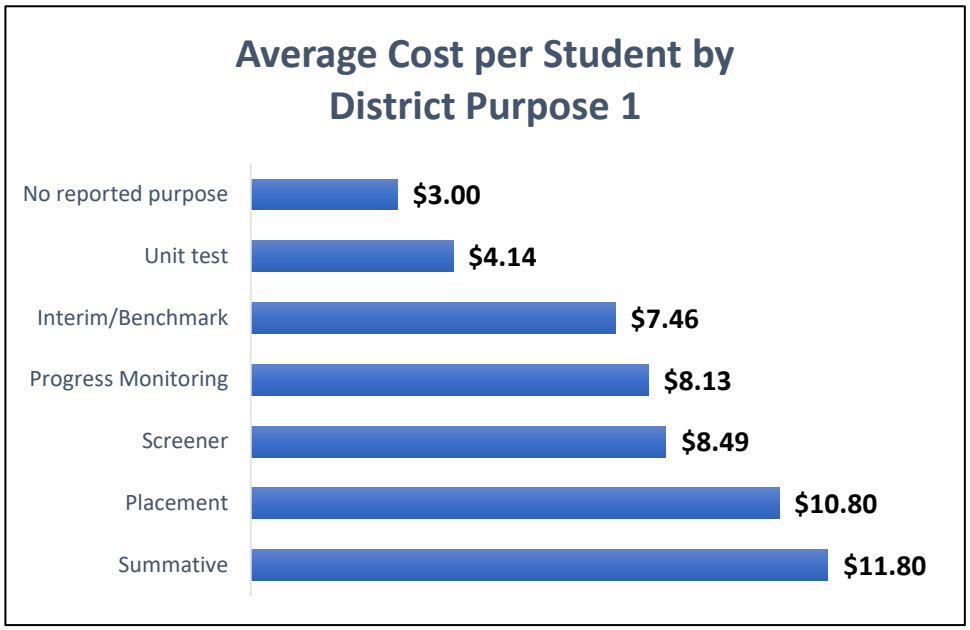

Chart 17: Average cost per student by District purpose 1

When the average purchase cost per student was analyzed by the district's reported use for the required assessment (Chart 18), reporting outcomes had the highest average cost per student ($9.18). All uses, except for the tests for which no uses were reported by the district, were in accord with the overall average per student cost of the tests included in the DAI.

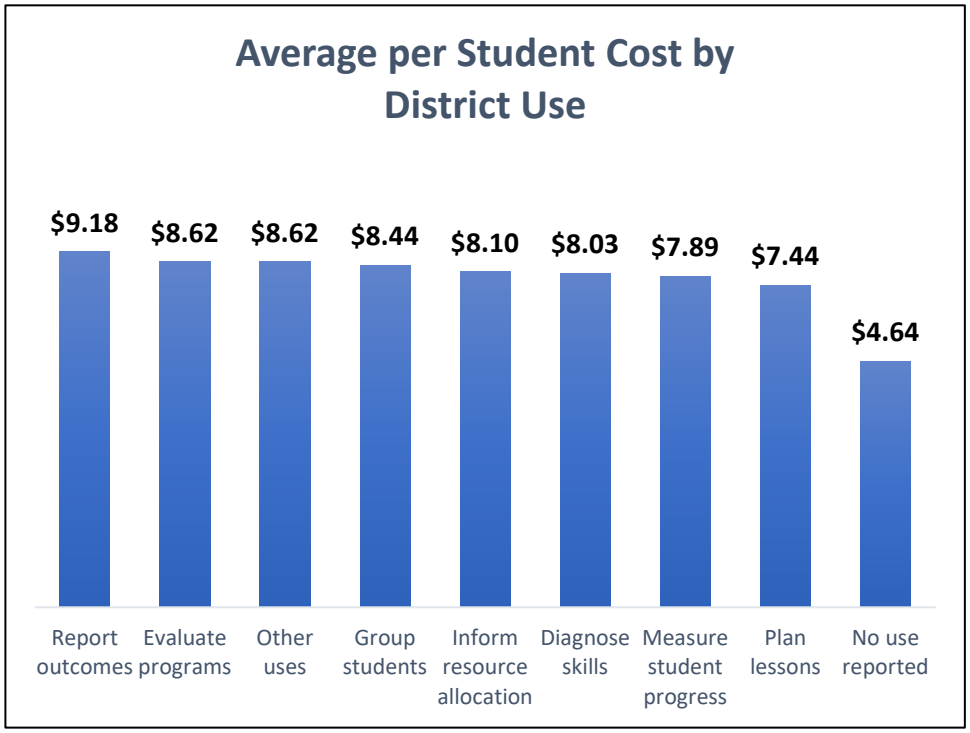

Chart 18: Average purchase cost by district use

This concludes a review of the findings for the District Assessment Inventory. The main findings are summarized as following. The top three district-reported reasons for testing are to measure student progress, diagnose skills, and plan lessons. Most required tests were reported to have multiple uses and purposes. Students in elementary grades (PK-5) participate in more, but shorter, test events. Students in the secondary grades (6-12) participate in fewer, longer test events. Language arts and math are the most frequently assessed subjects. Most tests (around 80%) are taken by all students. Classroom teachers are the primary users of test results, however this study did not investigate how the test results were used by classroom teachers. Parents, families, and students were the second most frequently reported intended user group. Test results are available within two days or less for 87% of the tests reported on the DAI. While some tests were cited quite frequently, a wide variety of testing instruments are being used across Oregon. Two-hundred and thirty-two distinct tests were submitted to the DAI. On average, students spend 68 minutes on each test, translating to an average of 14.8 hours per year in elementary school, 17.3 hours in middle school, and 18.4 hours in high school. Students in Oregon spend approximately 2% of their instructional time on state- and district-required testing. Half of the tests have no cost associated with them, although some of those tests with no reported cost included assessment tools bundled into curriculum packages and it was not possible for the DAI respondent to extract the cost of only the tests. For all tests, the average cost per student is just under $8.00.

Best Practices in Assessment

Overview

The recommendations included in the *Best Practices in Assessment* reflect ideal conditions, where districts are using appropriate evaluation tools to review and select high-quality assessment instruments. ODE did not perform a comprehensive review of all assessment instruments named in the District Assessment Inventory and makes no claims about the presence or absence of these ideal conditions in districts across Oregon.

Assessment design, validity, and reliability can vary widely, leading to potential consequences if these factors are not carefully considered. It's crucial to critically evaluate assessments and their intended outcomes to ensure they are effective and meaningful. To that purpose, ODE has included an additional section, *Evaluation Tools for Districts Selecting a Local Assessment Program,* to provide additional recommendations as districts consider new or existing assessments and move towards building a balanced assessment system.

In alignment with the *ODE Education Equity Stance and Student Success Plans*, districts should apply anti-racist assessment practices, which encompass a range of strategies aimed at mitigating biases, promoting equity, and fostering inclusion in assessment processes. Anti-racist assessment practices prioritize fairness, transparency, and cultural responsiveness. For example, districts should look for assessment tools whose design minimizes the influence of stereotypes and systemic biases. This may involve using diverse and representative content, providing multiple pathways for demonstrating knowledge or skills, and incorporating input from diverse education partners in the assessment design process. Anti-racist assessment practices also emphasize ongoing monitoring and evaluation to detect and address any unintended biases or disparities in outcomes. They promote the use of inclusive language and imagery in assessment materials to create a welcoming and affirming environment for all learners. Ultimately, anti-racist assessment practices aim to create assessment experiences that support the success and well-being of all individuals, regardless of their background or identity.

While not captured in the District Assessment Inventory, formative assessment practices form a pivotal part of a balanced assessment system, as they most directly and impactfully fuel learning. Many researchers and vendors use the term “formative assessment(s)” as a synonym for testing or tests. This is a misunderstanding and misrepresentation of the research that supports the practice of formative assessment. Formative assessment is a rigorous and exacting approach to high impact instructional practices, not a test. The Council of Chief State School Officers (CCSSO) defines formative assessment as a process of educator-to-student and, more importantly, student-to-student interactions and behaviors that increase student ownership of the learning process.

- *Formative assessment is a planned, ongoing process used by all students and educators during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. Effective use of the formative assessment process requires students and*

educators to integrate and embed the following practices in a collaborative and respectful classroom environment:

- *Clarifying learning goals and success criteria within a broader progression of learning;*
- *Eliciting and analyzing evidence of student thinking;*
- *Engaging in self-assessment and peer feedback;*
- *Providing actionable feedback; and*
- *Using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.* [8]

Building a Balanced Assessment System

The Oregon Department of Education (ODE) developed the *Right Assessment for the Right Purpose* guidance document in 2019 in consultation with Oregon school districts, Education Service Districts (ESDs), Higher Education measurement experts, and the Oregon Education Association (OEA). The guidance continues to be informed by consultation, community partner engagement, and research, including but not limited to: Oregon's State Board of Education, Oregon Community Groups, ODE's Assessment and Accountability Technical Advisory Committee, and National Education Organizations (i.e., Chief Council of State School Officers, Center for Assessment, etc.).

The *Right Assessment for the Right Purpose* assists Oregon educators — from educators in the classroom to building and district-level administrators — in effecting behaviors that leverage assessment literacy and building a balanced assessment system. Per the document's theory of action, if Oregon educators increase appropriate uses and decrease inappropriate uses of tests and assessment data by increasing assessment literacy, then Oregon educators will make better instructional decisions that increase student learning.

Oregon's Early Literacy Framework: Section 7 Core Instruction & Assessment provides additional guidance and support for a balanced assessment system. This document specifically identifies components of building assessment literacy through common definitions of the different tests commonly found in a balanced assessment system. Additionally, the *Oregon Early Literacy Framework* identifies how coherent, comprehensive, and continuous assessment systems build strong, effective, balanced assessment systems.

- Coherent: all elements of the assessment system are coordinated. Curricula, assessment, instruction, and professional learning are aligned.
- Comprehensive: a variety of high-quality assessment tools and practices are being used — including both formative and summative approaches; tests collectively meet all purposes for assessment; and both teachers and students are engaged and proficient in assessment.

[8] Council of Chief State School Officers (CCSSO). (2018). Revising the definition of formative assessment. Retrieved from https://ccsso.org/sites/default/files/2018-06/Revising the Definition of Formative Assessment.pdf

- Continuous: assessment occurs continuously, using a variety of formal and less formal assessment methods that measure student progress on an ongoing basis. [9]

Developing a balanced academic assessment system that optimizes student instructional time while minimizing time spent on tests requires careful planning and implementation. School districts can use the following recommendations in tandem with existing guidance in ODE's *Right Assessment for the Right Purpose* and *Oregon's Early Literacy Framework* to move toward building a high-quality balanced assessment system.

1. **Clarify Assessment Purpose and Goals** - Clearly define the purpose and goals of tests to teachers, administrators, students, and families. Determine what information needs to be gathered about student learning and progress, and how it will be used to improve instruction and support student success.
2. **Align Tests with Learning Objectives** - Ensure tests are aligned with curriculum standards, learning objectives, and the expected performance on those standards. This ensures that tests measure what students are expected to learn and achieve.
3. **Use a Variety of Assessment Methods and Modalities** - Utilize a variety of assessment methods, such as formative assessment, interim assessments, performance tasks, projects, and portfolios. Additionally, assessing in multiple modalities, meaning use of various sensory tools to evaluate learning or performance, adds to a variety of methods which provides a more comprehensive picture of student learning, and accommodates for different learning styles.
4. **Integrate Assessment into Instruction** - Embed assessment into everyday instruction rather than treating it as a separate activity. Use formative assessment strategies such as frequent quick checks for understanding, peer assessment, and self-assessment against success criteria aligned to the full complexity of the adopted state standards.
5. **Leverage Staff Resources and Technology** - Use existing staff, such as the curriculum coordinators, instructional coaches, and educational assistants to contribute to the assessment cycle (including test administration) and leverage technology to streamline assessment processes and results to provide timely feedback to students and families.
6. **Prioritize Essential Tests** - Identify the most essential tests that provide valuable information about student learning and prioritize these over less critical tests. This helps reduce the overall time spent on assessment while still gathering important data.
7. **Optimize Assessment Timing** - Schedule tests strategically to minimize disruptions to instructional time. Consider factors such as pacing guides, unit schedules, and student workload when planning tests.
8. **Collaborate with Students, Families, and Educators** - Involve different education partner groups in the assessment design, decision-making process for selecting local assessment, and

[9] Marion, S., Thompson, J., Evans , C., Martineau, J., & Dadey, N. (2021). Barriers to balanced systems of assessment. Retrieved from https://www.nciea.org/library/a-tricky-balance-the-challenges-and-opportunities-of-balanced-systems-of-assessment/

determining what data would be most important in supporting student learning. Including diverse groups brings valuable insights into supporting students and can contribute to the development of a balanced assessment system.

9. **Provide Professional Development** - Offer professional development and/or opportunities during embedded staff and professional learning team meetings for educators to enhance assessment literacy and skills: training on assessment design, data analysis, and using assessment results to inform instruction.
10. **Regularly Evaluate and Adjust** - Continuously monitor the effectiveness of district assessment system and adjust as needed. Solicit feedback from students, families, and educators to identify areas for improvement and refine assessment practices over time.

School districts implementing these strategies can move toward development of a balanced academic assessment system that maximizes instructional time and supports student learning and success. [10] [11]

Evaluation Tools for Districts Selecting a Local Assessment Program

Districts moving toward a balanced assessment system should consider what assessment vendor programs are being considered or adopted at the local level. Just as they do when evaluating instructional materials, district leaders should leverage assessment evaluation tools and rubrics to best analyze and evaluate vendor assessment programs to maintain testing efficiency and limiting impacts to instructional time. The Center for Assessment, a national organization that is committed to helping states and school districts design and implement assessment and accountability systems that support meaningful educational outcomes and student achievement, has developed a tool and process for evaluating vendor tests: *The District Assessment Procurement Protocol (DAPP)*. The District Assessment Procurement Protocol (DAPP) supports district leaders as they select high-quality assessment products that serve their specific needs. The tool walks users through three activities designed to inform their assessment procurement process: 1) getting clear on use, 2) identifying desired assessment features, and 3) evaluating the technical quality of their assessment options.

Part of the vendor assessment program evaluation process involves completing a technical review (i.e., reliability, validity, and bias analysis). The National Center on Intensive Intervention (NCII) at the American Institutes for Research offers numerous tools to support districts in conducting and reviewing the technical components of vendor-created assessment systems. NCII is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and forms part of OSEP's Technical Assistance and Dissemination Network. In conjunction with data-based individualization psychometric experts, NCII has developed six tool charts to help educators and families select academic assessment

[10] D'Brot, J. (2022). Balanced Assessment Systems. Retrieved from https://www.nciea.org/blog/is-there-a-recipe-for-balanced-assessment-systems/

[11] Marion, S., Thompson, J., Evans, C., Martineau, J., & Dadey, N. (2021). Barriers to balanced systems of assessment. Retrieved from https://www.nciea.org/library/a-tricky-balance-the-challenges-and-opportunities-of-balanced-systems-of-assessment/

tools and interventions that meet standards for technical rigor and address their specific needs. Note that the tools charts include a large amount of information, and the best tool is not going to be the same for everyone. NCII has created a *Tool Chart User Guide* for districts to utilize as they interact with the assessment evaluation tool charts as educator teams begin the process of reviewing the technical requirements.

EdReports is an independent nonprofit that seeks to improve K-12 education by increasing the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials including interim and/or benchmarking assessment programs. Like the evaluation tools developed for evaluating curriculum materials, EdReports also provides an interim/benchmarking assessment evaluation tool for English Language Arts and Mathematics for grades 3rd - 8th. The interim assessment review criteria guides users through a sequential review process that addresses alignment to standards, design elements, and the utility of the results to appropriately support teachers. The criteria consider other high-quality attributes of assessments as recommended by educators and assessment experts. The review process for tests should be based on the uses publishers indicate for their tests. The evaluation process includes three gateways:

- Gateway 1: Alignment of the assessment to the expectations of college and career-ready standards and adherence to expectations for fairness and accessibility.
- Gateway 2: Evidence of technical quality based on the types of information vendors provide related to student performance (i.e., achievement, predictive, sub-scores, and growth) and the ways in which they intend for that information to be used.
- Gateway 3: Evidence supporting the clarity and utility of score reports and supporting resources that guide interpretation and use. (EdReports.org, 2023)

By utilizing the many assessment evaluation tools available, districts can align their local assessment system to the recommendations in building a balanced assessment system that meaningfully impacts student achievement.

Effective Use of District Mandated Academic Tests

To ensure that information from district-mandated academic tests is used effectively, school districts can implement a comprehensive approach that involves various education partners and incorporates best practices in assessment and data utilization. Referring to both the *Right Assessment for the Right Purpose* and the *Oregon Early Literacy Framework* guidance, school districts can implement the following strategies:

A. **Establish Clear Communication Channels** - Clearly communicate the purpose, expectations, and intended use of assessment data to teachers, administrators, students, and families. Ensure that all education partners understand how assessment data will be utilized to inform instruction and support student learning.
B. **Provide Professional Development** - Offer professional development opportunities to educators on assessment literacy, data analysis, and interpretation. Equip educators with the skills and knowledge needed to effectively utilize assessment data to identify student

strengths and areas of growth, differentiate instruction, and make data-informed instructional decisions. District leaders and teachers should be equipped to understand how certain assessment design and implementation features can support either program evaluation uses or instructional uses to ensure data is used appropriately in a meaningful context for the end user.

C. **Develop and Implement Data Analysis Protocols** - Develop and establish standardized protocols and procedures for analyzing assessment data at the district, school, and classroom levels. Define and align clear benchmarks and performance indicators to state standards to guide data interpretation and inform instructional strategies.
D. **Facilitate Data Collaboration** - Encourage and foster a culture of collaboration among educators to analyze assessment data collaboratively. Provide opportunities for teams of teachers to engage in data discussions, identify trends and patterns, and collaborate on instructional strategies to address student needs identified through tests.
E. **Implement and Integrate Student-Centered Intervention Strategies** - Use assessment data to implement a framework that provides additional support and targeted interventions for students identified through data protocols. Utilize student-centered intervention strategies to address the diverse needs of students and enrichment activities based on assessment results.
F. **Provide Timely Feedback to Students and Families** - Ensure that assessment results are communicated to students and parents promptly. Empower students to take ownership of their learning by helping them understand their assessment results. Engage families in the assessment process by providing them with access to their child's assessment data and explaining how it can be used to support their child's academic development. Encourage collaboration between home and school to reinforce learning goals and strategies and provide actionable feedback that highlights areas of strength and growth areas, along with resources and support for further learning.
G. **Monitor Progress and Adjust Instruction** - Continuously examine assessment systems to ensure data being used to monitor student progress is meaningful to avoid over-testing and collecting data that is no longer meaningful to instructional decisions. Consider using ongoing formative assessment and benchmark tests that directly align to necessary data to inform instructional decisions. Use assessment data to monitor student growth, identify areas of support, and adjust instructional strategies as necessary to optimize learning outcomes.
H. **Evaluate Assessment Effectiveness** - Regularly evaluate the effectiveness of district-mandated tests in achieving their intended goals. Collect feedback from education partners, analyze assessment data trends, and assess the impact of assessment practices.

By implementing these recommended strategies as outlined in ODE’s guidance documents, school districts can ensure that information from district-mandated academic tests is used effectively to

support student learning, inform instructional decisions, and drive continuous improvement efforts across the district. [12] [13]

[12] Hargreaves, A., Braun, H., & Gebhardt, K. (2013). Data-driven improvement and Accountability. Retrieved from https://nepc.colorado.edu/publication/data-driven-improvement-accountability

[13] Pinsonneault, L., & Rupp, A. A. (2023). Good Data Management Practices. Retrieved from https://www.nciea.org/blog/data-data-everywhere-why-so-hard-to-use/

Recommended Actions

Based on information gathered by the District Assessment Inventory, ODE has noted several potential areas of commendation for districts. However, these accolades are qualified by a second recommendation based on the findings: a quantitative inventory of required tests is insufficient for truly evaluating the quality of school districts' assessment systems and practices. Therefore, ODE suggests that the legislature consider future, funded study that utilizes mixed-methods research approaches.

Potential areas of commendation for districts with specific areas of follow-up study needed

- **Potential for timely feedback to students and families**: Districts reported that for 72% of tests they administer, results were available to school personnel within 1 day (Chart 12). An additional 15% of the tests have results available within two days. This indicates that information about assessment results can be delivered to students and families in a timely manner, although DAI data could not confirm whether this is occurring.
- **Clarity of assessment purpose (limited to DAI respondents)**: Almost all the tests were reported with at least one purpose (93%). A claim can be made that DAI respondents – most of whom were administrators and district-level staff – possessed clarity about the purpose of the tests within the district's assessment system and practices. DAI data do not indicate the degree to which that potential clarity is shared by all participants in and users of assessment (teachers, students, families, and other school community members).
- **Use of OSAS interim assessments**: Thirty-four of responding districts (15%) reported utilizing the OSAS interim assessments, which are provided by the Oregon Department of Education free of cost to the districts. For districts seeking to lower their expenses related to assessment systems, ODE recommends that districts increase their use of the OSAS interim assessments.
- **Potential for collaboration with students, families, and educators**: DAI respondents reported that classroom teachers were the top user of test results, with parents, families, and students being the second most frequent user of test results (Chart 6). The DAI did not collect information on how, and how effectively, assessment data are used. Subsequent research could investigate educator and family involvement in assessment and uses of assessment data.
- **Potential for optimal assessment timing**: DAI respondents often reported tests as serving multiple purposes (Charts 3 and 4). Although the DAI did not collect data on frequency and timing of district-mandated tests, this could represent district attempts to assess strategically and minimize disruptions to instructional time. Any such attempt should carefully balance efficiency against the risk of applying results inappropriately (i.e., using a test to measure a construct for which the test has neither been designed nor validated). ODE suggests additional study of how assessments are distributed over the year, as well as how the timing of those tests aligns with pacing guides, unit schedules, and student workloads.

- **Time spent on testing**: Assessment conversations frequently include the question as to whether students spend "too much" time on testing, at the expense of instructional time, human spirit, and teachers' professional discretion. According to the Test Administration Manual, statewide summative testing accounts for 3.5-7.5 hours per school year (depending on grade and EL status of the student). For the district-required tests, ODE estimates indicate 14.8-18.4 hours of testing per school year (depending on grade). Per these estimates, students in Oregon spend up to 26 hours in state- and district-required testing in a school year (between 2-3% of total instructional time). Students spend approximately 2% on district-required tests and approximately 1% on OSAS tests (the exact amount depends on the grade of the student).

Additional study of assessment systems and practices in Oregon classrooms

ODE recommends that the legislature consider following up the District Assessment Inventory with a mixed methods study to collect qualitative data (interviews, observations, reflection journals, slide decks from professional development trainings, etc.) on how classroom teachers and parents/families/students are using assessment data. The DAI is a quantitative inventory of district-required tests. Of 213 district-identified DAI points of contact, most were District Test Coordinators, district and building level administrators, and district-level staff. Ten of the 213 designated points of contact were identified as classroom teachers. However, the Inventory did not require respondents to specify which role or roles provided each piece of information or report additional contributors invited to help complete the district's Inventory Form. Therefore, as stated in the earlier section on the study's limitations, legislators should bear in mind that the findings represent what districts were asked to report, which filters data through the interpretive lens of the respondent(s) and may not holistically reflect assessment practices across the state. ODE encouraged the district points of contact to retrieve information from the people using the assessments: "…[the point of contact] 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."[14] For a fuller perspective on the "state of assessment practices in Oregon," the District Assessment Inventory would have needed to collect data beyond which tests are given, to whom, how often, and at what cost. Conducting an inventory of district-required tests should be part of, not the entirety of, an evaluation of concerns about the amount of resources (time, money, human cost) dedicated to testing PK-12 students in Oregon.

School districts in Oregon report that the tests they require nearly always serve multiple purposes (Charts 4 and 5), with test results being used by multiple roles in the school (Chart 6). Most notably, the classroom teacher is reported as a user of test results in over 87% of the tests reported on the DAI (Chart 7). *How* the information is being used to improve instruction and support student success was not collected. One possible interpretation of this data is that results are being used to directly inform and improve classroom instruction and support student success, since classroom teachers are involved

[14] Oregon Department of Education (2023). District Assessment Inventory Context and Instruction, p. 2.

with using the results of most of the required tests. However, DAI data are insufficient to support or refute such an interpretation. Another finding in the DAI that indicates the possibility of the required tests are being used to improve instruction and support student success lies in the implementation of 1:1 test administration for screeners in the elementary and middle grades. All but one of these tests were used by the classroom teacher. Anecdotal reports from the field suggest that often it is the classroom teacher who is administering these tests, but the DAI did not collect data on which role directly administers which test.

To get a fuller picture of how and in what ways classroom teachers are using assessment data, ODE recommends further study. We recommend research that includes qualitative data, such as classroom observations, interviews with school personnel and families, and artifacts from professional training on instructionally useful assessment practices. The District Assessment Inventory has value as a study on its own; however, the limitations and issues that arose during the study indicate that further research is needed. For example, a follow-up study should deeply interrogate the process by which assessment tools are selected to serve the purpose of gathering information about student learning and progress. ODE recommends a follow-up study to examine what types of training is provided for pre- and in-service teachers on assessment design, data analysis, and using assessment results to inform instruction.
The significance of classroom-level activity cannot be minimized. The National Academy of Education released a report in April, 2024 which called for a vision of balanced assessment systems that prioritized approaches to assessment that aligned with instructional goals and supported teachers in meeting the diverse needs of their students: "Once the design and implementation of balanced assessment systems shift to supporting equitable and ambitious classroom learning and instruction, assessment designers must consider, 'To what degree and in what ways does this assessment—its content and practices—support or hinder ambitious and equitable classroom learning environments?' "[15]

The process of conducting a District Assessment Inventory revealed a need for consistent data collection practices across all districts regarding assessment purpose, use, and cost. This will allow for more meaningful comparisons and analysis of assessment practices. In their forthcoming book, assessment scholars Carla Evans and Scott Marion make a strong case for using the classroom as the focal point for understanding a school district's assessment systems and practices (Evans & Marion, in press): "If the assessment doesn't lead to changes in the interactions between students and teachers that improve student learning, we have difficulty considering the assessment, no matter what it does outside of the classroom, to be instructionally useful."[16] At the heart of House Bill 4124 lies this question – are students in Oregon experiencing assessment that improves student learning in equitable ways? The District Assessment Inventory is a first step towards being able to fully address this crucial question.

[15] Marion, S.F., Pellegrino, J.W., and Berman, A.I. (2024). Reimagining Balanced Assessment Systems. National Academy of Education, p. 3. Retrieved from: https://naeducation.org/wp-content/uploads/2024/04/Chapter-1_Reimagining-Balanced-Assessment-Systems.pdf

[16] Evans, C. M., & Marion, S. F. (in press). Understanding Instructional Useful Assessment. New York: Routledge.

Appendix

A. Inventory items and elements
B. Data excluded because of inclusion criteria errors
C. List of all tests submitted to the District Assessment Inventory

Appendix A:

Inventory items and elements from
District Assessment Inventory, (HB 4124) Context and Instructions

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 in 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)
    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)
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).

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.

Appendix B:

Assessment data excluded because of inclusion criteria errors

Name of Assessment (as provided by the district)	Exclusion Reason
Cognitive Abilities Test (Cog-AT) - Riverside	HB4124 Section1(3)cA
Circles - unit assessments	Insufficient information
STAR Autism Support - unit assessments	HB4124 Section1(3)cA
Keyboarding Without Tears	HB4124 Section1(3)b
CogAT (Cognitive Abilities Test) TAG	HB4124 Section1(3)cA
NNAT (Non-Verbal Assessment) TAG	HB4124 Section1(3)cA
Benchmark Unit Assessments	Insufficient information
CogAT Screener (Riverside Data Management)	HB4124 Section1(3)cA
Panorama Student Survey and Intervention Tracking	HB4124 Section1(3)b
Locally developed test (other content area) [add rows as necessary]	Insufficient information
Riverside Insight (CogAT) 2nd grade Screener for TAG	HB4124 Section1(3)cA
CoGAT (Cognitive Abilities Test)	HB4124 Section1(3)cA
YouthTruth Survey	HB4124 Section1(3)b
SEED (Student Educational Equity Development) Student Survey	HB4124 Section1(3)b
Work Samples- LPA	Insufficient information
ESGI Kinder	HB4124 Section1(3)cA
Other [replace with assessment name; add rows as necessary]	Insufficient information
Educational Software for Guiding Instruction	HB4124 Section1(3)cA
ESGI	HB4124 Section1(3)cA
HMH Growth Assessment	Insufficient information
Curriculum Assessments	Insufficient information
Naglieri Nonverbal Ability Test	HB4124 Section1(3)cA
Naglieri	HB4124 Section1(3)cA
MAP-ORF	HB4124 Section1(3)cA
IXL	Insufficient information

Appendix C:

List of all assessments included in the District Assessment Inventory

5th Grade Math Placement
Acadience Math (Acadience Learning, Inc.)
Acadience Reading/DIBELS Next (Acadience Learning, Inc.)
Accuplacer
Achieve3000 Level Set
ACT
ACT WorkKeys (NCRC)
Adelante Unit Assessments (Benchmark Education Company)
Advance Unit Assessments (Benchmark Education Company)
Advanced Placement - College Board
AEPS
AimsWeb Benchmark Assessment/CBM (Pearson)
AimsWeb Math
AimsWeb Reading
ALEKS (McGraw Hill)
Amira Via Houghton Mifflin Harcourt curriculum
Amplify - mCLASS Español suite
Amplify CKLA in program Assessments
Amplify DIBELS 8th Edition
Assessment of Functional Living Skills (AFLS)
ASVAB
AVANT STAMP 4s Multi Literacy Assessment
Avant STAMP Language Proficiency test
BAS
Benchmark Assessment System (Fountas & Pinnell)
Benchmark Unit Assessments
Big Ideas DAP (Math)
Big Ideas DAP Assessment
Big Ideas Math (Larson Texts Inc.)
Boehm Test of Basic Concepts
BPST- Basic Phonics Skills Test
Bridges Math-Baseline Screener
Circles - unit assessments
Classworks Language Arts
Classworks Math
CLEP Test
CogAT (Cognitive Abilities Test) TAG
COGAT (RIVERSIDE INSIGHTS)
College Prep Math Unit Assessments
Common Lit Benchmark Assessment

Compacted Math Placement
CORE Phonics Survey (Academic Therapy Publications)
Curriculum Assessments
Curriculum Based Assessment (Math)
Curriculum Based Assessment (Reading)
DESSA (Devereux Student Strengths Assessment)
Developmental Reading Assessment (one time purchase of $900.00)
DI Curriculum In-Program Assessments (Language)
DI Curriculum In-Program Assessments (Math)
DI Curriculum In-Program Assessments (Reading)
DI Curriculum In-Program Assessments (Spelling)
DIBELS 8th Edition (University of Oregon)
Dimension Math
District developed Student Survey - SEL/Wellness
District ELA Common Summative Assessments (10)
District Math Common Summative Assessments (10)
DRA- Diagnostic Reading Assessment
DreamBox Launchpad
Early Numeracy - unit assessments
easyCBM Mathematics (University of Oregon/Riverside)
easyCBM Reading (University of Oregon/Riverside)
Ed Gems: CoreMath
Edgenuity
EdMark Literacy - unit assessments
Educational Software for Guiding Instruction
EL Education Microphase Assessments (K-2 and Title) - curricular one-time cost
ELA Writing Assessment
ELD (Early Learning Division) Formative Assessment
Elem. Math Problem-Solving Performance Task
Elem. Scientific Inquiry Performance Task
ENIL
EnVision Math Screener and Diagnostic Assessment (Savvas)
EOREN math progress monitoring
Eureka Math 2
Everyday Speech
FastBridge math suite, including FAST assessments (Illuminate Education)
FastBridge reading suite, including FAST assessments (Illuminate Education)
Firstie Math End of Unit Assessments (Tara West)
Flashlight 360- English Language Development (Pilot)
Fountas and Pinnell Benchmark Assessment System
Freckle Math
Fundations
Get More Math

Government
Haggerty
Handwriting Without Tears
HMH - Into Reading
HMH Diagnostic
HMH Ed Into Literature
HMH Ed Into Math
HMH Growth - Math
HMH Growth - Reading
HMH Math Inventory
HMH Read 180 Inventory
IB Assessments
IDEL (Dual Language Immersion Students)- Spanish DIBELS
IDEL (University of Oregon)
Imagine Español (Imagine Learning)
Imagine Language and Literacy (Imagine Learning)
Imagine Math (Imagine Learning)
Independent Reading Level Assessment
Individual Proficiency Test
INTERIM ASSESSMENTS (STATE OF OREGON)
International Baccalaureate
Iowa Acceleration Scale, 3rd Edition
i-Ready Diagnostic math (Curriculum Associates)
i-Ready Diagnostic reading (Curriculum Associates)
i-Ready Growth Monitoring Math
i-Ready Growth Monitoring Reading
i-Ready Literacy Tasks (Curriculum Associates)
i-Ready Standards Mastery (Curriculum Associates)
IRLA Independent Ready Level Assessment
IXL (Diagnostic) Math, Reading, Science, Soc. Studies
IXL English Language Arts
IXL Math, Science, Reading, Social Studies
IXL Reading Diagnostic
Keyboarding Without Tears
Kinder Math End of Unit Assessments (Tara West)
Kinder Quarterly Assessment Binders
Kindergarten Concept Assessment
LETRS
Let's Go Learn
Lexia CORE
Lexia RAPID (Lexia Learning)
LINKS
Local Performance Assessment (Speaking and Listening)

Local Performance Assessment (Writing)
Local Performance Assessments (Math, Sci Inquiry, Writing & Speaking)
Local Performance Assessments (Reading, Writing, Speaking & Financial Literacy)
Locally developed Phonological Awareness Survey
Locally developed Scientific Inquiry/Engineering Design
Locally developed speech assessment
Locally developed test (Science)
Locally developed test (Speaking)
Locally developed test ELD
Locally developed test reading
Locally developed test Social Studies
Locally developed test World Language
Locally developed test writing
MAP dyslexia screener
MAP Fluency (NWEA)
MAP Growth (NWEA)
MAP Growth Science
MAP language usage (NWEA)
MAP math (NWEA)
MAP reading (NWEA)
MAP-ORF
Math 111 Placement Test
Math Work Samples
MAZE / (Acadience Learning, Inc.)
McGraw Hill Math Exit Tickets and Module Assessments (McGraw Hill)
McGraw Hill Wonders/Maravillas Phonics Survey
McGraw Hill Wonders/Maravillas Running Records
mCLASS Lectura (Amplify/University of Oregon)
MH Illustrative math end of unit
MidSchool Math End of Unit Assessments
Moby Max- Reading Comprehension Tests
mSkills
Naglieri Nonverbal Ability Test (NNAT)
Number Corner Assessments
Odysseyware
Oregon Math Module/Lesson Assessments (Cengage Learning)
ORIGO- Stepping Stones (Module Check-ups / Tests)
Orton-Gillingham for Title Reading
OSAS Interim Assessments (Smarter Balanced)
Panorama Student Survey and Intervention Tracking
PAST (LETRS-Lexia) Reading
PELI
Phonics Inventory

Phonics Screener
Pre ACT
Preschool Early Learning Inventory (PELI) - Acadience
PSAT
Raven's Progressive Matrices (RPM)
Reach For Reading mid unit, end-of-unit and end-of-year
Read for Real (Zanier Bloser)
Reading Wonders 2020 (McGraw-Hill Education)
Reading Work Samples
Really Great Reading Beginning and Advanced Decoding Surveys
Really Great Reading Letter Knowledge Survey
REN Math
Rigby PM Benchmark (Nelson ITP)
Roe & Burns Informal Reading Inventory (Wadsworth Publishing)
RSD Benchmark Literacy Assessment
SAT
Savvas - Math Curriculum
Scholastic Reading Inventory
Science assessments
Science common assessments
Science State Testing
Screening, Brief Intervention and Referral to Treatment (SBIRT)
SEED Student Survey
SIPPS Placement and Mastery Tests (reading)
Speaking and Writing Samples
STAMP (Spanish Immersion)
STAMP (Standards Based Measurement of Proficiency)
STAMP 4S (Avant Assessment)
STAMP 4Se
STAMPe
STAMS Placement test- Math
Standards Checklist Math
Standards Checklist Reading
STAR Autism Support - unit assessments
STAR Early Literacy (Renaissance Learning)
STAR Math (Renaissance Learning)
STAR Reading/CBM (Renaissance Learning)
STARCBM Reading Universal Screener
Step up to Writing Assessments as work samples
Study Sync Diagnostic Reading/Writing
Study Sync ELA Unit Test
Success For All-Wings Assessment
Successmaker

TELL (Pearson Test of English Language Learning)
Touch Math - beginning of unit, end of unit, transition assessments
Two-Way Immersion Maze
Unique Learning Systems (ULS)
UNIT TESTS VIA CURRICULUM (VARIOUS)
Universal Screeners for Number Sense (Forefront Education)
Waggle
Waterford Math
Wit & Wisdom end of module
Wit & Wisdom focusing question tasks
Wit & Wisdom Socratic seminars
Woodcock-Muñoz Language Survey III
Work Keys
Writing 115 Placement Test - Dual Credit
Writing Assessment - 3-5
Writing Assessment - K-2
Writing Assessment ES
Writing Work Samples
YouScience
YouthTruth Survey
Zearn Math - Mid Unit and End of Unit assessments