

Oregon Statewide Assessment System (OSAS)

Math Test Frequently Asked Questions



Updated for 2025-26

Oregon’s statewide math tests are increasingly aligned with the [2021 Oregon K-12 Math Standards](#). This set of Frequently Asked Questions communicates some key information regarding these shifts.

Q1. What are the changes to the OSAS Math Tests in 2025-26?

A1. The [2021 Oregon K-12 Math Standards](#) introduced a Data Reasoning domain across all grade levels, including those in which state testing is required by federal law (grades 3 – 8 and 11). The OSAS Math Tests now contain a variety of operational items designed to assess data reasoning standards, including those specifically developed for Oregon that were field tested in 2024-25. Data Reasoning item development will continue into future years as the item pool becomes more robust and reflective of the depth, breadth, and complexity of Oregon’s standards.

Q2. What is NOT changing on the OSAS Math Tests in 2025-26?

A2. The format, scoring, and test length are not changing. Each student who takes the OSAS Math Test will complete a Computer Adaptive Test (CAT) and a Performance Task (PT). The tests at each grade level will include the same number of items as in 2024-25, and no changes to student testing time are anticipated. Also, students will continue to engage with items across all four claims which include both Content Standards (Claim 1) and Practice Standards (Claims 2-4) that generate an overall scale score and achievement level.

Q3. Can my students view and interact with OSAS Math Test items?

A3. Yes. OSAS includes [Sample and Training Tests](#) to help students practice interacting with all item types and accessibility features, including the embedded calculators beginning in grade 6. A few of the new Data Reasoning items use a new item type called “Evidence-Based Selected Response”, or EBSR, which has long been used in the OSAS ELA Tests. Most students¹ will experience EBSR items as a stimulus on the left side of the screen and the item interaction on the right side of the screen. Students should use the Training Test in their respective grade band to practice interacting with each item type.

Q4. Are there any changes to accessibility features specific to the OSAS Math Tests in 2025-26?

A4. OSAS is continually becoming more accessible for students with a variety of learning and language needs. Beginning in 2025-26, the 100s Number Table and Multiplication Table are re-classified as non-embedded designated supports. These are available under OSAS Resources in the OSAS Portal. Additionally, the definition of abacus has been clarified to include resources typically referred to as counting frames, number racks, and Rekenreks. These are all allowable non-embedded designated supports. Refer to the [Oregon Accessibility Manual](#) for additional details and recommendations for use.

¹ EBSR items can render differently on some devices depending on level of zoom and other embedded accessibility tools.

Q5. Does the OSAS Math Test now fully align with Oregon math standards?

A5. Not quite. While several items have been developed specifically for Oregon, a few Claim 1 targets will not be assessed due to a lack of items. The OSAS Math Tests will become increasingly aligned with the 2021 Oregon K-12 Math Standards across the next several years as ongoing item development creates a more comprehensive and robust item pool across all Claim 1 targets.

Q6. Are there any changes to the Reporting System or the ways I can view student results?

A6. No changes have been made for 2025-26 to the Centralized Reporting System (CRS) nor to the required Individual Student Reports (ISRs) that districts can download from the Oregon Department of Education (ODE).

Q7. How can I best set my students up for success on the OSAS Math Test throughout the school year?

A7. The most important step in setting students up for success on the OSAS Math Test is to align local curriculum and instruction with 2021 Oregon Math Standards to ensure that all students have access to grade-level learning opportunities. End-of-grade expectations are detailed in Achievement Level Descriptors (ALDs) which can be found in the [OSAS Math Target Explorer](#). These ALDs can be used by educators in their ongoing formative assessment practices. Oregon students also have access to a set of [sample and training tests](#), [sample test items](#), and over 100 [Interim Assessment Blocks \(IABs\)](#) with which they can engage throughout the year.

Q8. Does Oregon still require the administration of Local Performance Assessments (LPAs)?

A8. Oregon's [Local Performance Assessment](#) requirement remains unchanged. Performance-based assessments are a vital component of a balanced assessment system. They authentically assess the Standards for Mathematical Practice and will more effectively support student learning when they are integrated systematically into a school's curriculum and regular instruction. ODE has published an [LPA Practice Brief](#) that helps districts integrate performance-based assessments into their curriculum.

Q9. Can Oregon students take the OSAS Math Test during their Grade 10 year?

A9. Yes, Oregon's "challenge up" policy remains in place for students who will have successfully completed advanced math courses by the end of their Grade 10 year. Most Oregon students will take the OSAS Math Test during their Grade 11 year.

Please contact the [ODE Assessment Team](#) with additional questions or for additional clarification.