

Appendix 3\_6

# Oregon

## Extended Assessment

Training Materials and Process

2007-08

Behavioral Research and Teaching University of Oregon

**Fall 2007 Regional Qualified Trainer Trainings**

## OR Ex Assessment Training Report

Eight regional trainings were held in geographic specific locations around Oregon in the fall of 2007 to train Qualified Trainers in Oregon’s Extended Assessments. Presenters were from both the Oregon Department of Education (ODE) and Behavioral Research and Teaching at the University of Oregon’s College of Education (BRT). The intent of the trainings was to provide information on the following topics: Oregon Extended Assessments and their administration, the web training system, and how to train others in the administration of the assessments.

Trainings were held from 8:30 a.m. to 4:00 p.m. over one day. The agenda (*See Appendix A, Figure 1*) lists the times, topics, and activities covered. All participants signed in on a sheet with their name, district, and email address. A total of 254 participants were trained at these eight trainings. An additional two participants were trained in January, because they were unable to attend a late November training due to weather conditions. Below is a table that lists the date, place, and number of participants trained to become Qualified Trainers.

<b>Date</b>	<b>Location</b>	<b>Qualified Trainers Trained</b>
10/29/2007	Lane ESD – Springfield, Oregon	48
10/30/2007	Northwest Regional ESD – Hillsboro, Oregon	37

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10/31/2007	Multnomah ESD – Portland, Oregon	39
11/01/2007	Region 9 ESD – The Dalles, Oregon	8

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11/02/2007	Willamette ESD – Salem, Oregon	46
11/29/2007	High Desert ESD – Redmond, Oregon	36
11/29/2007	Umatilla-Morrow ESD – Pendleton, Oregon	32
11/30/2007	Union-Baker ESD – La Grande, Oregon	8

01/08/2008	Video Conference Broadcast from ODE – Salem, Oregon	2
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The trainings used PowerPoint presentations along with handouts of the slides (*See Appendix A, Figure 2*). In the morning of each training, following introductions and a review of the agenda, the presenters reviewed last year’s assessments (2006-07). After a review of the training process and the assessments used last year, data were presented on the number of assessments taken and a breakdown of the students by disability code. The next presentation was on the qualification process for both Qualified Assessors (QAs), and Qualified Trainers (QTs). Participants learned what is required to become a QA and a QT. They also learned about the common requirements that both share, as well as the expectations for QAs/QTs (*See Appendix A, Figure 3*). Also addressed in the morning training was an update on the changes made for the current year’s assessment (2007-08), which include changes in the training of assessors, assessment materials, data entry, administration and the testing window (*See Appendix A, Figure 4*). This information was followed by a review of the process for deciding which assessments students on IEPs in Oregon may take. This decision is made by IEP teams.

After a break, participants came back for information on providing supports for students taking the Extended Assessments. Particular attention was given to the levels of independence in the prerequisites. Training included a demonstration on scoring each of the four levels, along with information about scoring an I for Inappropriate, A for Student Already has this Skill, and R for Refusal. A demonstration was also provided for calculating the Independence for Access score, a score derived from the prerequisite scores and applied during the administration of the Content Prompts. Next came a demonstration on providing supports while administering the Content Prompts. These supports provide access to the materials the students interact with during the assessments. A handout was provided that summarized the section on providing supports (*See Appendix A, Figure 5*).

The last session of the morning training involved demonstrating the new Oregon Extended Assessment Training and Proficiency website (<http://or.k12test.com/>). Again, a projector was used so that all participants could see the steps involved and the various screens selected. This live demonstration guided participants through the process of registering for the site, filling out the demographic information on themselves, and then the actual logging onto the site. A participant was selected at each site to complete the registration process in front of their fellow participants. The login process was presented in a handout containing screenshots of the website (*See Appendix A, Figure 6*).

After a 30-minute lunch break, (provided at each training), the demonstration of the Training and Proficiency website continued. Some of the login page items covered included the system requirements for computers, who to contact about problems, a FAQ link, and the registration link. Once participants have logged in, the demonstration displayed the Home Page and the items users should be aware of on this page (*See Appendix A, Figure 6*). Then the Training Page was displayed and its features reviewed (*See Appendix A, Figure 6*). Within the

Training Page are links to numerous sections about Oregon's Extended Assessments. Some of the beginning sections link to information about becoming a QA or QT, selecting assessments, terminology, and administering the Prerequisite Skills and Content Prompts. A large component of the Training Section is the sixteen Practice Tests. Users saw demonstrations in each of four subject areas: Reading, Math, Writing, and Science. A demonstration modeled how to use the Practice Tests. Participants viewed the accompanied video, Scoring Protocol, and Student Materials in each of these Practice Test areas of the Training section. Also demonstrated was the scoring, including a subsequent viewing of the correct scores along with an explanation of the reasons for the scoring.

A last component of the demonstration of the Training and Proficiency website involved the Proficiency section (*See Appendix A, Figure 6*). Presenters showed the five different proficiency tests that all QAs and QTs are required to pass with a score of at least 80%. Again, the website includes videos, scoring protocols, and student materials, which assist the user in answering the 20 multiple questions per proficiency.

Questions were asked by participants throughout the training, which sometimes generated further coverage of particular topics. The last part of the training discussed the trainings that trainers would conduct for QAs back in their districts. Suggestions were made by presenters on the length of time, materials, format, and type of facilities for their trainings.

When the training had concluded, participants filled out evaluations of the training, along with a document containing four topics to rate their confidence in training others. Participants were instructed to work independently on the Training and Proficiency website and pass the five proficiency tests. Some participants chose to stay and get additional help specific to questions they had unique to their situation, and some chose to get registered onto the website and immediately start the training process for themselves.

### **District Qualified Assessor Trainings**

Attendees of the regional trainings in the fall of 2007 who also passed all proficiencies of the Oregon Extended Assessment Training and Proficiency website (<http://or.k12test.com/>) became Qualified Trainers (QT). These trainers set up and conducted trainings within their school district or ESD (Education Service District). The amount of time dedicated to each training varied by individual districts, with times of 3 – 8 hours devoted to this “live” training session. Four hours was the usual time devoted to the training. An agenda that was used by some districts can be found in *Appendix B, Figure 1*. Trainers had handouts that were similar or identical to those they received in their regional trainings. The PowerPoint presentation had fewer slides than those used for the QT training, but still contained essential information for the QA training (*Appendix B, Figure 2*). These materials were made available to QTs on the Training and Proficiency website under a “Materials” section. This section was available only once a QT passed their proficiencies and were upgraded to QT status.

### **Online Training for Trainers and Assessors**

New for this 2007-08 school year is the Oregon Extended Assessment Training and Proficiency website (<http://or.k12test.com/>). This website was developed by Behavioral Research and Teaching at the University of Oregon's College of Education. All Qualified Trainers (QTs)

and Qualified Assessors (QAs) must register, view the training section, and pass the five proficiencies before being awarded QT or QA status.

### **Login, Home Page**

The registration process was described in the above Regional Qualified Trainer Trainings. The login page (*Appendix C, Figure 1*), is the access portal into the site for registered users. All website participants start out as Assessors in Training. Once logged in, the home page will appear for each participant (*Appendix C, Figure 2*). Here the participant can navigate to the various sections that are available to them, depending upon their status as a user. As previously mentioned, the status of a participant can be Assessor In Training, Qualified Assessor, Qualified Trainer. Those in charge of maintaining the website at BRT have a status of Super Admin. Two individuals at the ODE have a State Admin status, which allows them to upgrade the status of individuals from an Assessor in Training to a QA or QT.

Also capable of upgrading Assessors in Training are QTs who have trained individuals in their school districts. Once an Assessor in Training passes all five of the Proficiency tests, then the QT can see on their own account that one of their trainees is ready to be upgraded to QA status. With a mouse click on an upgrade link the Assessor in Training becomes a QA.

### **Account**

Another component of the Training and Proficiency website, available to each user, is the Account section (*Appendix C, Figure 3*). Here the user can change their password, name spelling, address, phone number, school district, and school.

### **Training**

Another section of the website is the Training section (*Appendix C, Figure 4*). The list of the content in this Training section is extensive and covers information about the assessments and administration procedures. A mouse click on any of the titles within the Training section main page will take a user to the content of that section. For example, by clicking on the title How to Become a QA or QT will take the user to a page filled with information about this very process (*Appendix C, Figure 5*).

Another important component of the Training section is the sixteen practice tests divided between the four subject areas of Reading, Math, Writing, and Science. An example of one of these practice tests is Reading Practice 2 (*Appendix C, Figure 6*). Immediately to the right of the video screen of this practice test are materials the Assessor in Training uses to complete the practice test. These materials, or documents, are easily displayed on the computer monitor by clicking on the words in blue for each document. The first of these is the scoring protocol (*Appendix C, Figure 7*). Next are the student materials. The first page of three is the story that is read to the student (*Appendix C, Figure 8*). Once the Assessor in Training answers the five questions on the scoring protocol, then they can check their accuracy by clicking on the “Answers” in blue font, which displays the correct answers circled (*Appendix C, Figure 9*). The Assessor in Training can click on the “Explanation of Answers” for the reasons why these are the correct answers (*Appendix C, Figure 10*). Also on the right side of the video is a link to the “Transcript of all Reading Training Videos” (*Appendix C, Figure 11*). This resource is provided for users who wish to view a transcript of the dialog in the videos.

The last section of the Training section, located at the bottom of the section list, is information about data entry (*Appendix C, Figure 12*). After assessments are administered the

data must be entered in a different website, which is operated by ODE. The data entry page contains a link to this site as well as information about the data entry process.

### **Proficiency**

The next component area on the Home Page is the Proficiency section (*Appendix C, Figure 13*). Once the Assessor in Training is finished with the Training section they will start the proficiencies. There are five proficiency tests consisting of 20 multiple choice questions each. The Assessor in Training must pass each proficiency test with a score of at least 80%. If they score lower they will then be provided a second set of 20 questions for that particular proficiency area. If they fail that set also, then they must contact the QT that trained them to reset the failed proficiency tests so that the Assessor in Training can make another attempt to attain a passing score.

A look at one of the proficiencies, Reading (*Appendix C, Figure 14*), displays a similar format to the Training section, with a video, scoring protocol, and student materials, as well as a Transcript of the Videos. In addition to these items there are 20 multiple choice questions. The Assessor in Training will select one of the choices for each question. The Administration Proficiency does not contain any videos or supporting documents. The other four proficiencies; Reading, Math, Writing, and Science, contain three videos each along with the supporting Scoring Protocols and Student Materials. Each video will apply to six or seven multiple choice questions.

## **Materials**

Once an Assessor in Training passes all five proficiencies, and they have been upgraded to a QA or QT status, then a “Materials” section will appear on their Home Page. For QAs, this Materials section contains practice tests in both scaffold administration and standard administration (*Appendix C, Figure 15*). The Materials section for QTs contains more materials besides the practice tests. These additional materials are used by the QTs for the training sessions they conduct in their districts (*Appendix C, Figure 16*).

## **Assistance to Trainers and Assessors Post Trainings**

Support is provided to Trainers and to users of the Training and Proficiency website through a variety of means. One method is for Qualified Trainers to contact BRT or ODE via email or telephone. Users of the Training and Proficiency website may gain support by viewing the Contact Page on the website (*Appendix D, Figure 1*). By phoning the toll free number 1-800-804-0158, the user can leave a voice message, which generates email messages to three key personnel at BRT. This email message contains the voice recording, which is easily played (*Appendix D, Figure 2*). One of these three people will contact the user within 24 hours, often, within an hour.

Users may also contact BRT by selecting the email address [orextended@k12test.com](mailto:orextended@k12test.com), which will generate an email to the same three BRT personnel. Users also may contact individuals at BRT directly once an initial contact is established.

Personnel at ODE may also be contacted via the same Contact Page (*Appendix D, Figure 1*).

The support that is provided covers a vast range of topics, from questions on the registration process, to proficiency tests that need to be reset. Assessors in Training, Qualified Assessors, and Qualified Trainers may each need additional assistance when a problem arises that they cannot solve independently. However, of the over 1,400 users most do not need additional support.

Support is also provided by Qualified Trainers (QTs) to the people they have trained in their district trainings. Assessors in Training may contact their Trainer with questions about the website, and if the QT cannot answer the question, the QT may contact BRT or ODE for assistance.

# Appendix A



*Figure 1*

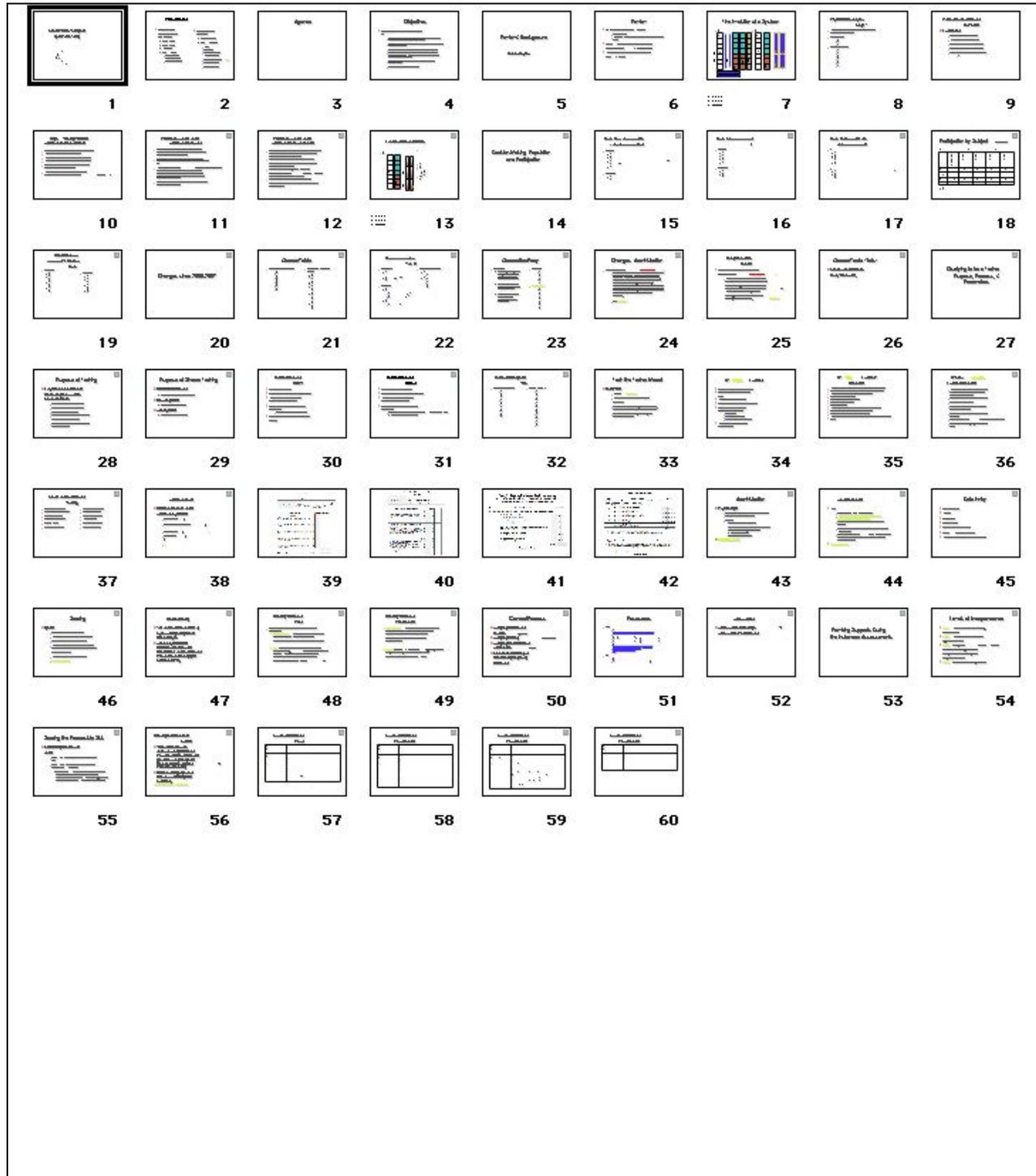
**FALL 2007 QUALIFIED TRAINER TRAINING:  
OREGON EXTENDED ASSESSMENTS**

Oregon Department of Education  
Office of Student Learning and Partnerships,  
Office of Assessment and Information Services,  
in Conjunction with University of Oregon: Behavioral Research and Teaching  
October/November 2007

- 8:30 – 9:00 Registration and check-in
- Introductions
  - Overview of the day’s agenda
- 9:00 – 10:15 Overview of System
- Review of 2006-07 Assessments/Process
  - Qualification Process
  - Updates: Changes to the assessment
  - Review of Decision Making
  - Who is this population?
- 10:15 – 10:30 Break
- 10:30 – 11:15 Providing Support in the Extended Assessment
- Levels of Independence in the Prerequisites
  - Independence for Access
  - Providing support in the Content Prompts
  - Accommodations
- 11:15 – 12:00 Extended Assessment Training and Proficiency Website
- Overview of the website and its components
  - Begin Training review
- 12:00 – 12:30 Lunch
- 12:30 – 2:30 Website (continued)
- Training component continued
  - Proficiency component
- 2:30 – 3:00 Training your trainees
- 3:00 – 4:00 Final Questions, Evaluations

Figure 2

PowerPoint Handout used during QT Regional Trainings. Actual Handouts contained three slides per page.



*Figure 3*

### **EXTENDED ASSESSMENT QUALIFIED TRAINER/ASSESSOR EXPECTATIONS 2007-2008**

**Background:** To administer Extended Assessments to students in the state of Oregon, educators must be appropriately trained as either a Qualified Assessor of the Extended Assessments or a Qualified Trainer of the Extended Assessments.

Educators who are trained in the process of administering the Extended Assessments to students are referred to as **Qualified Assessors (QAs)**. Educators who are trained to administer the assessments as well as to train others in the administration of the assessments are referred to as **Qualified Trainers (QTs)**.

In 2007-2008 Qualified Trainers will be trained by state-level trainers in one of 8 regional trainings scheduled to occur in October and November. Qualified Assessors will be trained (or provided updates) by QTs. Qualified Assessor trainings and updates will be scheduled by their local Qualified Trainers to occur between November and the Spring Extended Assessment testing window.

#### **Qualified TRAINER/Qualified ASSESSOR Expectations (Administering tests):**

- Prepare materials (monitor materials preparation) and setting for individual administration of the Extended Assessment
- Administer assessments directly to students
- Score student responses
- Maintain Qualified Assessor status through updates and refreshers
- Maintain security status through District Security Administrator
- Enter scores in the state's online data entry system
- Interpret results for student, family, or educational team

*Figure 4*

## Important Changes to Remember

■ **Minimum Participation rule (2007-2008) important change**

- An Assessor may consider the minimum participation option if a student takes all of the Prerequisite Skills items and also attempts the 10 items of at least two Content Prompt Tasks. Items on these tasks must be attempted by the student for participation to be awarded (i.e. not scored as "D"). All accommodations and appropriate provisions should be considered thoroughly prior to discontinuing an Extended Assessment administration. Students taking any less than this minimum number of items will not count toward AYP participation.

■ **Calculating Independence to Access (2007-2008) Score (Support for Access)**  
**important change**

- To determine the level of support to provide when moving into the Content Prompts the Assessor will select the mode (i.e. the most commonly occurring level of Independence score from the student's Prerequisite Skills responses). If there are two modes i.e. two groups with the same number of scores, select the lower of the two.

Figure 5

**GUIDELINES FOR PROVISION OF SUPPORTS IN THE EXTENDED ASSESSMENT**

Supports provided during the administration of the Prerequisite Skills items serve a different purpose than supports provided during the administration of the Content Prompts. During the Prerequisite Skills items, a student may be supported to success, however during the administration of the Content Prompts a student is supported to access only.

<p><b>LEVEL OF SUPPORT</b></p>	<p><b>PREREQUISITE SKILLS SUPPORTS</b> (Applied as deemed appropriate)</p>	<p><b>CONTENT PROMPT SUPPORTS</b> (Applied as indicated by Independence to Access Score)</p>
<p><b>Full Physical Support*</b>  (*Provided for students who routinely need full physical supports to participate in instruction. Full physical support is not to be given to a student who does not receive full physical support in the instructional environment. Full physical support is reserved for those students with significant mobility impairments who, as a result, rely on these supports routinely)</p>	<ul style="list-style-type: none"> <li>• Assisting with positioning toward response options</li> <li>• Assisting with positioning toward correct response options</li> <li>• Positioning student’s hand on correct response following progressive movement along the continuum of supports from full independence (as needed)</li> </ul>	<p>Based on prolonged hesitation or an indication of student uncertainty, assessor provides any (or a combination) of the following:</p> <ul style="list-style-type: none"> <li>• Moving student to materials</li> <li>• Positioning student to a responding position in the materials</li> <li>• Orienting student to the appropriate response options in the materials</li> <li>• Moving student’s hand over a series of response options in the materials</li> </ul>
<p><b>Partial Physical Support</b></p>	<ul style="list-style-type: none"> <li>• Gentle movement of the student’s hand (prompting) toward the materials</li> <li>• Physical repositioning if student selects a non-response option</li> </ul>	<p>Based on prolonged hesitation or an indication of student uncertainty, assessor provides any (or a combination) of the following:</p> <ul style="list-style-type: none"> <li>• Touch student to direct his/her attention toward the appropriate materials</li> <li>• Touching student to determine/obtain attention</li> </ul>

*Figure 5 Continued*

<b>LEVEL OF SUPPORT</b>	<b>PREREQUISITE SKILLS SUPPORTS</b> (Applied as deemed appropriate)	<b>CONTENT PROMPT SUPPORTS</b> (Applied as indicated by Independence to Access Score)
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<p><b>Visual, Verbal, or Gestural Support</b></p>	<ul style="list-style-type: none"> <li>• <b>Visual:</b> Physical adjustment of the materials so that they are in an optimal visual location for the student’s needs.</li> <li>• <b>Verbal:</b> Additional verbal directions about the item,</li> <li>• <b>Gestural:</b> Specific gesturing toward the materials to indicate the intent of the item</li> </ul>	<p>Based on prolonged hesitation or an indication of student uncertainty, assessor provides any (or a combination) of the following:</p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Maintaining optimal visual placement of assessment materials for student (i.e. moving materials to ensure they remain within student gaze)</li> <li>• <b>Verbal:</b> Rephrasing <i>process</i> directions:  ““You are choosing from these three”  ““You are putting these in order”  ““You are telling me <b>yes</b> or <b>no</b>”</li> <li>• <b>Gestural:</b> Pointing to/tapping materials to achieve/maintain focus on appropriate item</li> </ul>
<p><b>Full independence</b></p>	<p>Student needs no supports to perform the item successfully</p>	<p>Student needs no supports to gain access to the structure of the item or the associated materials.</p>



Figure 6

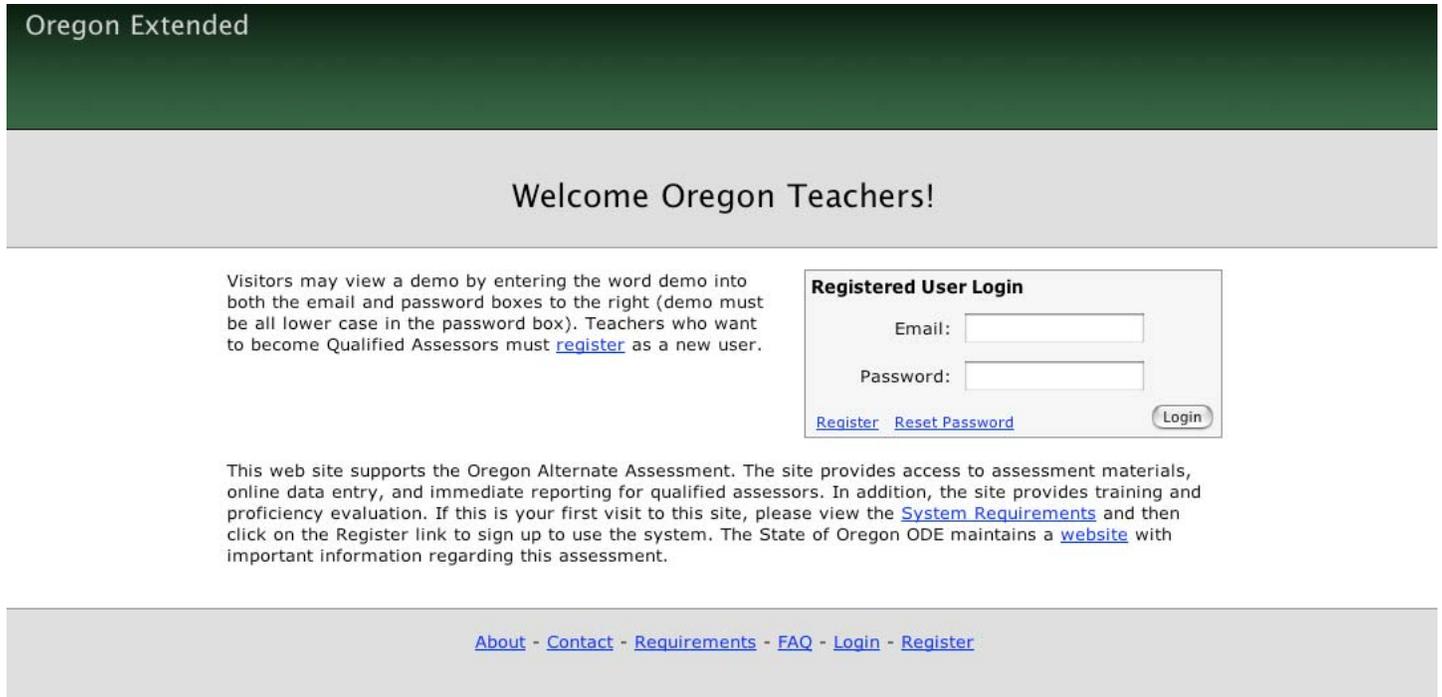


Figure 6 Continued

Home	<b>Training</b>	Proficiency	Account
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**Training**

This multimedia training module provides training on the administration of the assessments and a self-assessment for proficiency assessments for the State of Oregon's 2007-2008 Extended Assessments. The training and proficiency cover the subjects of Reading, Math, Writing, and Science. You must complete the training section first before proceeding to the proficiency exam. Click on a Content Area below.

Content Area	Status
■ Qualified Assessor (QA) and Qualified Trainer (QT)	
■ How to Become a QA or QT	
■ Introduction	
■ Selecting an Assessment	
■ Scaffold vs. Standard Administration Options	
■ Terminology	
■ Administrative Rules	
■ Administering the Prerequisite Skills	
■ Administering the Content Prompts	
■ Reading Practice 1	
■ Reading Practice 2	

Figure 6

Home Training Proficiency Account

Training > Reading Practice 3

Previous ← Reading Practice 3 Next →

• [Scoring Protocol](#)  
 • [Student Materials](#)  
 • [Answers](#)  
 • [Explanation of Answers](#)

Previous ←  Mark this area complete Next →

Oregon Extended testuser@uoregon.edu Logout Home 10/25/2007 3:03 pm

Home Training Proficiency Account

### Proficiency Tests

Below are five proficiency tests. You must pass each test in order to become a Qualified Assessor. If you do not pass on your first attempt, there are second set of questions available. However, if you do not pass a second time, you will need to contact your QT and have them "reset" the test for you. Click on one of the areas below to get started.

Proficiency Tests	Proficiency	
	Attempts	Status
Take Administration Proficiency Test	0 Attempts	
Take Reading Proficiency Test	0 Attempts	
Take Math Proficiency Test	0 Attempts	
Take Writing Proficiency Test	0 Attempts	
Take Science Proficiency Test	0 Attempts	

*Figure 7*

**Extended Assessment Trainer Training Confidence Scale**

Following this training of the Extended Assessment system, I feel confident:	Confidence			
	1	2	3	4
1. Administering and scoring the Extended Assessments				

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ess for Qualified Assessors	1	2	3	4
3. Making statewide assessment decisions (as part of an IEP team) for students with significant cognitive disabilities	1	2	3	4

# OR Ex Assessment Training Report

ing system

1	2	3	4

1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

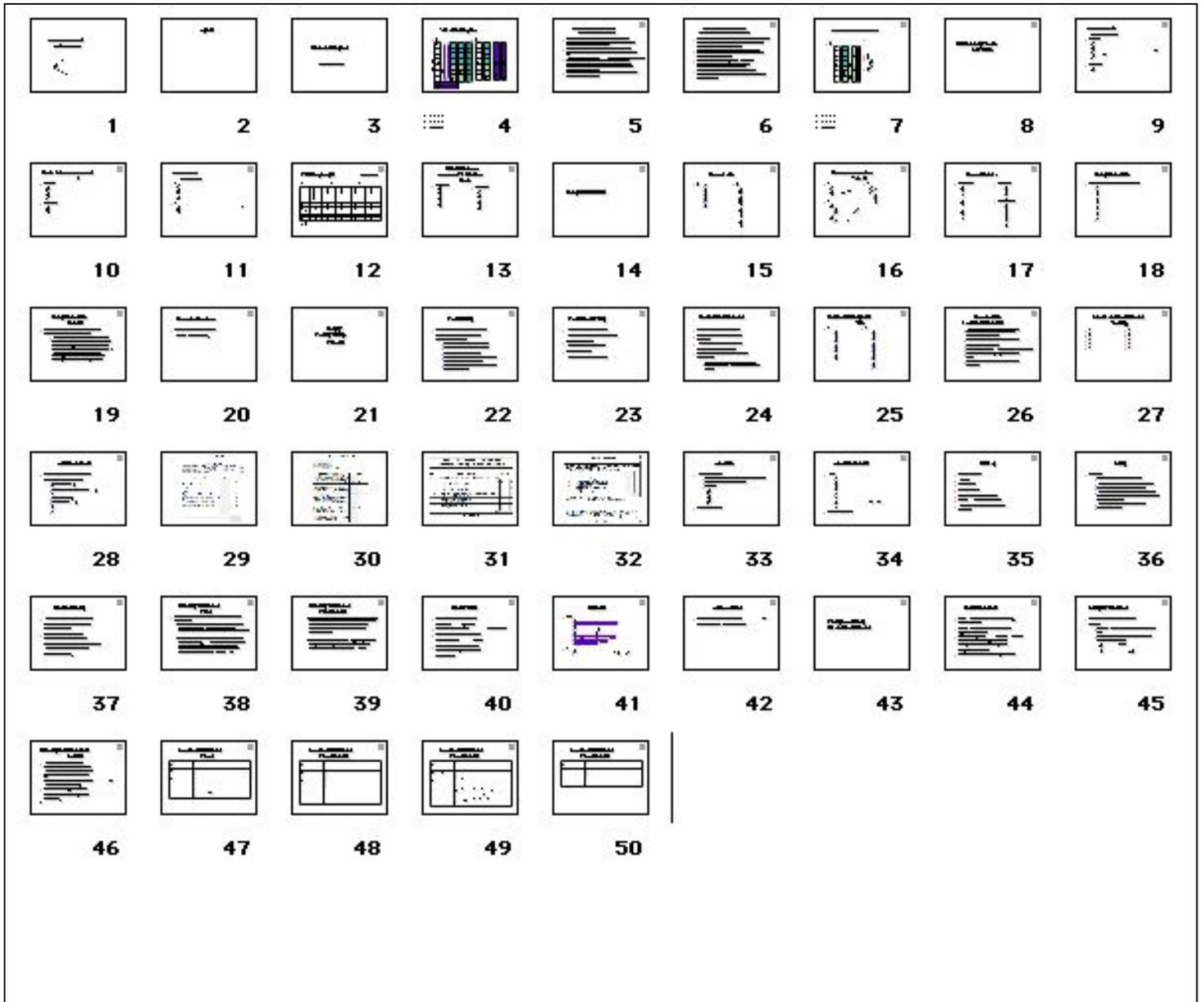
# Appendix B

*Figure 1*

**QUALIFIED ASSESSOR TRAINING:  
OREGON EXTENDED ASSESSMENTS  
Example  
January 9, 17, 23, 2008**

<b>12:00 – 12:10</b>	<b>Introductions, Overview of Training</b>
<b>12:10 – 1:30</b>	<b>PowerPoint Presentation</b> Review and Background Decision-Making: Population and Participation Changes since 2006-07 Becoming a Qualified Assessor (QA) Terminology Format of the Assessment Data Entry Scoring Accommodations Providing Supports During the Assessment
<b>1:30 – 2:00</b>	<b>Website Demonstration</b> Registration on the Site Login Page Home Page Training Proficiency Retakes Upgrade status Practice Tests
<b>2:00 – 3:50</b>	<b>Participants Work Individually on Computers</b> Registration on Website Log In Training Proficiencies
<b>3:50 – 4:00</b>	<b>Evaluations</b>

Figure 2



# Appendix C

*Figure 1*



*Figure 2*

Oregon Extended trainers@or.k12test.com [Logout](#)  
[Home](#) 3/11/2008 11:56 am

[Home](#) [Training](#) [Proficiency](#) [Account](#)

**Welcome John Doe! You are an Assessor In-Training** (Last login was on 3/11/2008 at 11:49 am. [View History](#))

Click on one of the following links.

**[Training](#)**  
Learn to administrate and score the Oregon Extended Assessments.

**[Account](#)**  
Change your password and edit other account information.

**[Proficiency](#)**  
Test your proficiency and become a Qualified Assessor.

 Note: It is highly recommended that you use headphones when viewing and listening to the videos in both the Training section and the Proficiency section of this web site.

Figure 3

## Your Extended Account

Here you can change any of the information associated with your account, except your email address. You must enter your current password for any changes to take affect.

### Account Information

**Current Password:**   
\*Required when updating information

**Email:** **trainers@or.k12test.com**

**New Password:**

**Retype Password:**   
\*Only if you want to change your password

### Personal Information

**First Name:**

**Last Name:**

**Phone:**

**Street Address:**

**City:**

**State:**

**Zip:**

### District and School Information

**Your District:**

**Your School:**

Update Account

Figure 4

Oregon Extended trainers@or.k12test.com [Logout](#)  
Home 3/11/2008 12:05 pm

Home **Training** Proficiency Account

### Training

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Content Area	Status
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■ <b>Introduction</b>	
■ <b>Selecting an Assessment</b>	
■ <b>Scaffold vs. Standard Administration Options</b>	
■ <b>Terminology</b>	
■ <b>Administrative Rules</b>	
■ <b>Administering the Prerequisite Skills</b>	
■ <b>Administering the Content Prompts</b>	
■ <b>Reading Practice 1</b>	

- **Reading Practice 2**
- **Reading Practice 3**
- **Reading Practice 4**
- **Math Practice 1**
- **Math Practice 2**
- **Math Practice 3**
- **Math Practice 4**
- **Writing Practice 1**
- **Writing Practice 2**
- **Writing Practice 3**
- **Writing Practice 4**
- **Science Practice 1**
- **Science Practice 2**
- **Science Practice 3**
- **Science Practice 4**
- **Data Entry**

Figure 5

Oregon Extended trainers@or.k12test.com [Logout](#)  
[Home](#) 3/12/2008 3:25 pm

[Home](#) **Training** [Proficiency](#) [Account](#)

[Training](#) > **How to Become a QA or QT**

[Previous](#) ← **How to Become a QA or QT** [Next](#) →

**Background:** To administer Extended Assessments to students in the state of Oregon, educators must be appropriately trained as either a Qualified Assessor of the Extended Assessments or a Qualified Trainer of the Extended Assessments. Educators who are trained in the process of administering the Extended Assessments to students are referred to as **Qualified Assessors (QAs)**. Educators who are trained to administer the assessments as well as to train others in the administration of the assessments are referred to as **Qualified Trainers (QTs)**. In 2007-2008 Qualified Trainers will be trained by state-level trainers in one of 8 regional trainings scheduled to occur in October and November. Qualified Assessors will be trained (or provided updates) by QTs. Qualified Assessor trainings and updates will be scheduled by their local Qualified Trainers to occur between November and the Spring Extended Assessment testing window.

**Qualified ASSESSOR Expectations (Administering tests):**

- Prepare materials (monitor materials preparation) and setting for individual administration of the Extended Assessment
- Administer assessments directly to students
- Score student responses
- Maintain Qualified Assessor status through updates and refreshers
- Maintain security status through District Security Administrator
- Enter scores in the state's online data entry system
- Interpret results for student, family, or educational team

**Qualified TRAINER Expectations (Training):**

- Train new Assessors who have no familiarity with the system/assessment
- Provide training and coaching in the form of updates and refreshers to current Assessors
- Maintain awareness of updates and changes by attending state-supported networking sessions, Video Conferences, and monitoring the website
- Contact ODE with questions, concerns, and/or suggestions from the field regarding the assessment/expectations
- Serve as the local "point" person between ODE and district/ESD
- Award certificates and maintain awareness of Qualified Assessors

Figure 6

Home
Training
Proficiency
Account

[Training](#) > Reading Practice 2

Previous ←
Reading Practice 2
Next →



- [Scoring Protocol](#)
- Student Materials pages [1](#) [2](#) [3](#)
- [Answers](#)
- [Explanation of Answers](#)
- [Transcript of all Reading Training Videos](#)

Previous ←
☐ Mark this area complete
Next →

Figure 7

Item	Content Prompts	Accuracy				
<b>Say: I will read (sign) a story to you and then ask you questions about the story.</b>						
1	<b>What is the story about?</b> [1 = points to or says <i>oatmeal</i> or <i>box of oatmeal</i> / 2 = points to or says <i>cooking oatmeal</i> ]	I	D	0	1	2
2	<b>What did Bill do first to get the oatmeal ready to cook?</b> [1 = points to or says <i>pot</i> / 2 = points to or says <i>poured milk in pot</i> ]	I	D	0	1	2
3	<b>How long did he cook the oatmeal?</b> [1 = points to or says <i>timer set to 0 minutes</i> / 2 = points to or says <i>timer set to 5 minutes</i> ]	I	D	0	1	2
4	<b>What did Bill put his oatmeal in when he was ready to eat?</b> [1 = points to or says <i>pot</i> / 2 = points to or says <i>owl</i> ]	I	D	0	1	2
5	<b>How did the story end?</b> [1 = points to or says <i>Bill eating oatmeal</i> / 2 = points to or says <i>Bill washed dishes</i> ]	I	D	0	1	2
<b>TOTAL</b>						

\*Test administration allows passages (not options) to be read. If the student is at a '3, 2, or 1' level of independence, the tester should not read the options but can point to them.

**Recording Notes**

*Figure 8*

## Making Oatmeal

Bill wanted to make some oatmeal. He poured 1 cup of milk into a pot. Then he put the pot on the stove. He added some oatmeal to the pot and cooked it for 5 minutes. When it was ready to eat, he put it in a bowl. He liked the taste of oatmeal a lot. When he was done eating, he washed his bowl.

Figure 9

Item	Content Prompts	Accuracy				
Say: <b>I will read (sign) a story to you and then ask you questions about the story.</b>						
1	<b>What is the story about?</b> [1 = points to or says <i>oatmeal</i> or <i>box of oatmeal</i> / 2 = points to or says <i>cooking oatmeal</i> ]	I	D	0	1	2
2	<b>What did Bill do first to get the oatmeal ready to cook?</b> [1 = points to or says <i>pot</i> / 2 = points to or says <i>poured milk in pot</i> ]	I	D	0	1	2
3	<b>How long did he cook the oatmeal?</b> [1 = points to or says <i>timer set to 0 minutes</i> / 2 = points to or says <i>timer set to 5 minutes</i> ]	I	D	0	1	2
4	<b>What did Bill put his oatmeal in when he was ready to eat?</b> [1 = points to or says <i>pot</i> / 2 = points to or says <i>owl</i> ]	I	D	0	1	2
5	<b>How did the story end?</b> [1 = points to or says <i>Bill eating oatmeal</i> / 2 = points to or says <i>Bill washed dishes</i> ]	I	D	0	1	2
<b>TOTAL</b>						

\*Test administration allows passages (not options) to be read. If the student is at a '3, 2, or 1' level of independence, the tester should not read the options but can point to them.

☒ **Recording Notes** ☐

Figure 10

Explanations of scoring for Task 5

General administration notes. The Assessor has both the story and the pictures for the Content Prompts available for the student to look at as the story is read. Again, 1 point answers are up to the discretion of the Assessor. To receive a 1 point score the student must give an answer that is within reason of the answer that is provided on the scoring protocol.

Item 1 is scored as 1. The student identified “oatmeal” for a 1 point answer. If the student had said “cooking” this could also be scored as a 1 point answer.

Item 2 is scored as 0. The student’s response was not a part of the story, so the Assessor rephrases the question. The student skips to the last event in the story. Since the question focuses on what happened first, the student response receives a score of 0.

Item 3 is scored as 1. The student response of 4 minutes gives a statement of time and so it qualifies as a 1 point answer. If the student had said “1 hour” that would have been scored as a 0 because the target time is in minutes.

Item 4 is scored as 2. The student accurately answers the question.

Item 5 is scored as 1. The student identified that Bill ate the oatmeal, but the final step was that he washed the dishes. Since she identified the second to last step, this qualifies as a 1 point response.

*Figure 11*

## **Reading Training Videos**

### **Reading Practice Two (Making Oatmeal)**

**Assessor:** Kay, I'm gonna read a story to you and then I'm gonna ask you some questions.

**Student:** Oh, Okay.

**Assessor:** So it's my turn to read now, huh?

**Student:** Okay

**Assessor:** Alright. This story is called Making Oatmeal. Bill wanted to make some oatmeal. He poured one cup of milk into a pot. Then he put the pot on the stove. He added some oatmeal to the pot and cooked it for 5 minutes. When it was ready to eat, he put it in a bowl. He liked the taste of oatmeal a lot. When he was done eating, he washed his bowl. Kay. What's the story about?

**Student:** Oatmeal.

**Assessor:** Good job. What did Bill do first to get the oatmeal ready to cook?

**Student:** Washed his hands.

**Assessor:** Washed his hands. Then what did he do?

**Student:** He ate it.

**Assessor:** He ate it. How long did he cook the oatmeal?

**Student:** For four minutes.

**Assessor:** For four minutes. And what did Bill put his oatmeal in when he was ready to eat?

**Student:** A bowl.

**Assessor:** A bowl. And how did the story end?

**Student:** He ate it all.

**Assessor:** He ate his oatmeal. Good job.

Figure 12

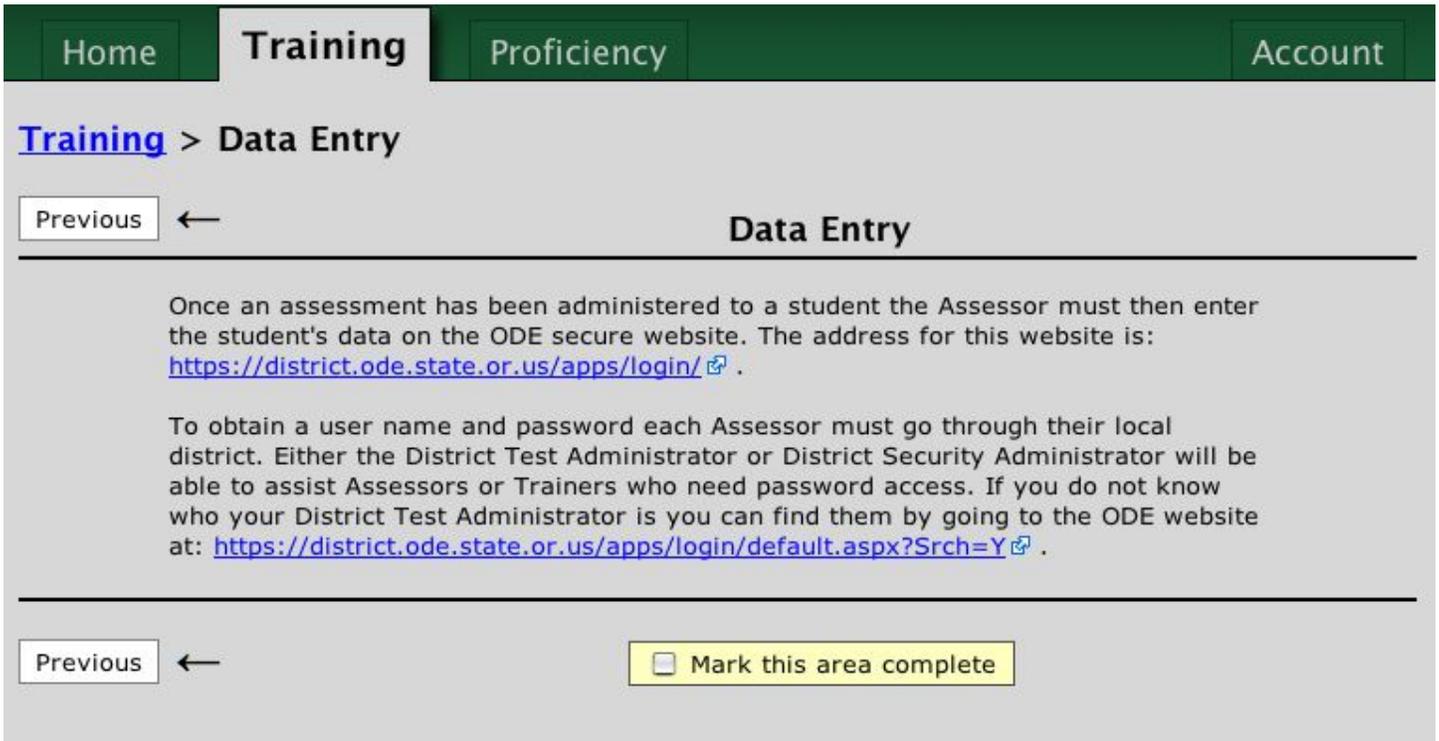


Figure 13

Home Training **Proficiency** Account

### Proficiency Tests

Below are five proficiency tests. You must pass each test in order to become a Qualified Assessor. If you do not pass on your first attempt, there are a second set of questions available. However, if you do not pass a second time, you will need to contact your QT and have them "reset" the test for you. Click on one of the areas below to get started.

Proficiency Tests	Proficiency	
	Attempts	Status
Take Administration Proficiency Test	0 Attempts	
Take Reading Proficiency Test	0 Attempts	<a href="#">Reading Video Transcripts</a> 📄
Take Math Proficiency Test	0 Attempts	<a href="#">Math Video Transcripts</a> 📄
Take Writing Proficiency Test	0 Attempts	<a href="#">Writing Video Transcripts</a> 📄
Take Science Proficiency Test	0 Attempts	<a href="#">Science Video Transcripts</a> 📄

Figure 14

## Test your Proficiency – Reading, Attempt 1

Answer all of the questions below and then click the Submit Test button at the bottom of the page.

You can also view and print out a [transcript of the videos](#) .

### Prerequisite Skills:



- Watch the video
- View the [Scoring Protocol](#)
- View the [Student Materials](#)
- Then answer the following questions:

1. The score the student should receive for item 1, 'Where is a letter?' should be

A. 1

B. 2

C. 3

D. 4

Figure 15

## Practice Tests: Standard Administration

### Reading

 [Practice Reading Std SP.pdf](#)

 [Practice Reading Std SM.pdf](#)

### Math

 [Practice Math Std SP.pdf](#)

 [Practice Math Std SM.pdf](#)

### Writing

 [Practice Writing Std SP.pdf](#)

 [Practice Writing Std SM.pdf](#)

### Science

 [Practice Science Std SP.pdf](#)

 [Practice Science Std SM.pdf](#)

## Practice Tests: Scaffold Administration

### Reading

 [Practice Reading Scaf SP.pdf](#)

 [Practice Reading Scaf SM.pdf](#)

### Math

 [Practice Math Scaf SP.pdf](#)

 [Practice Math Scaf SM.pdf](#)

### Writing

 [Practice Writing Scaf SP.pdf](#)

 [Practice Writing Scaf SM.pdf](#)

### Science

 [Practice Science Scaf SP.pdf](#)

 [Practice Science Scaf SM.pdf](#)

Figure 16

## Materials to Download

To access a document, click on the title. Documents can take up to several minutes to download depending on your network connection.

### Qualified Trainer Materials

-  [Overview of Web Training Components.pdf](#)
-  [Important Points.doc \(pdf\)](#)
-  [Provision of Support Table.doc \(pdf\)](#)
-  [Qualified Assessor Expectations.doc \(pdf\)](#)
-  [Training Confidence Scale Ex2007 QA.doc \(pdf\)](#)
-  [Training 20072008 QAtraining.ppt](#)
-  [Agenda QA Training Fall 2007.pdf](#)

The following PDFs contain all the supporting materials that go with each Proficiency test on this website, as well as the practice tests in the Training section. It is recommended that you print copies of these documents to hand out during your trainings, as a convenience to trainees. The zip file below contains all 8 PDFs.

- |   |   |
|---|---|
|  <a href="#">Proficiency Reading supporting materials.pdf</a>  |  <a href="#">Training Reading supporting materials.pdf</a>  |
|  <a href="#">Proficiency Math supporting materials.pdf</a>     |  <a href="#">Training Math supporting materials.pdf</a>     |
|  <a href="#">Proficiency Writing supporting materials.pdf</a>  |  <a href="#">Training Writing supporting materials.pdf</a>  |
|  <a href="#">Proficiency Science supporting materials.pdf</a> |  <a href="#">Training Science supporting materials.pdf</a> |
-  [All Supporting Materials.zip](#)

### Practice Tests: Standard Administration

#### Reading

-  [Practice Reading Std SP.pdf](#)
-  [Practice Reading Std SM.pdf](#)

#### Writing

-  [Practice Writing Std SP.pdf](#)
-  [Practice Writing Std SM.pdf](#)

# Appendix D

*Figure 1*

# Oregon Extended

## Contact

Questions or comments about **this website** should be sent to:

Phone: 1-800-804-0158  
Fax: 1-815-717-9683  
[orextended@k12test.com](mailto:orextended@k12test.com)

Questions or comments about **everything else** should be sent to:

Brad Lenhardt, Oregon Department of Education  
[Brad.Lenhardt@state.or.us](mailto:Brad.Lenhardt@state.or.us)

[About](#) - [Contact](#) - [Requirements](#) - [FAQ](#) - [Login](#) - [Register](#)

*Figure 2*

On Mar 10, 2008, at 8:37 AM, RingCentral wrote:

**You Have a New Voice Message**

From: (123) 456-7890

Received: Monday, March 10, 2008 at 08:37 AM

Length: 00:34

To: (800) 804-0158 (Behavioral Research and Teaching)

To listen to this message, please open the attachment or login to your RingCentral account by clicking [here](#).

Thank you for using *RingCentral*.

[<12084479924-0310-083722-209.wav>](#)