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Technical Report

Oregon's Statewide Assessment System

Test Administration

Volume 5

Last updated on July 3, 2012



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Technical Report: Volume 5, Test Administration

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This technical report is one of a series that describes the development of Oregon’s Statewide Assessment System. The complete set of volumes provides comprehensive documentation of the development, procedures, technical adequacy, and results of the system:

Volume 1: Annual Technical Report

Volume 2: Test Development

Volume 3: Standard Setting

Volume 4: Reliability and Validity

Volume 5: Test Administration

Volume 6: Score Interpretation Guide

Volume 7: Alternate Assessment, Program Description and Statistical Summary

Volume 8: English Language Proficiency Assessment Test Development

Volume 9: English Language Proficiency Assessment Validity

All volumes can be found at <http://www.ode.state.or.us/search/page/?id=787>.

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1. OVERVIEW

A series of technical reports was commissioned in 2006 to provide information about the technical and procedural characteristics of Oregon's Statewide Assessment System (OSAS). The OSAS was created by the Office of Assessment and Information Services in the Oregon Department of Education (ODE), with considerable participation and involvement from Oregon educators.

The technical reports are intended to summarize and inform audiences by compiling existing documentation from a variety of sources into a single easily accessible document. Consisting of nine volumes, the reports describe the development, operational procedures, and technical features of the assessment system.

Volume 1: Annual Technical Report

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Volume 9: English Language Proficiency Assessment Validity

The annual report (Volume 1) describes student performance and documents changes to the system and assessment-related activities undertaken during the previous year. ODE updates volumes 2 through 6 as new information becomes available or as new procedures are implemented. Volume 7, which is updated annually, describes the results of the alternate assessment administered to students with disabilities. Volumes 8 and 9, also updated annually, describe the results of the English Language Proficiency Assessment (ELPA).

Together, the reports describe Oregon public school students' progress toward meeting the academic achievement standards and the process and technical adequacy through which this progress is measured.

Volume 5: Test Administration describes testing options that ensure access for all Oregon public school students, test administrator training requirements, test scheduling and administration procedures, and security procedures for Oregon's Assessment of Knowledge and Skills (OAKS), the English Language Proficiency Assessment (ELPA), and the Writing Performance Assessment.

2. TEST ADMINISTRATION POLICIES AND REQUIREMENTS

OAR 581-022-0610: Administration of State Tests describes at a high level the assessment policies and procedures that Oregon school districts are required to follow in order to ensure secure testing conditions and valid test results for Oregon students. In addition, each year ODE publishes a Test Administration Manual that identifies the procedures to be followed before, during, and after test administration, providing clear and detailed instructions to test administrators for secure test administration and handling of test materials. The manual also provides a detailed description of

available assessment options and eligibility requirements for student participation, student directions, and descriptions of allowable resources students may use during testing.

Parts I – VIII of the Test Administration Manual contain test administration and security policies. Specific procedures and guidelines for administering particular assessments are contained in Appendices A - O located at the end of the manual. Appendix P is the glossary of terms which must be consistently used for effective communication about the Oregon Statewide Assessments. These appendices contain important information that must be used for valid administration of the Oregon Statewide Assessments.

Under OAR 581-022-0610, all school and district staff involved in administration of the Oregon Statewide Assessments are required to know and understand the relevant policies and procedures included in the current year's manual and its appendices before administering any Oregon Statewide Assessment. Staff must adhere to these procedures to ensure valid test results. The Test Administration Manual is available online at <http://www.ode.state.or.us/go/tam>.

3. OREGON'S ASSESSMENT OF KNOWLEDGE AND SKILLS (OAKS) AND THE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA)

Oregon's Assessments of Knowledge and Skills (OAKS) are summative assessments, which are assessments of learning generally carried out at the end of an instructional period. Summative assessments are typically used for program accountability and to assign achievement level scores to students. Summative assessments are not designed as diagnostic tools for student placement or as formative assessments. Given the specific focus and purpose of summative assessments, the OAKS can only be used as part of a collection of evidence regarding the academic needs of individual students. The primary purpose of the OAKS is to ascertain the achievement level of individual students and compare that achievement with the Achievement Standards established by the State Board of Education. Local schools and districts can compare student performance by grade, school, and district with results throughout the state.

The English Language Proficiency Assessment (ELPA) provides information for use by the Oregon Department of Education in evaluating schools for Annual Measurable Achievement Objectives (AMAOs). As defined by ESEA (NCLB), ELPA must measure the development of English Language Learner (ELL) students in English language proficiency and their progress toward proficiency, including academic language skills; assess all ELL students in four domains – reading, writing, listening, and speaking; support Title III program evaluation information; and meet Federal and AMAO reporting requirements by reporting a composite score. In addition, ELPA scores provide a snapshot of students' language proficiency. School districts may use ELPA as one measure to inform service/placement for ELL students.

OAKS is an adaptive assessment administered to students through a secure online test delivery system (OAKS Online). This means that the items presented to the student vary in difficulty based on the student's performance on the previous item. Therefore, the state creates a grade-level item pool rather than a single pre-made test for each grade level. ODE provides students who use Braille with access to the adaptive OAKS Online test delivery system through a Braille interface (see <http://www.ode.state.or.us/go/braille> for more information).

The ELPA is also administered to students online through the OAKS Online test delivery system. For ELPA, which is an adaptive assessment, the item pools are based on grade bands rather than on

individual grades. The computer selects questions based on the answer a student gives to a machine-scored test item, which in turn determines the difficulty of the next items that the computer will select.

Because the computer “pushes” students to find out their highest ability, the adaptive OAKS Online and ELPA tests will appear to be difficult to virtually every student. All items for both OAKS Online and ELPA are presented at the student’s appropriate grade level via the online system (OAKS Online).

3.1 Testing Options

All eligible Oregon students must be given the opportunity to take the OAKS. To provide each student with this opportunity, a number of assessment options are available. The following assessments are required:

- OAKS Reading/Literature is required for students in grades 3 – 8 and High School.
- OAKS Mathematics is required for students in grades 3 – 8 and High School.
- OAKS Science is required for students in grades 5, 8, and High School.
- OAKS Writing Performance is required for students in grade 11. *(Note: ODE has historically required the OAKS Writing Performance Assessment at grades 4, 7, and high school. Due to budgetary restrictions, the Oregon Legislature has determined that for 2012-13, the Writing Performance Assessment will only be available for students in grade 11—the high school grade of accountability.)*

In addition to these required content areas, OAKS Social Sciences is an optional assessment that districts may administer to students in grades 5, 8, and High School.

OAKS Online is the mandatory test format for OAKS Reading/Literature, Mathematics, Science, and Social Sciences. While the Writing Performance Assessment is primarily administered using a paper-based format, students have the option to test online instead. However, ODE also provides a paper-based alternative assessment (OAKS Extended) for all required content areas (the optional Social Sciences assessment is only available online). Under OAR 581-022-0610, the decision to administer OAKS to a student using the Extended format must be documented in a student’s Individualized Education Program (IEP), indicating that the student requires OAKS Extended for an identified content area.

The ELPA is also required for all students eligible to receive services under Title III of the Elementary and Secondary Education Act (ESEA), regardless of whether the students actually receive services. These students are referred to as English Language Learners. ODE offers the ELPA at the following grade bands: Kindergarten – Grade 1, Grades 2 – 3, Grades 4 – 5, Grades 6 – 8, and High School. The ELPA is only available as an online test. ODE does not offer a paper-based version of the ELPA.

Additional information on specific assessment options and testing formats is included in Part VI – Students and Assessment Options of the Test Administration Manual.

Table 1.
Summary of Tests and Testing Options

Subject tests	Grade levels tested	Online or Paper / Pencil	Number of testing opportunities
OAKS Reading/Literature	3–8, HS	OAKS Online	2, 3*
OAKS Mathematics	3–8, HS	OAKS Online	2, 3*
OAKS Science	5, 8, HS	OAKS Online	2, 3*
OAKS Social Sciences	5, 8, HS	OAKS Online	2
OAKS Writing Performance	11	OAKS Online	1
OAKS Extended Assessments**	3-8, HS	P&P	1
ELPA	K-HS***	Online	1

Administration times and test length vary by student for Extended Assessments, see *Volume 7, Alternate Assessment Part I, Program Description* for details.

* New for 2012-13, only two annual test opportunities are available for students in grades 3 – 8. Due to the implications for the Essential Skills graduation requirement, students in high school retain three annual test opportunities.

**The Extended Assessment is available for OAKS Reading/Literature, Mathematics, Science, and Writing.

*** The ELPA is provided in 5 grade bands: K –1, 2 – 3, 4 – 5, 6 – 8, and High School.

3.2 Student Participation

3.2.1 Standard Test Administration

For each grade level identified in Table 1 above, all students must take the OAKS. “All students” includes (but is not limited to) students with disabilities, English Language Learners, students in special schools and programs (including public charter schools), students for whom tuition is paid to a public school by parents/guardians, and students enrolled in non-graded programs. All students enrolled in grade 11 are required to take the High School level assessment unless they have already met the High School achievement standard while enrolled in grade 8, 9, or 10. Students enrolled in grade 12 who have not yet met the High School achievement standard may also take the High School level assessment for OAKS Reading/Literature, Mathematics, Science, and Social Sciences, although they are not required to do so. The high school OAKS Writing Performance Assessment and the high school OAKS Extended Assessments are for students in grade 11 only and may not be administered to students in grades 9, 10, or 12. Additional information on which students are eligible to test is included in Part VI – Students and Assessment Options of the Test Administration Manual.

Most students will take grade level assessments under standard administration conditions. Standard administration conditions are those in which the student takes the test in a manner consistent with the policies and procedures contained in the current school year’s Test Administration Manual and the Accommodations Tables. OAKS Online (including side-by-side English-Spanish tests or tests administered through the new Braille interface) and OAKS Extended assessments are all considered standard administrations. A score obtained under standard administration conditions is valid for determining whether a student does not yet meet, meets, or exceeds the achievement standard.

The ELPA is required for all English Language Learners, including students with disabilities. Additional information on student participation in the ELPA is included in Part VI – Students and Assessment Options and Part VII – English Language Learners of the Test Administration Manual.

3.2.2 Accommodations and Restricted Resources

An accommodation is a practice or procedure in presentation, response, setting, and timing or scheduling that, when used in an assessment, provides equitable access to all students. The Accommodations Manual and Tables located at <http://www.ode.state.or.us/search/page/?=487> provide a comprehensive list of state-approved accommodations that students may use when testing. Accommodations appearing on these tables have been approved by the Oregon Accommodations Panel and do not compromise the learning expectations, construct, grade-level standard, or measured outcome of OAKS or ELPA. Examples of accommodations include the following:

- Braille
- ODE-provided side-by-side translations into Spanish
- Reading aloud or signing directions
- Providing written versions of oral directions
- Reading aloud the OAKS Mathematics, Science, and Social Sciences assessments

Oregon continually assesses the needs of its students and addresses those needs as they arise. Accommodations are recommended, evaluated, and made available on an ongoing basis by ODE through a formal review process, involving the Oregon Accommodations Panel. The Accommodations Panel uses a combination of policy, judgments, and research to ensure that accommodations provide valid scores that allow all students to demonstrate what they know and can do. Teachers and administrators are encouraged to nominate accommodations for review and approval by the Accommodations Panel. The review process is described in greater detail in the Technical Report Volume 2 found at <http://www.ode.state.or.us/search/page/?id=787>.

In the state of Oregon, any student is eligible to use an accommodation, including both students with and without disabilities. However, the decision to use accommodations must always be made on an individual student basis; accommodations must not be administered to a group of students or to an entire class without an investigation of individual student need. Testing with state-approved accommodations is considered a standard administration and does not compromise the validity of the score achieved on the assessment.

In addition to accommodations, ODE allows districts to provide individual students with access to restricted resources, which are defined as “any computer-based application, tool, functionality, or a non-electronic resource approved by the Accommodations Panel that does not interfere with the measured construct, but has restricted availability and requires district documentation of individual student need prior to its use.” (Test Administration Manual, p. P-2) As a restricted resource, districts may allow students to print individual test items and stimuli from the OAKS Online Reading/Literature, Mathematics, Science, and Social Sciences assessments. Note: the printing of **reading passages** is the default setting for all students and is not treated as a restricted resource. For the OAKS Online Mathematics and Science assessments, districts may also identify the exclusion of machine-scored graphic response items as a restricted resource for individual students. This restricted resource may be appropriate for students who require access to printed test items, students who experience difficulties looking at moving objects on a computer screen, or students who require assistance to manipulate a mouse. New for 2012-13, ODE will offer a new restricted resource for students taking the ELPA and whose IEP or 504 Plan exempts the student from a specific ELPA domain (listening, reading, writing, or speaking). For instance, a district might exempt

a student with a hearing impairment from taking the listening domain of the ELPA consistent with the student's IEP. Districts must note restricted resources for individual students prior to test administration and must make the decision on an individual student basis separately by content area and document the decision. For students on an IEP or 504 Plan, ODE requires that the student's plan must indicate the student's need. The district must maintain documentation of the student's need on file in the district office.

Any change away from a standard administration that is not listed in the Accommodations Tables is considered a modification. A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accommodations Panel and listed in the Accommodations Tables. Under extremely rare circumstances, a student's IEP team may choose to use a modification to allow a student to participate in OAKS testing with his or her peers. Modifications are not considered standard administration, and assessments taken under any modified condition are counted as non-participants in all state accountability measures and reports.

Additional information on accommodations and modifications is available in Part V – Accommodations and Modifications of the Test Administration Manual and in the Accommodations Manual. Information on restricted resources is available in Part IV – Test Security and Appendices C – H of the Test Administration Manual.

3.2.3 Limited English Proficient Students

Limited English Proficient (LEP) students, also known as English language learners, are given equal opportunity to participate in the assessment program using one of the test participation options described below. When choosing the appropriate testing option for LEP students, each student is considered individually for each assessment on the basis of what is in the best interest of the student.

New LEP students are defined as students who enrolled in a U.S. school for the first time on or after May 2 of the preceding school year. All new LEP students must take the ELPA. New LEP students are not required to take the OAKS Reading/Literature or Writing Performance assessments; instead, they may use the ELPA to meet the AYP Reading Participation requirement. New LEP students are required to take the OAKS Mathematics assessment to meet the AYP Mathematics Participation requirement, but their scores are not factored into AYP Performance calculations. In addition, new LEP students are required to take the OAKS Science assessment for state accountability purposes, although this assessment is not factored into AYP accountability calculations. For additional information and clarification on testing requirements for new LEP students, please refer to Part VII – English Language Learners of the Test Administration Manual.

LEP students first enrolled in a U.S. school before May 2 of the preceding school year must take all OAKS assessments required at their grade level. Oregon Statewide Assessments offered in a student's language of origin are considered standard administration, and eligible student scores meeting the achievement standard count as meeting the standard in Adequate Yearly Progress (AYP) calculations. Oregon currently offers side-by-side English-Spanish tests for OAKS Mathematics, Science, and Social Sciences. These side-by-side tests are available for any student as an accommodation and are considered standard administration. In addition, ODE offers a Grade 3 Spanish Reading Assessment and the option to respond to the Writing Performance Assessment in

Spanish as native language assessments. ODE considers these native language assessments to be standard administration for eligible students. Under NCLB Section 1111(b)(3)(C)(ix-x), student eligibility is defined as a student who has been educated in the United States for three or fewer consecutive years and whose level of English Language Proficiency is insufficient to produce a valid and reliable score when tested in English. An LEP student can remain eligible for up to an additional two years if the student has been educated in the United States and local evaluations determine that the student's level of English Language Proficiency remains insufficient to produce a valid and reliable score when tested in English.

ODE provides the following test options specifically to address the needs of LEP students:

- Any LEP student may take a standard administration with or without accommodations. Standard administration includes the English-Spanish version of the OAKS Mathematics, Science, and Social Sciences assessments.
- Eligible LEP students may respond in Spanish on the writing assessment. This is a standard administration for report card purposes (the Writing Performance assessment is not currently included in AYP calculations).
- Eligible LEP students at Grade 3 may take the Grade 3 Spanish Reading/Literature assessment available through OAKS Online. This is a standard administration for eligible LEP students.
- LEP students who are also on IEPs should follow the recommendations of their IEP team, which may include administration of the test using additional accommodations specific to the student's needs. Additional information on accommodations available to LEP students and students on IEPs is available in the Accommodations Manual (available at <http://www.ode.state.or.us/search/page/?=487>).

Additional information on choosing the appropriate accommodations and testing options for LEP students is available in Part VII – English Language Learners of the Test Administration Manual.

3.2.4 Students with Disabilities

Both the Individuals with Disabilities Act of 2004 (IDEA) and OAR 581-022-0612: Exception of Students with Disabilities from State Assessment Testing require that individuals with disabilities be given equal opportunity to participate in and benefit from any program or activity customarily granted to all individuals with appropriate adaptations. Therefore, all students with disabilities are eligible to participate in the OAKS.

The student's Individualized Education Program (IEP) team, which includes the student's parents or guardian, makes the decision regarding the most appropriate method for a student with disabilities to participate in testing. Each student must be considered individually and not merely on the basis of the student's disability category. If a student's IEP specifies that a student should take an Extended Assessment, then the district must provide the student with that Extended Assessment. When assessing a student with a disability, the district must also ensure that the assessment fully complies with all IDEA requirements as specified in the IEP Guidelines.

Student test records include an accommodations flag field that notes whether a student has received at least one accommodation on a specific assessment and test opportunity. ODE requires that districts use this flag for all students on IEPs who take the general assessment to note whether the student used an accommodation from the ODE Accommodations Table. Districts also have the

option to separately identify up to six specific accommodations per student using new four-digit accommodation codes.

The following assessment options are available for all students with disabilities:

- Students may take a standard administration of the assessment with or without accommodations. For students who use Braille, standard administration includes accessing OAKS Online through the Braille interface.
- Students may take the Extended Assessment in any or all of the subject areas: Extended Reading, Extended Writing, Extended Mathematics, or Extended Science, based on the student's IEP, if applicable.
- Students eligible for English Language Development Services and served under an IEP must still participate in ELPA. Additional information on ELPA participation for students with IEPs is available in Part VII – English Language Learners of the Test Administration Manual and in the Accommodations Manual.

Additional information on choosing the appropriate accommodations and testing options for students with disabilities is available in Part VIII – Students with Disabilities of the Test Administration Manual.

3.2.5 Extended Assessments

The Extended Assessments are Oregon's alternate assessments. The Extended Assessments are individually administered performance assessments for students with the most significant cognitive disabilities as determined by the student's IEP team. These students are typically working within a specialized curriculum and/or are receiving instruction that has been significantly adapted in order to allow access to grade-level content. Extended Assessments measure a student's achievement in the grade-level content in four subject areas: Reading/Literature, Writing, Mathematics, and Science. Student achievement is judged against alternate achievement standards that are set by the state. Students on IEPs should only be considered for the Extended Assessments when they are unable to participate in the general assessments, even with accommodations.

To use this option, an Extended Assessment must be explicitly identified on the IEP as the most appropriate assessment. In addition to Test Administration and Security Training, any individual administering the Extended Assessment must participate in a state-approved Extended Assessment Qualified Assessor (QA) or Qualified Trainer (QT) Training.

Volume 7: Alternate Assessment, Program Description and Statistical Summary provides detailed descriptions of Oregon's Alternate Assessment System. Additional information about the Extended Assessment is included in Appendix I – OAKS Extended Assessment in the Test Administration Manual.

3.2.6 Non-Standard Test Administration

When students take a state assessment under nonstandard conditions, the test administrator must identify that condition with the appropriate code. Only one code may be marked for each specific assessment and test opportunity.

Absent (for an extended period of time) or student refusal: A student is absent during the entire testing window and makeup testing period.

Modified – language: Student is non-literate in the language of the test and participates in the assessment under modified conditions.

Modified – disability: A student with disabilities participates in the assessment under modified conditions.

Not enrolled/home school: Any student may request to participate in the state test. Students in home school or private school may make arrangements with a school district to take the Oregon Statewide Assessments under secure conditions. Although the State receives no funding and charges no fee for testing these students, the district providing this data-related service may charge a fee. Students will receive an individual student report but will not be included in the school, district, or state score averages.

Parent request: Under OAR 581-022-1910, parents who object to having their child participate in the Oregon Statewide Assessment (or specific tests) may do so only for religious or disability-related reasons. The request must be in writing and is kept on file at the District Office.

4. TEST ADMINISTRATION PROCEDURES

To ensure standardized administration conditions, test administrators follow procedures outlined in the Test Administration Manual available for each test. General procedures and student directions for OAKS Online, ELPA, and Writing Performance testing are included in Appendix B – OAKS Online Assessments, Appendix G – Requirements for OAKS Writing Performance Administration, and Appendix H – Requirements for ELPA Administration of the Test Administration Manual. In addition, Appendices C – H include allowable resources for each assessment: OAKS Reading/Literature, Mathematics, Science, and Social Sciences; the Writing Performance Assessment, and the ELPA. Test administrators must read and understand the Test Administration Manual prior to the beginning of testing, paying special attention to the specific appendices addressing any assessment which the test administrator will be administering. All appendices are available at <http://www.ode.state.or.us/go/tam>.

4.1 Scheduling

4.1.1 Testing Windows

The 2012-13 OAKS Online testing window lasts from November 6, 2012 through May 22, 2013. Within this statewide test window, students have multiple opportunities to test, retaining all scores and marking the highest score for use in performance evaluation. The ELPA testing window lasts from January 9, 2012 through April 30, 2012; students have only one opportunity to test during this window.

Table 2.

2012–2013 Testing Window

Assessment	Testing Window
OAKS Online Reading/Literature, Math, and Science (Required)*	11/6 -5/22
OAKS Online Social Science (Optional)*	11/6 -5/22
Online Writing Performance Assessment (Grade 11 only)	1/9 – 3/22 4/1 – 5/22
Paper-Based Writing Performance Assessment (Grade 11 only)	1/9 – 2/21 4/10 – 5/22
Extended Assessments: Reading, Math, Science, and Writing	2/21 – 4/25
ELPA	1/9 – 4/30

*Only one test opportunity will be available per student between 11/6/12 and 1/2/13.

For the current testing schedule, please visit <http://www.ode.state.or.us/search/page/?id=625>.

Because districts have to allocate resources toward testing, and it may be difficult for districts to ensure access to these resources throughout the entire statewide OAKS test window, districts may choose to allow schools to impose school-level test windows for OAKS Assessments (schools may not impose school-level test windows for the Extended Assessments or for ELPA). School-imposed test windows may be set for specific content areas and grade levels. Once set, the school must abide by that test window and may not extend it mid-window. Additional guidance and restrictions relating to school-imposed test windows are included in Part VI – Students and Assessment Options of the Test Administration Manual.

4.1.2 Testing Sessions

Neither the OAKS nor the ELPA are timed tests. Students should be allowed to continue working as long as they are making reasonable progress. On average, students will finish OAKS Online assessments in 60 – 75 minutes, depending on the subject and grade; students taking OAKS Braille assessments may likely take up to five hours to complete the assessment; students taking the OAKS Writing Performance assessment typically take three days to complete the assessment; and students taking the ELPA typically take 60 – 65 minutes. However, some students may need additional time, and test administrators are encouraged to make allowances for varying time requirements. Individual students at any grade level should be given additional time if needed as long as they are making progress. Providing less time than indicated by the guidelines is an extreme disadvantage to students.

Administering the test in smaller time segments is an acceptable practice for any student or group of students. ODE considers it a standard testing condition to divide testing into several testing events, including providing individual students with extended time or frequent breaks as needed. Many schools have found that it is beneficial to all students if each test is completed in more than one testing session. Typically, testing occurs in two sessions; however, each school considers the number of sessions that best meets its individual needs.

When breaking a test session into smaller time segments, test administrators determine the exact stopping point, but taking a break 20 to 30 minutes into the testing period is recommended. To ensure that students have a smooth testing experience and that the security of test materials is maintained between segments, ODE has provided test administrators with specific guidance regarding breaking up OAKS Online, OAKS Writing Performance, and ELPA test sessions.

Additional information on breaking up the test is included in Appendix B – OAKS Online Assessments, Appendix G – Requirements for OAKS Writing Performance Administration, and Appendix H- Requirements for ELPA Administration of the Test Administration Manual.

4.2 Before Testing

Before administering any Oregon statewide assessment, ODE requires test administrators to read the current school year’s Test Administration Manual, receive annual test administration and security training, and sign an Assurance of Test Security form for the current school year. To further help preserve test security and ensure valid and reliable test results, ODE requires that test administrators adhere to the following procedures when preparing for testing:

- Locate student information for all students such as SSID, legal name, grade of enrollment, and any accommodations required by a student’s IEP or 504 Plan;
- Ensure that the test environment provides adequate spacing between student test stations and is free of non-allowable resources, including wall charts or posters;
- Familiarize students with the test format by allowing them to take sample tests;
- Review the student directions located in the Test Administration Manual; and
- Establish makeup procedures for any students who are absent on the day(s) of testing.

To ensure that students enter the correct student information at the beginning of the test session, many schools devise a system for conveying student information (such as SSID) to students on the day of testing. For example, many schools create “log-in cards,” which are index cards that contain student information. The school stores log-in cards securely in between testing sessions. On the day of testing, the test administrator retrieves the cards and distributes them to each student at the time of testing. The test administrator then collects the cards once students have finished entering their information and returns the cards to secure storage.

When preparing for online testing, test administrators also ensure that the secure browser used to access the test has been loaded on each computer. Similarly, paper-based testing requires specific preparation. Several days prior to administering a paper-based test such as the OAKS Writing Performance Assessment or OAKS Extended assessments, the school test coordinator ensures that the proper quantity of test materials is available, including test booklets and answer sheets.

4.3 During Testing

To minimize interruptions or disturbances during testing, test administrators are encouraged to post a “TESTING – PLEASE DO NOT DISTURB” sign while testing is in progress. Throughout the testing session, a trained test administrator remains in the room at all times to monitor student testing.

ODE has defined the test environment to refer to all aspects of the testing situation while students are testing. The test environment includes what a student can see, hear, or access. During online testing, the test environment also includes the electronic resources to which the student has access. To ensure secure and valid testing, ODE has set the following requirements for the test environment:

- A quiet environment, void of talking or other distractions that might interfere with a student’s ability to concentrate or compromise the testing situation. Read aloud

accommodations for one student must not compromise the security of test items or interfere with other students' test-taking environment.

- Visual barriers or adequate spacing between students' seating.
- Student access to and use of only those allowable resources explicitly identified in the appropriate subject-specific Allowable Resource Tables for each specific subject area.
- Observation of any assessment items by only the student taking an assessment and, to a limited extent, the trained TA.
- No electronic devices that allow communication among students or the photographing or copying of test content.
- Administration of OAKS Online and ELPA testing only through the Secure Browser.

The Test Administration Manual includes student directions in both English and Spanish for OAKS Online, the Writing Performance Assessment, and ELPA test administrations. Test administrators are required to read the student directions verbatim to all students prior to beginning each test (these are the **ONLY** instructions test administrators may give to students).

During testing, students may use only those allowable resources explicitly identified in the subject-specific Allowable Resource Tables located in Appendices C – H of the Test Administration Manual. The test environment must be void of any exposed posters, charts, or other classroom items not specifically included in the subject-specific Allowable Resource Table for the assessment to be given.

For students taking a paper-based OAKS Writing Performance Assessment, districts use preprinted response booklets for students. Under the supervision of a test administrator, students fill in any missing student information on the response booklet before starting the test, both writing information in the boxes and bubbling the corresponding information in the grid for that section using a number 2 pencil or dark ink. Each preprinted response booklet may only be used by the student whose information appears on the form and for the test window identified on the form. Districts may not retain and use response booklets from test to test or from year to year.

4.4 After Testing

Once the test session is over, test administrators ensure that students have successfully logged off from the online testing system. Test administrators also ensure that all printed test items, reading passages, and used scratch paper are collected and securely destroyed.

For paper-based administrations, the test administrator collects and inventories all test materials, securely shredding all used scratch paper. If the test will continue at a later time, the test administrator securely stores all test materials in between sessions. Once all tests are complete, the test administrator collects and inventories all test materials and submits the student response documents for scoring. The test administrator then carefully reviews each response booklet to ensure that the requested student information and applicable administration codes are correctly marked on each booklet. If any information is missing or incomplete, they add or revise the information as necessary.

Once the response booklets have been reviewed by the test administrator, the test administrator returns them to the school test coordinator, who in turn submits them to the district test coordinator to be sent to the ODE-designated score site. Unused, response booklets are also returned to the school test coordinator for secure recycling. Unused response booklets may result from student absence, a student meeting the performance standard in a previous testing cycle, or a student taking the assessment at a different time.

5. TRAINING AND INFORMATION FOR TEST ADMINISTRATORS AND COORDINATORS

District test coordinators are ODE’s main contacts with districts regarding state testing. District test coordinators are district personnel responsible for the overall administration of testing in a district. District test coordinators must register annually with ODE using the DTC Designation Form located at <http://www.ode.state.or.us/search/page/?id=499> and attend annual test security and administration training provided by ODE. There may only be one recognized district test coordinator per district at any given time. District test coordinators have the following responsibilities:

- Managing all aspects of online testing (OAKS Online, ELPA, and Online Writing). DTCs manage ELPA in conjunction with the Title III Directors. DTCs manage the Braille administration of OAKS in conjunction with the Itinerant Teachers for students with visual impairments.
- Managing all aspects of paper-based testing (Writing and Extended Assessments) including ordering, receiving, distributing, and returning materials. DTCs manage the Extended Assessment in conjunction with the Special Education Directors.
- Ensuring district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv.
- Facilitating the adoption of local district policies as needed to ensure all aspects of test security. This includes coordination of school-imposed test windows.
- Investigating any potential test irregularities or improprieties and reporting all potential test irregularities and improprieties to ODE.

Before the start of each new school year, ODE provides regional test administration and security training to district test coordinators and Educational Service District (ESD) staff from around the state. ODE uses a “train the trainer” model, where ODE trains the district test coordinators, who then train the school test coordinators, who in turn train test administrators. District test coordinators who do not attend annual test security and administration training may have their access to the OAKS Online system revoked on a case by case basis and may not receive important updates sent to the DTC listserv.

Training is organized into different “modules,” which respectively cover the various assessment options, accommodations, testing windows, and which students are eligible (or required) to take each assessment. The training also covers a walkthrough of how to use the OAKS Online system. Finally, training covers specific test security dos and don’ts. This part of the training relies both on the Test Administration Manual and on training slides. The module approach is intended to allow district test coordinators to translate the ODE training into training for their test administrators, with each module devoted to a different test administration topic and taking approximately 15 minutes to go through. New for 2012-13, to ensure greater consistency in training across schools

and districts, ODE will require districts to incorporate the ODE-provided training modules into their local school test coordinator and test administrator trainings.

In addition to providing required trainings, ODE hosts one-hour teleconference sessions on a bi-monthly basis throughout the test window to allow district and ESD personnel to discuss test administration and security questions with ODE staff. ODE also conducts regular video conferences about many issues related to assessment and data collections. The latest calendar of videoconferences is available at <https://district.ode.state.or.us/search/results/?id=407>. Past training materials and videos are also available on this site.

ODE also provides supplemental training materials to give districts further guidance on implementing the test administration and security policies found in the Test Administration Manual. ODE posts supplemental materials geared specifically at test security such as specific examples of appropriate testing practices on its Promising Practices webpage at <http://www.ode.state.or.us/search/page/?id=2444>. In addition, ODE posts general training materials such as checklists for Accountability & Assessment, TA Readiness, and Network Administrator Readiness and other training materials on the DTC webpage (available at <http://www.ode.state.or.us/search/page/?=499>). Training materials posted on the DTC webpage also include the training slides used during ODE's regional training, as well as training slides that district test coordinators can use when training test administrators in their district. Posting these supplemental materials online allows ODE to maintain ongoing communication with the field, clarifying areas of confusion in a timely manner, and making information readily accessible to district staff involved in test administration. The DTC webpage contains additional information useful to district test coordinators, such as ODE contact information, testing schedules, announcements, manuals and guides, and important forms. The DTC webpage also contains links to the Assessment and Accountability Updates, a newsletter which ODE sends to district test coordinators via e-mail on a weekly basis containing updates on test administration policies, reminders about upcoming deadlines, and other new developments pertaining to the Oregon Statewide Assessment System.

The ODE District Site (<https://district.ode.state.or.us/>) is another valuable training and communication resource for test coordinators. This site hosts centralized data collection applications for all offices within ODE. This website is a central hub of key information for district test coordinators and regularly communicates timely information regarding statewide implementation of finance and data collection systems, program documentation, and data loading instructions spanning most of ODE's web-based applications. District test coordinators may order test materials, register for events, and learn about training opportunities through this site.

6. TEST SECURITY

All test items, test materials, and student-level testing information, both for online testing and paper/pencil administrations, are secure documents and must be appropriately handled. Parts III and IV of the Test Administration Manual provide guidance to districts to ensure student confidentiality and test security.

6.1 Student Confidentiality

Part III – Student Confidentiality of the Test Administration Manual provides guidance on ensuring the security of confidential personally identifiable student information. Part III instructs districts that individual student information and test results must not be made public. Student test materials and

reports must not be exposed in such a manner that student names can be identified with student results, except to authorized individuals with an educational need to know. Secure Student Identification Numbers (SSIDs) and other confidential personally identifiable student data must remain secure at all times and must not be associated with a student's name in an unsecured place or manner. Displaying student SSIDs with student names on any non-secure materials compromises the security of confidential student information.

6.2 Test Security

To ensure the security of the Oregon Statewide Assessments, Part IV – Test Security of the Test Administration Manual provides specific test security rules, requirements, and procedures. Part IV is divided into the twelve sections described below:

6.2.1 Security Overview

This section broadly describes the importance of test security, including item security and the need to administer tests consistent with ODE policies.

6.2.2 Testing Requirements to Produce Valid Test Results

This section specifies that all Oregon Statewide Assessments must be administered by a trained test administrator who has read the required sections of the Test Administration Manual, received test administration and test security training, and signed an Assurance of Test Security form for the current school year. Similarly, it specifies that all district test coordinators and school test coordinators read the entire Test Administration Manual, receive test administration and test security training, and sign an Assurance of Test Security form for the current school year. Finally, it specifies that non-test administrators with access to test materials must sign an Assurance of Test Security form for the current school year.

6.2.3 Security of the Test Environment

This section specifies the requirements for a secure test environment during administration of Oregon Statewide Assessments, including what a student can see, hear, or access during the test. In addition to other requirements, this section explicitly prohibits student access to electronic devices that allow communication or the photographing of test content.

6.2.4 Secure Handling of Printed Test Materials and Scratch Paper: Transmission, Printing, Storage, and Disposal

This section specifies that all paper-based test materials be stored in a securely locked room accessible only by key or key card, accessible only to staff who have signed an Assurance of Test Security form. This section specifies that test materials must be securely stored at all times before, between, and after test administration, and states that test administrators may only have access to test materials on the date of the actual test administration. In addition, this section specifies which test materials must be securely shredded and recycled following a testing event.

6.2.5 Item Security

This section emphasizes the need to maintain security of all test items and provides a list of item security rules which districts must adhere to. Specifically, this section requires that schools conduct inventories of test materials by at least two trained staff, both before and after testing, and immediately report all discrepancies to their district test coordinator. This section also identifies item security rules and specifies that failure to follow the item security rules constitutes a test impropriety.

6.2.6 Adult-Initiated Test Improprieties

This section includes examples of adult-initiated test improprieties, which are defined as adult behaviors prohibited during test administration because they can give students an unfair advantage or otherwise compromise the State’s standard test administration.

6.2.7 Student-Initiated Test Improprieties

This section includes examples of student-initiated test improprieties, which are defined as student behaviors prohibited during test administration because they can give students an unfair advantage or otherwise compromise the State’s standard test administration.

6.2.8 Responding to Student Questions during an Assessment

This section specifies that test administrators may only tell students to “do your best” and may not otherwise help students during an assessment. This section also specifies that test administrators may not review test items for any reason and that only students may comment on items. Test administrators may only report system errors (e.g., OAKS Online or ELPA technology) to their district test coordinator.

6.2.9 Testing Irregularities

As opposed to a test impropriety, this section defines a testing irregularity as an unusual circumstance that impacts a group of students who are testing and may potentially affect student performance on the test or interpretation of those scores.

6.2.10 Consequences of Testing Improprieties and Irregularities

This section specifies the consequences of testing improprieties and irregularities. In general, test improprieties will result in invalidation, which means that the test results and student responses will be omitted from the testing, reporting, and accountability systems. This section also states that in rare circumstances, ODE will reset the test if ODE determines that a reset will not compromise the security or validity of the assessment. Finally, this section states that violations of test security by district staff are subject to the district’s disciplinary policy and/or the policies of the Teachers Standards and Practices Commission (TSPC).

6.2.11 Reporting Testing Improprieties and Irregularities

This section requires that district test coordinators report all testing improprieties and irregularities to ODE’s test security coordinator, within one business day of learning of the impropriety or

irregularity. This section includes a reporting form that district test coordinator must use when reporting improprieties or irregularities.

6.2.12 TA, Non-TA, STC, and DTC Assurances of Test Security Forms

There are separate Assurance of Test Security forms for test administrators, non-test administrators with access to test materials, school test coordinators, and district test coordinators. All test administrators, non-test administrators, school test coordinators, and district test coordinators must sign the appropriate form each year and keep the signed form on file at the district office.