

The Oregon Department of Education (ODE) is required to monitor test administration across Oregon. Test administration monitoring will follow a repeating five-year rotation by region as determined by regional education service district (ESD) location. Districts will be required to complete a self-assessment **once** every five (5) years. This self-assessment fulfills the Test Administration Monitoring requirement and serves as a continuous improvement tool to help districts plan and reflect on their test administration practices. **The self-assessment will be available via Smartsheet in April of each year.** It must be completed by the District Test Coordinator (DTC) or their indicated district staff by the end of June each year. The estimated time commitment is 1-2 hours.

Annual DTC Test Administration Monitoring Self-Assessment (Preview)

** indicates an answer is required

[Self-assessment introductory text]

ODE is required by the U.S. Department of Education to monitor test administration across Oregon. Beginning in 2024-25, DTCs (or their identified district staff) across Oregon will be required to submit this self-assessment once every five (5) years on a rotation determined by ODE.

All DTCs, including those serving ESDs, are required to complete self-assessment reflections that cover the schools within their geographic boundaries. This also includes any state-sponsored charter schools in their region, as well as district- or ESD-run educational programs they are contracted for managing, training, and administering statewide assessments (e.g., life skills classrooms, online education programs, and juvenile detention (JDEP), youth corrections (YCEP), or long-term care and treatment (LTCT) programs, among others).

While required only once per five-year rotation, ODE encourages DTCs to use the self-assessment every year. The self-assessment is due by June 30 of the required administration year.

Use this form to focus on continuous improvement rather than simply seeking compliance. ODE will similarly use this form as a communication tool for its own continuous improvement. ODE may contact the submitter of this form for additional information.

- 1) [Short answer] Your Name (If you are not the DTC, add "On behalf of [DTC]") **
- 2) [Short answer] Enter your Email Address**
- 3) [Dropdown] Select your District or ESD**

ESSA Test Administration Monitoring Self-Assessment



When answering the following questions, consider all assessments administered in your district, whether in person or remote (general and extended ELA, Math, Science, ELPA; Alt ELPA; and SEED Survey).

Enter N/A for questions which do not apply to your district.

TRAINING

- 4) [Long answer] Briefly describe the process in your district for training **School Test Coordinators (STCs)** this school year. (If your district does not use the STC role, enter "N/A".)**
- 5) [Long answer] Briefly describe the process in your district for training **Test Administrators (TAs)** this school year. **
- 6) [Long answer] Briefly describe the process in your district for training **Qualified Assessors (QAs)** this school year. (If QAs are trained by other district personnel, please collaborate on a response. If your district does not use the QA role, enter "N/A") **
- 7) [Long answer] Briefly describe the process in your district for training any other school or district personnel involved in OSAS this school year (e.g., administrators, educational assistants who are not TAs, IT personnel, etc.) **
- 8) ** [Likert scale] Select an option for each statement below.
 - 1 = Very low degree.
 - 2 = Somewhat low degree.
 - 3 = Neither high nor low degree.
 - 4 = Somewhat high degree.
 - 5 = Very high degree.
 - N/A = Not applicable

"Consistently" means that all trainees get all required information (throughout the year or across years).

"Comprehensively" means the training is thorough and high quality; trainees know what to do and how to do it well.

- a) To what degree were STCs trained **consistently** on OSAS assessment administration, including the Test Administration Manual (TAM) and relevant training modules?
- b) To what degree were STCs trained **comprehensively** on OSAS assessment administration, including the Test Administration Manual (TAM) and relevant training modules?
- c) To what degree were TAs trained **consistently** on OSAS assessment administration, including the Test Administration Manual (TAM) and relevant training modules?



- d) To what degree were TAs trained **comprehensively** on OSAS assessment administration, including the Test Administration Manual (TAM) and relevant training modules?
 - e) To what degree were QAs trained **consistently** on OSAS assessment administration, including the Test Administration Manual (TAM) and relevant training modules?
 - f) To what degree were QAs trained **comprehensively** on OSAS assessment administration, including the Test Administration Manual (TAM) and relevant training modules?
 - g) To what degree were personnel (e.g., EAs) who are not serving as a Test Administrator prepared to support and possibly interact with students in the testing environment?
 - h) To what degree were TAs trained on OSAS accessibility features?
 - i) To what degree were students trained on OSAS accessibility features (e.g., through the training tests, interims, or individual support)?
- 9) ** [Long answer] What went well regarding STC/TA/QA training this year?
- 10) ** [Long answer] What were some improvement(s) made to STC/TA/QA training for this year based on past years?
- 11) ** [Long answer] What are some potential areas for improvement in STC/TA/QA training in future years?
- 12) [Long answer] Use this space to elaborate on or clarify any additional information regarding TRAINING in your district.

TEST ADMINISTRATION

- 13) ** [Long answer] Briefly describe any processes or systems in place for monitoring test administration in schools within your district. Your response may include, but should not be limited to, how the district is ensuring tests are being administered in a standardized manner (i.e., consistent with the Test Administration Manual), and how potential test improprieties or irregularities get reported to the DTC. (ODE defines "standardized" in terms of accessibility, not rigid testing conditions. All students should have standardized access to show what they know and can do, using accessibility features as appropriate or required by an IEP or Section 504 plan.)
- 14) ** [Long answer] Briefly describe any processes or systems in place for monitoring remote test administration within your district. (If your district does not use remote administration, enter "N/A".)
- 15) ** [Likert scale] Select an option for each statement below.
- 1 = Very low degree.
 - 2 = Somewhat low degree.
 - 3 = Neither high nor low degree.

4 = Somewhat high degree.

5 = Very high degree.

N/A = Not applicable.

- a) To what degree were tests administered in a standardized manner across school sites?
- b) To what degree is test administration monitored by anyone besides the TAs themselves?
- c) To what degree were student accessibility features (i.e., designated supports and accommodations) set in TIDE verified prior to test administration?
- d) To what degree did Qualified Assessors enter testing accommodations after submitting a completed ORExt test?

- 16) ** [Long answer] Reflect on the test improprieties or irregularities your district reported to ODE this school year. What themes did you notice that may help inform training or monitoring efforts in the future? The district may wish to use compiled impropriety information (supplied annually by ODE) to identify themes.
- 17) [Long answer] Use this space to elaborate on or clarify any additional information regarding TEST ADMINISTRATION in your district.

PLANNING FOR NEXT YEAR

- 18) ** [Yes/No/Other] ODE and ESD Partners can provide technical assistance and training, as needed. Would you like to consult with ODE or an ESD Partner on any aspect of OSAS test administration?
- 19) [Short answer] If you answered "yes" to the previous question, please provide the name and email address for the person ODE should contact, as well as any other relevant information that is needed to inform the follow-up.

A copy of the LEAs self-assessment responses will be sent to the DTC or designee for their records.