

Oregon Kindergarten Assessment Manual

2019-20 School Year





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1.0 OVERVIEW

1.1 Oregon Kindergarten Assessment

The Test Administration Manual (TAM) will be revised this year to include only the administration information for Oregon’s statewide summative assessments. The Oregon Department of Education (ODE) wants its test administration manuals to match the test purposes as Oregon works toward a balanced assessment system, and this is part of that shift. ODE staff garnered support from its external Assessment Advisory Committee to make this change. There was also precedent established with the Essential Skills and Local Performance Assessment Manual, as well as the ELPA Screener Administration Manual (ESAM). ODE will now publish the Kindergarten Assessment Manual (KAM) as a separate, comprehensive resource for the Kindergarten Assessment.

This KAM outlines policies and procedures for the Kindergarten Assessment to ensure both test reliability and validity from classroom to classroom, teacher to teacher, school to school, and district to district. It is designed to promote:

- Fair and equitable testing for each student
- Standardized test administration so that the testing environment is similar for all students
- Student confidentiality practices
- Test validity and accuracy
- Efficiency to minimize the burden for students, teachers, and school and district test coordinators

Oregon’s Kindergarten Assessment is an assessment of entering kindergarteners’ skills in early literacy, early math, and approaches to learning (self-regulation and inter-personal skills). Each year children enter kindergarten with a wide range of experiences and skills. The Kindergarten Assessment is not intended to measure everything a child knows; it is designed to be a quick assessment of particular skills that have relationships with third grade reading and future academic success (Credé & Kuncel, 2008, Duncan et al., 2007; Hattie, 2009; Morris, Bloodgood & Perney, 2003; Richardson, Abraham & Bond, 2012; Snow & Oh, 2010).

By providing a statewide perspective of children’s skills upon kindergarten entry, the Kindergarten Assessment allows educators to track trends and measure progress improvements over time, and helps ensure every child has a successful start in school. To this end, the following goals form the foundation of Oregon’s Kindergarten Assessment.

1. Provide local and statewide information that gives families, schools, communities, and state-level policy makers a snapshot of the social, self-regulatory, and academic skills of incoming kindergartners.
2. Provide a consistent, statewide tool for identifying systemic opportunity gaps, determining Early Learning resource allocation to best support students in need, and measure improvement over time.

This KAM is intended for staff who play a role in the administration of the Kindergarten Assessment. In addition, ODE publishes the following separate test administration manuals addressing test administration policies and requirements for the remaining OSAS assessments:

- [The Test Administration Manual](#) includes an overview, test security/impropriety information, training requirements, accessibility supports, and test administration directions for our summative assessments;

- [The ELPA Screener Administration Manual](#) includes an overview of the ELPA Screener, as well as training requirements and test administration directions; and
- [The Essential Skills and Local Performance Assessment Manual](#) includes policies governing the Essential Skills graduation requirements and approved Essential Skills assessment options

1.2 Summary of Changes

The 2019-20 Kindergarten Assessment Manual contains all final policies for the 2019-20 administration of the statewide Kindergarten Assessment. Below is a summary of changes compared to the 2018-19 Kindergarten Assessment Manual:

- Addition of Kindergarten Assessment user roles and responsibilities, and training requirements, (all formerly included in the Test Administration Manual)
- Accommodation (A310) was updated to include signed responses to Early Literacy and Early Math
- Test Administrators fully funded under Title IA in a Schoolwide Program model, may administer the Kindergarten Assessment

1.3 User Roles and Responsibilities

User roles and their responsibilities are provided in Table 1 below.

Table 1: Roles in the Kindergarten Assessment

Role	Description
District Test Coordinator (DTC)	<p>DTCs are district personnel responsible for the overall administration of testing in a district. <u>There may only be one recognized DTC per district at any given time.</u> For a complete description of the DTC role, please refer to the Test Administration Manual.</p> <p>DTCs are responsible for the following activities related to the Kindergarten Assessment:</p> <ul style="list-style-type: none"> • Managing all aspects of testing. DTCs manage the Braille administration. • Managing all aspects of paper testing including ordering, receiving, distributing, inventorying, as well as submitting student scores. • Ensuring district, school, and staff compliance with the policies and procedures in the Kindergarten Administration Manual and any updates provided through the DTC listserv. • Coordinating with STCs to develop and implement school-level test schedules • Ensuring that the STCs and TAs in their district are appropriately trained regarding test administration policies and procedures and managing Kindergarten Assessment Assurance of Test Security forms for all district personnel. • Investigating any potential test irregularities or improprieties. DTCs also report all potential test improprieties to ODE.
School Test Coordinator (STC)	<p>STCs are school personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. STCs must ensure that the Kindergarten Assessment is handled and administered in an environment that complies with the policies and procedures in the Kindergarten Administration Manual. For a complete description of the STC role, please refer to the Test Administration Manual.</p> <p>STCs are accountable for ensuring that testing in their school is conducted in accordance with the policies and procedures described in the Kindergarten Administration Manual. STCs are responsible for the following activities related to the Kindergarten Assessment:</p> <ul style="list-style-type: none"> • Identifying TAs and ensuring that they are properly trained. • Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate. • Addressing testing issues, as needed. • Reporting all potential test irregularities and improprieties to their DTC.
Test Administrator (TA)	<p>TAs are district or school personnel, substitute teachers, or volunteers responsible for administering the Kindergarten Assessment in compliance with the policies and procedures in the Kindergarten Administration Manual.</p> <ul style="list-style-type: none"> • Substitutes and volunteers may serve in the TA role; however, districts using substitutes or volunteers to administer the Kindergarten Assessment must ensure that they first receive training as described in <i>Section 1.4 Training Requirements</i> of this manual. In addition, the district must establish policies

Role	Description
	<p>and procedures to address test improprieties initiated by substitutes or volunteers.</p> <ul style="list-style-type: none"> • Due to changes under ESSA, it is now allowable for teachers fully funded by Title IA to administer state required assessments in some circumstances. If the school is operating under the Title IA Schoolwide Program model, a teacher fully funded by Title IA <u>may</u> administer state assessments. This is no longer considered supplanting, as the measurement for supplement not supplant is based in a district’s methodology of distribution of state and local funds. However, if the school is operating under a Title IA Targeted Assisted Plan, this teacher <u>may not</u> administer state assessments, as the design of this model is based on services for specific students. • Districts must avoid having a TA administer the Kindergarten Assessment to a relative or other student with whom the TA shares a personal tie. In cases where the only available TA is related to or otherwise shares a personal tie with a student, the district must notify their Regional ESD Partner of the relationship before the TA administers the test to the student. <p>TAs administer Oregon’s statewide assessments. STCs should identify school personnel to act as TAs. TAs are responsible for:</p> <ul style="list-style-type: none"> • Completing test administration training (see <i>Section 1.4 Training Requirements</i>) and reviewing all policy and administration documents prior to administering the Kindergarten Assessment. • Viewing student information prior to testing to ensure the right student is getting the correct supports. • Reporting all potential test improprieties or irregularities to their STC and DTC.
Regional ESD Partner	<p>Regional ESD Partners are regional system administrators who provide help desk services for assessment and data collection questions, as well as liaisons with ODE and with ODE’s testing vendors.</p> <p>After contacting your STC and DTC, your Regional ESD Partner should be your next contact for questions regarding test ordering, test record management, and data collection. Before contacting your Regional ESD Partner, please have the following information available:</p> <ul style="list-style-type: none"> • State-provided institution ID Number and student SSID number (if applicable). • DTC’s name and contact information. <p>Regional ESD Partner contact information.</p>

1.4 Training Requirements

District Test Coordinators (DTCs) from all districts supporting Kindergarten programs in 2019-20 are required to participate in a specialized Kindergarten Assessment Training. To satisfy the Kindergarten Assessment training requirement, DTCs must:

- Register for one of the required ODE-facilitated Webinar sessions listed in the schedule below.
- Read the Kindergarten Assessment Manual (KAM) including Appendices A-E
- Independently review and utilize the [2019-20 ODE-provided training modules](#) during training with staff

The Kindergarten Assessment Training will follow a train-the-trainer model and the purpose of the required ODE-facilitated Webinar sessions is to check for comprehension of the Kindergarten Assessment administration requirements and to provide DTCs an opportunity to ask questions and

seek clarification. Table 2 below includes the 2019-20 schedule for the required ODE-provided Kindergarten Assessment Training. All trainings will be provided remotely via GoToWebinar.

Table 2: 2019-20 Schedule of ODE-Provided Kindergarten Assessment Trainings

Date	Time
May 21, 2019	3:00 – 4:30p PDT
August 14, 2018	9:00 – 10:30a PDT

To register for the May training session, DTCs must use the GoToWebinar link [here](#) by **May 17, 2019**. To register for the August training session, DTCs must use the link above by **August 12, 2019**. DTCs who are unable to participate in one of these ODE-provided trainings must notify their Regional ESD Partner by August 9, 2018 and make arrangements for a make-up training to occur prior to their district’s Kindergarten Assessment testing window.

In addition, ODE strongly recommends that all districts participate in at least one of the Kindergarten Assessment Data Collection trainings listed in Table 5 below.

Table 3: 2019-20 Schedule of ODE-Provided Kindergarten Assessment Data Collection Training

Date	Time
September 5, 2019	2:00 – 3:00p PDT

In addition, STCs from all schools supporting Kindergarten programs in 2019-20 are also required to participate in a specialized Kindergarten Assessment Training. Based on local district policy, STCs may participate directly in one of the ODE-provided trainings listed in Table 4 above. If the district does not arrange for its STCs to participate directly in the ODE-provided training, then the district must separately ensure that STCs are trained locally prior to administration of the Kindergarten Assessment.

In addition, TAs who will administer the Kindergarten Assessment are required to participate in a specialized Kindergarten Assessment Training. Based on local district policy, TAs may participate directly in one of the ODE-provided trainings listed in Table 4 above. If the district does not arrange for its TAs to participate directly in the ODE-provided training, then the district must separately ensure that all Kindergarten Assessment TAs are trained locally prior to administering the Kindergarten Assessment. For Kindergarten teachers who will only administer the approaches to learning measure and will not administer the early literacy or early math measures, districts have the option to limit training to the following sections of the Kindergarten Assessment Training:

- Assessment Administration
- Administering Approaches to Learning (Child Behavior Rating Scale)

DTCs must also ensure that all TAs administering the Kindergarten Assessment read the Kindergarten Assessment Manual.

2.0 TESTING REQUIREMENTS TO PRODUCE VALID RESULTS

The Kindergarten Assessment must be administered and supervised at all times by a trained TA. Prior to administering the Kindergarten Assessment or handling confidential Kindergarten Assessment student responses must have a signed **Kindergarten Assessment Assurance form** (available through ODE’s [Assessment Administration](#) webpage) on file at the District Office, valid for the current school year (see *Appendix D: Assurance of Test Security Forms*). Kindergarten Assessment TAs and other authorized staff handling confidential Kindergarten Assessment student responses must renew this form annually. All TAs must also satisfy the test administration training and reading requirements described in *Section 1.4 Training Requirements*. **Note: any individual who will be interacting with students during administration of the Kindergarten Assessment is considered a TA.**

For the Kindergarten Assessment, the DTC should work directly with the parents to arrange a local viewing of their student’s test. DTCs will arrange for parents to view a copy of the Student Booklet, the Assessor Booklet, and Assessor Score sheet.



Special Consideration for the Kindergarten Assessment: The Kindergarten Assessment is a required assessment for all students entering kindergarten and is administered to students one-to-one, with the TA recording the student’s responses. Given the heightened level of required interaction between the student and the TA, TAs must be especially vigilant to avoid coaching students to protect the validity of the assessment results. To avoid coaching, the Assessor Booklet contains specific language that TAs may say to students who appear to be confused or struggling.

If a district fails to enter a student’s Kindergarten Assessment score by the deadline identified in the [Current Testing Schedule](#), ODE will not include the student’s score when calculating the district’s participation rate for accountability purposes.

In cases where a force majeure (including but not limited to power outages or network disturbances lasting for at least one full school day, floods, earthquakes, fires, or pandemics) occurs within three business days of the close of the testing window and prevents the district from meeting the deadline, districts may submit a force majeure exception request. Upon receipt of such a request, ODE may permit a one-day extension of the testing window or deadline to enter scores as applicable for each day of the force majeure, for up to five days. Districts must apply this extension starting on the first school day after normal operations resume.

3.0 TEST IMPROPRIETIES AND IRREGULARITIES

Test improprieties and irregularities are behaviors prohibited during test administration, either because they give a student an unfair advantage. Whether intentional or by accident, failure to comply with test administration rules, either by staff or students, constitutes a test impropriety. TAs and STCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test impropriety or irregularity that could potentially affect the integrity of the tests or the data must follow the steps outlined below.

3.1 Adult-Initiated Test Improprieties

Adult-initiated test improprieties are adult behaviors prohibited during test administration because they give students an unfair advantage or otherwise compromise the standard test administration of the Kindergarten Assessment. **TAs must not assist or interfere with student testing.** Adults must carefully adhere to all test administration procedures to avoid test improprieties. *The Kindergarten Administration Manual generally describes allowable actions. If the Manual does not explicitly allow an action, contact your DTC to determine whether such an action is allowable prior to administering an assessment.* Table 4 below provides **examples** of adult-initiated test improprieties pertaining to the Kindergarten Assessment that have been reported to ODE in previous school years. **This list is not intended to be comprehensive.**

Table 4: Examples of Reported Adult-Initiated Test Improprieties

Description
<ul style="list-style-type: none"> Failing to ensure administration and supervision of the Kindergarten Assessment by qualified, trained personnel at all times.
<ul style="list-style-type: none"> Sending a student's name and SSID together in an email message.
<ul style="list-style-type: none"> Coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer.
<ul style="list-style-type: none"> Providing a student with access to supports not identified in the Oregon Accessibility Manual or providing an approved support in a manner that is inconsistent with the Oregon Accessibility Manual.
<ul style="list-style-type: none"> Providing a student access to another person's work/responses.
<ul style="list-style-type: none"> Providing students with non-allowable materials or devices during test administration.
<ul style="list-style-type: none"> Leading students through instructional strategies such as Think Aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
<ul style="list-style-type: none"> Modifying student responses or records at any time.
<ul style="list-style-type: none"> Giving the student the wrong test, including administering an assessment in a manner that is inconsistent with a student's Individualized Education Program (IEP), giving the wrong test format, or testing a student at the wrong grade level.
<ul style="list-style-type: none"> Failing to securely store student identifiable information
<ul style="list-style-type: none"> Testing students outside of the school-level test window

3.2 Responding to Student Questions During an Assessment

Helping students violates the integrity and validity of the test. If a student asks for help remind the student to “do your best” using the verbatim student directions provided in, but do not initiate assistance or give any indication that you can help. *Use caution: check your verbal and nonverbal cues to ensure that the student does not receive any inappropriate coaching that may impact a student’s response to a test item.*

3.3 Test Irregularities

Test irregularities are unusual circumstances that may potentially affect student performance on the test or interpretation of student scores. Often, test irregularities may impact a group of students who are testing. Examples of test irregularities include major disruptions to a test, such as:

- Administration of test accommodations to a group of students or to an entire class without an investigation of individual student need
- A fire drill, a school-wide power outage, or a force majeure (e.g. a natural disaster)

3.4 Consequences of Test Improprieties and Irregularities

If test improprieties or irregularities occur during administration, ODE may invalidate impacted tests, although invalidation will not occur automatically. ODE will not invalidate a test until it verifies the facts associated with the alleged test impropriety or irregularity with the DTC. If a test is invalidated, the test results and student responses will be omitted from the testing, reporting, and accountability systems and the student will not have the opportunity to retest, regardless of whether the impropriety or irregularity was initiated by an adult or a student.

Violations of test security are subject to the district’s disciplinary policy and the policy of the Teacher Standards and Practices Commission (TSPC) as appropriate. As a result, personnel associated with a test impropriety may be subject to disciplinary action as determined by the school district or TSPC.



TSPC licensure could be jeopardized. Breaches of security through the mishandling of test materials could result in disciplinary action by the Teacher Standards and Practices Commission (TSPC). In certain cases, security breaches could even jeopardize licensure for certified and administrative staff.

On any potential teacher or administrator violation, staff should work within district policy and the rules established by the TSPC when a test impropriety occurs. If the district determines that the test impropriety qualifies as gross neglect of duty, OAR 584-20-0041: Reporting Requirements requires that districts report to TSPC within 30 days the name of any educator who the district reasonably believes may have committed gross neglect of duty as described in OAR 584-20-0040 Grounds for Disciplinary Action. Section 4 of OAR 584-20-0040 defines gross neglect of duty as, “any serious and material inattention to or breach of professional responsibilities.” The determination of whether a test impropriety qualifies as gross neglect of duty is made by the district.

3.5 Reporting Test Improprieties and Irregularities

All potential test improprieties or irregularities must be immediately reported to the DTC, even if you are unsure of the exact situation. **When a test impropriety or irregularity involves a student test, the district must ensure that the student discontinues testing pending the DTC’s investigation.** The student must not resume testing until the district receives authorization from ODE. Continuing testing for a student before receiving authorization from ODE could result in tests that are invalidated and reduce opportunities available to the district and the student.

DTCs are responsible for investigating all potential test improprieties and irregularities and must submit a report to ODE for all potential test improprieties using the [online form](#) within one day of learning of the potential test impropriety. If an impropriety form is submitted by someone other than the DTC, ODE has protocols to forward on to the DTC to confirm that they are away and affirm the recommended outcome. In rare cases where the DTC cannot conduct an investigation directly (e.g., due to conflict of interest) and needs to delegate to a DLU or STC, the DTC must notify ODE when submitting the test impropriety report. DTCs must also use the online form to report all test irregularities that impact either test security or the validity of results. A step-by-step guide and presentation to assist DTCs with the online form and submission process are available through ODE's [Assessment Training Materials](#) webpage. Based on the initial report, ODE may request further investigation by the DTC, in which case the DTC must provide results to ODE within 30 calendar days. In cases where a district might need to formally document a particular investigation, the DTC may request a formal letter of final determination from ODE. Otherwise, ODE will provide the DTC with an email report summarizing the ODE-approved outcome.

4.0 SCHEDULING TEST ADMINISTRATION

4.1 Statewide Kindergarten Assessment Test Window

The statewide 2019-20 Kindergarten Assessment test window is August 6 to October 17, 2019. The data collection window is from August 8 to October 28, 2019.

4.2 Establishing Kindergarten Assessment School-Level Testing Window

The Kindergarten Assessment is administered within the first six weeks of kindergarten because it is designed to measure what students know and can do upon entering kindergarten, not what they have learned in kindergarten.

To ensure that testing occurs at the appropriate time in relation to student instruction, districts and schools are required to establish school-level test windows for the Kindergarten Assessment. School-level test windows must begin on the **first** day of the district's school year and must last for **at least six calendar weeks**. Early Literacy and Early Math **must be** administered within the **first three weeks** of the assessment window and the Approaches to Learning measure must be administered between the **third and sixth week** of school. Districts may exempt any student enrolling in Kindergarten in the last three weeks of the school-imposed test window from participating in the Kindergarten Assessment.

4.3 Parent Request for Exemption

For the Kindergarten Assessment, parents may request that their student be exempted from state testing based on either **disability** or **religion**. OAR 581-021-0009 allows school districts to excuse students from a state required program or learning activity, including state testing, to accommodate a student's disabilities or religious beliefs. In order for a school district to excuse a student from testing under this rule, the student's parent must submit a written request to the school district, listing the reasons for the request and proposing an alternative individualized learning activity for the student that meets the same goals that would be accomplished by participation in state testing. Appropriate school personnel must evaluate and approve the parent request.

When reviewing a parent's request for exemption, school district personnel should first discuss the use of accommodations with the parent to determine whether the use of any appropriate accommodations during testing might address the parent's concerns and allow the student to participate in testing.

4.4 Providing for Students Who are Not Testing



Non-participants. Students who are enrolled in school during the Kindergarten Assessment test window who are not tested due to a parent-requested exemption must be counted as non-participants

To the extent possible, districts should avoid having anyone in the test environment who is not actively involved in testing, including other students. When a district cannot avoid having non-testing students present in the test environment, the district should arrange the test environment to ensure that the following requirements for valid testing are met:

- **A quiet environment, void of talking or other distractions that might interfere with a student's ability to concentrate or compromise the test situation.** When setting up the test

environment, the TA should only provide non-testing students with quiet activities that will not cause a distraction to students who are testing.

ODE realizes that providing alternative activities for non-testing students can sometimes present a challenge for districts. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.

5.0 ADMINISTERING THE KINDERGARTEN ASSESSMENT



Note: This section is required for all TAs administering the Kindergarten Assessment; it includes administration procedures only. Please reference the Operational Assessor Booklet for verbatim student directions.

5.1 Background of the Kindergarten Assessment

The Kindergarten Assessment is a non-secure assessment. This means that schools and teachers may use the data collected through the Kindergarten Assessment in real time to inform instructional strategies for their incoming Kindergarten classes without needing to wait for the official Kindergarten Assessment results released by ODE (typically published in February). **However, to protect the validity and confidentiality of student responses to the Kindergarten Assessment, anyone who will be involved in either administering the Kindergarten Assessment or handling confidential student responses must sign a Kindergarten Assessment Assurance form (see Appendix D: Assurance of Test Security Forms).**



The Kindergarten Assessment is not intended to be a comprehensive assessment of children's readiness for school and should not be used for placement purposes. The Kindergarten Assessment should not be used to exclude or prevent children from starting kindergarten.

While the assessment is not considered secure, it is still essential that the test be administered in a standardized manner across all students to ensure that the assessment results are valid and accurately reflect what our incoming Kindergarteners know and can do upon entering kindergarten. To support districts in implementing the assessment and to ensure valid assessment results, ODE provides specialized Kindergarten Assessment training. For a schedule of ODE-provided training opportunities, required for all DTCs and STCs with schools supporting Kindergarten programs and for all Kindergarten Assessment TAs, please refer to *Section 1.4 Training Requirements*.

Additional information and resources for the Kindergarten Assessment can be found on ODE's [Kindergarten Assessment](#) webpage and the [Early Learning System](#) website.

5.2 Ordering the Kindergarten Assessment

The Kindergarten Assessment is a paper-based assessment that is packaged by school, and distributed to districts. The test materials include:

- Approaches to Learning Scoresheet
 - Form used to capture teacher's observation
- Operational Assessor Booklet (green cover)
 - Test administration procedures, verbatim student directions, and scoring protocols for **Early Literacy**, **Early Math**, and **Approaches to Learning**
 - Verbatim student directions are provided in both **English** and **Spanish** as a designed support;
- Operational Scoresheet
 - Form used to capture student responses to the **Early Literacy** and **Early Math** measures;
- Student Booklet (yellow cover)
 - There is one Student Booklet with **Early Literacy** (English Upper and Lowercase Letter Names and Letter Sound Recognition) and **Early Math**.

Districts order Kindergarten materials by school in TIDE based on anticipated Kindergarten enrollment; ODE has pre-calculated the anticipated number of students based on schools' 2018-19

Kindergarten enrollment. For additional details and instructions on how to place your district's order, please refer to the [TIDE User Guide](#).

The 2019-20 Kindergarten Assessment order window is May 23 – June 18, 2019. When placing your order, districts will need to specify one of **two delivery windows: either July 30 - August 2, 2019 (to arrive prior to the start of the statewide test window on August 6, 2019) or August 20 – 23, 2019 (to arrive prior to September 1, 2019).** The default delivery window for all districts has been set to August 20 – 23, 2019. Your [Regional ESD Partner](#) is available to assist you with the order process.

5.3 Preparing to Administer the Kindergarten Assessment



The following steps must be taken **prior** to administering the Kindergarten Assessment:

1. Identify accessibility supports for individual students.
 - Review the KAM for the universal tools, designated supports, and accommodations that are available for the Kindergarten Assessment.
 - Review the student's Individualized Education Program (IEP) or education plan, if applicable, for assessment accessibility options.
2. Locate student information, including:
 - Secure Student Identifier (SSID) if assigned by your district at the time of administration
 - Student's legal name
3. It is highly recommended that the TA and student have some level of familiarity prior to assessment administration. The TA is encouraged to develop a rapport with each student prior to administering the assessment.
 - Prior to administration of the assessment, TAs can introduce themselves, ask simple questions, or tell a story so the child is more comfortable during the assessment.

5.4 Components of the Kindergarten Assessment

The Kindergarten Assessment consists of three segments. All segments must be administered within the first six weeks of a student's entry into kindergarten:

Early Literacy

- A direct assessment conducted one-on-one between the student and a trained TA who has received Kindergarten Assessment Training for the current school year.
- Measures the student's early literacy skills in English Letter Name Recognition and English Letter Sound Recognition.
- The Early Literacy segment **must** be administered during the **first three weeks** of the testing window to accurately capture what students know and are able to do prior to the start of kindergarten instruction.

Early Math

- A direct assessment conducted one-on-one between the student and a TA who has received Kindergarten Assessment Training for the current school year.
- Measures the student's early math skills in Counting and Cardinality, Operations and Algebraic Thinking, Measurement and Data, and Geometry.

- If a student’s Home Language Survey indicates a language of origin other than Spanish, a local translator who is trained and endorsed by the district may provide a written translation of the directions in the student’s language of origin in advance of test administration. This written translation may then be used during test administration to present the translated directions to the student aurally. Please reference the Oregon Accessibility Manual for more information about this Designated Support. If the student appears to verbalize in a language other than English, the TA may ask the student to point to the student’s chosen answer.
- The Early Math segment **must** be administered during the **first three weeks** of the testing window to most accurately capture what students know and are able to do prior to the start of kindergarten instruction.

Approaches to Learning

- Is an observational assessment completed by the student’s teacher after receiving Kindergarten Assessment training for the current school year. *Section 1.4: Training Requirements* offers additional information about abbreviated training requirements for kindergarten teachers administering only the Approaches to Learning measure.
- Measures the student’s self-regulation and interpersonal skills.
- Must be administered during **week three to week six** of the test window after the teacher has had an opportunity to observe the student multiple times during regular classroom routines and activities.

5.5 Establishing Appropriate Testing Conditions

To help ensure valid and reliable results, test administrators must adhere to the following procedures:

- Ensure that the Kindergarten Assessment is only administered by personnel who have met the training requirements described in *Section 1.4 Training Requirements* for the current school year.
- Parents or guardians may request to observe their child during the assessment, and it may be comforting for some students to have their parents in close proximity during the assessment. **However, adults other than the trained test administrator may not interact with the student during test administration. Such interactions would be considered a test impropriety and may jeopardize the validity of the assessment results.**
- Examine the environment for non-allowable resources. Only those resources identified in the Oregon Accessibility Manual as a universal tool, designated support, or accommodation for the Kindergarten Assessment may be available for student access during testing.
- *At the time of testing*, help the students to familiarize themselves with the Early Literacy and Math measure formats by completing the sample measures in the Student Booklet.
- Given the heightened level of required interaction between the student and the TA, TAs must be especially vigilant to avoid coaching students to protect the validity of the assessment results; however, it is important for the TA to be encouraging. To avoid coaching, the Assessor Booklet contains specific language that TAs may say to students who appear to be confused or struggling.
- Review the directions included in the Assessor Booklet prior to administering the assessment. Read the directions included in the Assessor Booklet to students verbatim (these are the **ONLY** instructions you may give to students).

5.6 Kindergarten Assessment Administration Procedure

Segment One: Early Literacy

The Early Literacy segment includes two **untimed** measures for all students: English Letter Name Recognition and English Letter Sound Recognition. ODE does not prescribe a sequence for administering the Kindergarten Assessment segments; however, it is considered best practice to administer Early Literacy as follows: (1) English Letter Name Recognition and (2) English Letter Sound Recognition. You may wish to break up the assessment into shorter sessions (for example, administering just one measure in a sitting), which may make the experience less stressful for entering kindergarteners.

English Uppercase Letter Name Recognition (Measure 4): Administration and Scoring Procedures

- Place the Student Copy “English Uppercase Letter Name Recognition” chart in front of the student.
- Point to sample item #1.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Do not provide feedback to the student on the sample item.
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter name on the Operational Scoresheet.
- Enter the number of correct letters on the Operational Scoresheet.

English Lowercase Letter Name Recognition (Measure 5): Administration and Scoring Procedures

- Place the Student Copy “English Lowercase Letter Name Recognition” chart in front of the student.
- Point to sample item #2.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Do not provide feedback to the student on the sample item.
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter name on the Operational Scoresheet.
- Enter the number of correct letters on the Operational Scoresheet.

English Letter Sound Recognition (Measure 6): Administration and Scoring Procedures

- Place the Student Copy “English Letter Sound Recognition” chart in front of the student.
- Point to sample item #3.
- Read the sample item directions in the Assessor Booklet verbatim to the student.
- Do not provide feedback to the student on the sample item.
- Read the directions in the Assessor Booklet verbatim to the student.
- The TA may point to each letter pair or redirect the student if they lose their place.
- Put a slash through any skipped or incorrect letter sound on the Operational Scoresheet.

- Enter the number of correct letter sounds on the Operational Scoresheet.

Segment Two: Early Math

Early Math: Procedures

- This is **not** a timed assessment.
- Place the Student Copy of the “Early Math” measure in front of the student.
- Directions for the test administrator are in the Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated in the Assessor Booklet.
- The TA *may not read numbers or symbols* to students.

Early Math: Recording Student Responses

- Circle the answer the student selects for each item in the Operational Scoresheet.
- If the student does not know the answer or does not want to select an answer, select NA (no answer) on the Operational Scoresheet and go to the next item.
- Verbal or pointed responses are accepted in the Early Math measure. If the student:
 - Verbalizes their answer and doesn’t point, the verbalized answer is accepted.
 - If the student verbalizes in either English or Spanish, or both intermittently, the bilingual answers are accepted.
 - Students who have not selected Spanish on their Home Language Survey will be given the directions in English and may only provide a verbal response in English only and/or point.
 - Points to an answer and doesn’t verbalize, the pointed answer is accepted.
 - Verbalizes an answer and points to a different answer, prompt the student one time to point to their final answer; the pointed answer is accepted.
 - Verbalizes an answer in a language other than English, prompt the student to point to their final answer.
 - Verbalizes a response option not listed, mark the response as NA on the Operational Scoresheet.
- For students who would benefit, the Oregon Accessibility Manual for the Kindergarten Assessment identifies additional non-verbal means by which students may communicate their response.
- Students can self-correct. It is allowable for students to return to a previous item and change an answer.

Segment Three: Approaches to Learning

- The focus of this instrument is to measure a child’s behavior with other children and adults in the classroom and the child’s interaction with classroom materials.
- This assessment should only be completed by the student’s kindergarten classroom teacher who interacts daily with the child.
- This assessment involves teachers’ perceptions of students’ behavior; therefore, it is important for the teacher conducting the assessment to closely follow the protocols for administering Approaches to Learning.
- Assessor Directions for the Approaches to Learning measure are included in the Assessor Booklet.

- Complete all 15 items on this instrument for each child on the Approaches to Learning Scoresheet.
 - 1) You may choose to rate all of the students in your classroom one item at a time. For example, you may rate all students on the first item, then all students on the second item, etc.
Or,
 - 2) You may rate one student on all 15 items before moving on to rate the next student, etc.
- Record the response number that best indicates how frequently the child exhibits the behavior described in a particular item. **Only whole numbers are acceptable values.**
- The response numbers indicate the following:
 1. The child never exhibits the behavior described by the item.
 2. The child rarely exhibits the behavior described by the item.
 3. The child sometimes exhibits the behavior described by the item.
 4. The child frequently or usually exhibits the behavior described by the item.
 5. The child always exhibits the behavior described by the item.
 6. Note: if a behavior was not observed, you may indicate with a 6 on that particular item.



Cultural Responsiveness: When administering the Approaches to Learning measure, it is important to keep in mind a child’s cultural background and history, recognizing that students enter kindergarten with different experiences.

Geneva Gay (2000; 2010) defines culturally responsive teaching as the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them. Culturally responsive pedagogy should include the following characteristics:

- Acknowledge the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students’ dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- Uses a wide variety of instructional strategies that are connected to different learning styles.
- Teaches students to know and praise their own and each other’s cultural heritages.
- Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools.

5.7 Following Test Administration

Maintaining Confidentiality of Student Responses

To ensure student confidentiality, all student response data and teacher ratings of students must be kept secure in accordance with *Section 2.5 Student Confidentiality*. If there are any questions about handling secure student information, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.5 Reporting Test Improprieties and Irregularities* in this manual.

5.8 Kindergarten Assessment Data Submission and Reporting

Submitting Student Data

Following administration of the Kindergarten Assessment, districts will electronically submit:

- The number of **correct responses** for each of the Early Literacy segment measures (English Uppercase and Lowercase Letter Name Recognition, and English Letter Sound Recognition)
- The student’s response (A, B, C, or N) for each of the sixteen items in the Early Math segment, and
- Teacher-generated ratings (1, 2, 3, 4, 5, or 6) for the fifteen items in the Approaches to Learning segment.

Kindergarten Assessment data are submitted to ODE through ODE’s Consolidated Collections. *Optional* training for the Kindergarten Assessment Consolidated Collections will be available on **September 5, 2019**. Districts will have the option to either enter data for individual students through a web-based data entry screen or through a mass upload process. Authorized district staff may submit the student data, including teachers, test administrators, or other school- or district-level staff. In order for staff to submit data, the district security administrator must first create user accounts for them following the instructions found through the [ODE district website](#).

To ensure that each student’s data are properly submitted to ODE, carefully review each Operational Scoresheet to confirm that the test administrator has completely entered all required information, including student name, SSID, and date administered. If any information is missing or incomplete, please check with the test administrator to add or revise the information as necessary:

- Ensure the student name and SSID on the Operational Scoresheet are consistent with the consolidated student record to which the student response data is being entered.
- Districts may begin entering student response data on **August 8, 2019**, two days after the administration window opens. As stated in Appendix A, the deadline for submitting Kindergarten Assessment response data is **October 28, 2019**.

Once student data have been submitted to ODE, districts **may retain assessment materials**. It is **highly encouraged that districts hold onto the assessment materials until after the consolidated collection review window has closed on December 2, 2019**. Because the assessment is not considered secure, districts have the option to dispose of assessment materials onsite or keep the materials for their records. If you have any questions about this process, please contact your [Regional ESD Partner](#).

Kindergarten Assessment Reports

Users will be able to access the Student Roster reports through the Consolidated Collections Application. The report will be available for use after the data is submitted. For additional information on Kindergarten Assessment Reporting please visit the district [Kindergarten Assessment](#) webpage.

6.0 ACCESSIBILITY SUPPORTS FOR THE KINDERGARTEN ASSESSMENT

6.1 Introduction

The Oregon Department of Education (ODE) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student’s achievement. Further, ODE is building on a framework of accessibility for **all** students, including English Learners (ELs), students with disabilities, and ELs with disabilities. In the process of developing its next-generation assessments to measure students’ knowledge and skills as they progress toward college and career readiness, ODE recognizes that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations (cf. Table 1) when needed based on the constructs being measured by each assessment.

The information in Part 2 of this manual applies to the 2019-2020 school year and guides the selection and administration of universal tools, designated supports, and accommodations for the Kindergarten Assessment (KA).



For Oregon’s statewide Kindergarten Assessment, districts and schools may only make available to students the universal tools, designated supports, and accommodations that are included in the KAM.

Accessibility supports are intended to reduce or even eliminate the effects of a student’s learning challenges during instruction and on the results of assessments. Implemented appropriately, these supports should not reduce learning expectations, nor should they give a student an unfair advantage over their classmates. Use of these supports during administration of an Oregon statewide assessment is based on individual student need and should not impact the validity of the assessment results. Since students will have previous experiences with those supports selected for use on statewide assessments, many of the same supports are typically used during instruction.

Part 2 of this manual also presents a process for the selection, administration, and evaluation of the effectiveness of instructional and assessment supports (Appendix C). The process described in this manual is designed for use by general education teachers, teachers of English Learners, special education teachers, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other school team as they work with students to select and use appropriate supports during participation in Oregon’s statewide assessments.

The specific universal tools, designated supports, and accommodations approved for Oregon’s statewide assessments may change in the future if additional tools, supports, or accommodations are identified for the assessment based on state experience and research findings.

6.2 Intended Audience and Recommended Use

The accessibility supports apply to **all** students. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in Oregon’s statewide Kindergarten Assessment. This document focuses on universal tools, designated supports, and accommodations for Oregon’s statewide assessment system. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in these assessments. It recognizes the critical connection between accessibility and supports in instruction and accessibility and supports during assessment.

Oregon’s online statewide assessments (Mathematics and ELA, Science and Social Sciences, and ELPA) contain **embedded** and **non-embedded** universal tools, designated supports, and accommodations (defined in Table 5 (below). Embedded resources are those that are part of the computerized test delivery system, whereas non-embedded resources are provided outside of that system (e.g., by a test administrator). Oregon’s paper-based Extended and Kindergarten Assessments only support non-embedded resources.

Table 5: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the statewide assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Note: accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Accommodations do not compromise the learning expectations, construct, grade-level standard or intended outcome of the assessment.

The conceptual model that serves as the basis for accessibility supports is shown in Figure 1 (below). This figure portrays several aspects of the assessment features: universal tools (available for all students), designated supports (available when indicated by an adult or team), and accommodations (available when the need is documented in an Individualized Education Program – IEP or 504 plan). It also portrays the interconnected nature of these three levels of support. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team has identified the need. Accommodations are available only to those students with documentation of the need through a formal plan (i.e., IEP, 504 plan). However, those students may also use universal tools and designated supports.

The identification of whether a particular support is offered as a universal tool, designated support, or accommodation is determined independently for each assessment based on the construct that assessment is designed to measure. What is considered a universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support for one assessment may be treated as an accommodation for another assessment, or it may not be offered at all, depending on the measured construct of each assessment (see, for example, scribe). **Universal tools, designated supports, and accommodations all yield valid scores that meet the requirements of ESSA, and count as participation in statewide assessments when used in a manner consistent with the Oregon Accessibility Manual.** Figure 1 below illustrates the different categories of accessibility feature supported for Oregon’s statewide assessment system.

Figure 1: Conceptual Model Underlying the Oregon Accessibility Manual.

Universal Tools

Designated Supports

Accommodations

6.3 Modifications

A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, or content that is to be measured, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accessibility Panel and listed in Part 2 of the Kindergarten Assessment Manual (KAM). Any change away from a standard administration that is not listed is considered a modification.

In order for a student’s scores to count toward participation in an Oregon Statewide Kindergarten Assessment, IEP teams are instructed by IDEA to select for each assessment only state-approved supports, which do not invalidate the score of the assessment. Under extremely rare circumstances, a student’s IEP team may choose to use a modification to allow a student to take a Statewide Assessment with their peers. **Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports.** In those rare instances when modifications are used during administration of a Statewide Assessment, test administrators must report modifications to the district test coordinator to ensure that the modification is used properly. A modified assessment will be invalidated even if it was modified in error.

- [Memorandum No. 001-2006-07](#) provides additional criteria that may affect decisions about Accommodations and Modifications.
- Decisions about modifications must be documented by districts. Documentation is subject to audits by ODE.

6.4 Kindergarten Assessment Accessibility Reading Requirements

Section 1.4 Training Requirements states that all District Test Coordinators, School Test Coordinators, and Test Administrators are required to read the KAM.

Table 6: Reading Requirements

Role	KAM Reading Requirement
District Test Coordinator, School Test Coordinator, Test Administrator	<ul style="list-style-type: none"> • Introduction to the Accessibility Supports (6.1) • Accessibility Supports (6.5) • Appendices A – E

6.5 Accessibility Supports

Table 7: KA Non-embedded Universal Tools

Accessibility Supports for Kindergarten Assessment	
Universal Tool	Description
Auditory amplification devices, hearing aids, noise buffers	
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.
Markers/guides to limit distractions	
Marker, pen, and pencil	

Accessibility Supports for Kindergarten Assessment	
Universal Tool	Description
Transparent sheets (clear or tinted) to protect test materials or to improve focus	
Breaks	Breaks may be given at any time during the assessment, as it is untimed. Breaks are encouraged between measures if a student is showing signs of frustration or fatigue.

Table 8: KA Non-embedded Designated Supports

Accessibility Supports for Kindergarten Assessment		
Designated Support	Description	Recommendations for Use
Administer at a time of day most beneficial to the student	A time or period of day (e.g., student is usually able to engage following physical education) may be designated as a beneficial testing time. Testing times should be selected so that they do not extend beyond the boundaries of the typical school day.	
Medical device	Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons.	Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security. Use of electronic devices may require a separate setting to avoid distractions to other test takers and to ensure test security.
Simplify language in directions	If a student requests clarification during assessment, a test administrator (TA) may simplify language provided in directions by substituting a single word for a word the student does not understand.	

Accessibility Supports for Kindergarten Assessment		
Designated Support	Description	Recommendations for Use
Student is allowed to vocalize his or her thought process out loud to him-/herself or to a neutral test administrator	Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this accommodation is implemented without distracting other students. When a student vocalizes to a test administrator, the test administrator is to remain neutral and may provide no feedback or indication of correctness or incorrectness on the student's part.	
Student may respond to multiple choice questions using any assistive technology device that serves as their primary communication mode		
Support physical position of student	This support includes preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/furniture.	
Test an individual student in a separate location	Each student tested in a separate location must have a qualified test administrator present. A student may be tested in a separate location to prevent peer interaction or distraction. NOTE: It is assumed that a student will participate in Statewide Assessments in school during the typical school day; however, a student may be assessed in a location outside of the school and/or after typical school hours when special circumstances exist.	

Accessibility Supports for Kindergarten Assessment		
Designated Support	Description	Recommendations for Use
Test administrator may write symbols and/or numerals exactly as they appear in the assessment.	This support allows the test administrator to enlarge the symbols and/or numerals and make them visually accessible for the student. The entire formula or statement should be duplicated so that the context remains intact.	
Use of projection devices	This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.	
Use of sensory supports or interventions to allow students to attend to task	As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.	

Accessibility Supports for Kindergarten Assessment		
Designated Support	Description	Recommendations for Use
Visual magnification devices	A student may use any visual magnification device that does not compromise the security of the Statewide Assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.	
Written translation of the directions in a student’s language of origin in advance of test administration.	A local translator who is trained and endorsed by a district may provide a written translation of the directions in a student’s language of origin in advance of test administration. This written translation may then be used during test administration to aurally present the translated directions for the student by a fluent speaker of that language. A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students’ languages of origin should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.	

Table 9: KA Non-embedded Accommodation

Accessibility Supports for Kindergarten Assessment	
Accommodation	Description
Access tests using uncontracted or contracted embossed Braille format (A221)	
For mathematics, students who need this option may indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication (A309)	The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student.
For mathematics, the test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication . (A220)	The test administrator may lay out number cards to assist when identifying the student's answer selection with an eye gaze or pointing attempt by the student.

Accessibility Supports for Kindergarten Assessment	
Accommodation	Description
Interpret directions orally (A103)	For all assessments that do not have a Spanish-English stacked version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.
Make a verbatim audio recording of tests in Spanish or other language of origin (A205)	<p>Students may be provided with a locally produced verbatim recording of current Spanish-English translated assessments. Early Literacy: When using audio recordings of Spanish-English bilingual tests, test administrators need to monitor student movement through audio versions to make certain the student maintains the appropriate place in the test and that the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test administrators must spot check audio equipment before use to ensure that everything is working properly. If the student is not able to manage the equipment, test administrators should be allowed to provide support. Any locally-produced tapes must be maintained in the strictest of security in keeping with the security guidelines provided for assessment materials. Following the assessment session, all tapes and materials must be securely destroyed.</p> <p>A bilingual Test Administrator who is trained and endorsed by a district in Spanish or the students' languages of origin, should provide any bilingual accommodations (human administered and written translations) as listed in this document, otherwise validity of the assessment could be compromised.</p>
Sign directions (A102)	<p>For all assessments, directions that are not linked to a specific item may be signed* (by a qualified signed test interpreter) to the student using the sign modality that is most familiar to the student. Directions are defined as any instructions or guidance related to the administration of an item. Directions typically precede an item, or precede a section of items. NOTES: (1) Introductions to reading passages are not considered part of the directions and may not be signed. Any information in the body of an item is considered part of that item and may not be signed as directions.</p> <p>The verbatim student directions for the Kindergarten Assessment are included in the Assessor copies of the assessment itself.</p>
Sign Early Math items/stimuli and response choices—with the exception of mathematics signs and symbols—to the student by a sign language interpreter who meets the ODE minimum standard as defined in OAR 581.015.203. (A219)	<p>Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.</p> <p>Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.</p> <p>*Cf. Appendix B: Guidelines for Sign Language Accommodation</p>

Accessibility Supports for Kindergarten Assessment	
Accommodation	Description
Students may sign responses to Early Literacy and Early Math to a qualified sign language interpreter(s) who is serving as test administrator (A310)	Students may sign their responses to a qualified sign language interpreter. Use the Early Literacy (i.e., Letter Sounds) sample items to determine if the letter sounds vocalized by the student are differentiated; that is, it is clear to the test administrator the student is able to vocalize different letter sounds (versus one sound for all letter sounds of the sample items). The letter sounds the student vocalizes may differ from the typical pronunciation.

APPENDIX A: KINDERGARTEN ASSESSMENT ASSURANCE

To ensure the validity and confidentiality of student responses to the Kindergarten Assessment, district staff and volunteers who may administer the Kindergarten Assessment or have access to confidential Kindergarten Assessment student responses must sign this statement of non-disclosure and assurance of test security before commencing any work administering or handling confidential student responses from the Kindergarten Assessment.

Untrained district staff and volunteers must never be alone in a room with students during administration of the Kindergarten Assessment. Only test administrators (teachers, classified staff, or volunteers who have received training) may supervise student testing. Untrained district staff must not agree to supervise student testing even for brief periods. Untrained district staff or untrained volunteers must not interact directly with students during administration of the Kindergarten Assessment.

I will be administering the Kindergarten Assessment and certify that:

- I have read and understand the 2019-20 Kindergarten Assessment Manual. I have received Test Administration Training for the current school year.
- I will make every attempt to ensure that all students participate in testing. In accordance with the Test Administration Manual, I will use appropriate administration codes to ensure that students' scores reflect actual test administration procedures.
- I will administer the Kindergarten Assessment within my responsibility following the procedures in Section 5 of the Kindergarten Assessment Manual.
- I will not engage in any behavior that could assist or distract students. This includes discussing test items, giving students verbal or non-verbal cues, offering an opinion on how students may have performed on a particular item or on the assessment as a whole.
- I will consistently use the Oregon Accessibility Manual to understand allowable accessibility supports in response to student requests or when the student's IEP/504 indicates an alteration in how a test is being administered.

I will be handling confidential Kindergarten Assessment student responses and certify that:

- I will uphold the security of SSIDs and all other confidential personally identifiable student data and recognize that SSIDs must not be associated with an individual student's name in an unsecured environment.
- I will not transmit SSID or test information that is associated with a student's name or other personally identifiable information only via secure transmission (e-mail and fax are not secure).

I will notify the School Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.

Name (print): _____

Signature: _____

School: _____

E-mail Address: _____

Training Received on (date): _____

Keep on file at the district office for one year

Disciplinary action by TSPC may result from violations of test security

APPENDIX B: GUIDELINES FOR SIGNED INTERPRETATION SUPPORT THE KINDERGARTEN ASSESSMENT

Signed interpretation is an approved support for Oregon’s Kindergarten Assessment. In addition to the respective support tables, the following are the Oregon Department of Education’s policy and guidelines related to the appropriate use of this accommodation—including qualifications for anyone who plans to serve as a signed test interpreter of Oregon’s statewide assessments.

When providing sign language interpretation as a support for a DHH student, the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation (e.g., read-aloud accommodation or text-to-speech support). Signed interpretation ties assessment to the language and modality presented in the classroom and allows equitable access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. With that in mind, a signed interpretation of the Smarter Balanced Assessments is an accessibility support when:

- The student uses a sign language interpreter in the classroom or receives direct instruction in sign language by a teacher of the DHH.
- The team, in advance and following Oregon Department of Education protocol, identifies the support as appropriate for the individual student.
- The assessment is interpreted by a qualified signed test interpreter (see “Signed Test Interpreter Qualifications” section below).

Signed Test Interpreter Qualifications

- Meet OAR 581-015-2035 minimum standard (see below)
- Complete and pass the [ODE Sign Interpretation Training and Proficiency Assessment](#)
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
- Sign an Assurance of Test Security form for the current school year.

Qualifications of Teacher of the DHH as the “test interpreter”

- Be the teacher of that content area for the student.
- Meet the requirements of TSPC for a Teacher of the DHH.
- Instruct a DHH student on how to request the signed interpretation support prior to test administration and what to expect in the testing environment before s/he is tested.
- The teacher must also meet the other items above:
 - Complete and pass the [ODE Sign Interpretation Training and Proficiency Assessment](#)
 - Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Kindergarten Assessment Manual.

BEFORE THE TEST

The Test Interpreter:

- Sign language interpreters should review content standards for information on vocabulary (see “Resources” below) that is construct- specific to the item so that they do not give students an unfair advantage.
- Will have access to the Kindergarten Assessment test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled. Sign language interpreters should review content standards and test items for information on vocabulary (see “Resources” below) that is construct-specific to the item so that they do not give students an unfair advantage.
- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed.
- **Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.**

The Test Administrator:

- Is expected to understand the role and function of the interpreter in the secure test environment.
- Is expected to review the protocols with the test interpreter.

DURING THE TEST

- The interpreter is encouraged to remain calm—a hurried or stressed demeanor could have a negative impact on the student.
- The interpreter is to use the language and modality that is typically used in the classroom—using the same language and signs that are used in instruction.
- The interpreter will be afforded time to read the question to prepare for the task of interpreting. However, to align with classroom practice, during the actual administration of the test the interpreter will interpret as the online assessment presents it or as the test administrator reads it aloud (in the case of paper-pencil assessments).
- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in the test. (See “Rationale” below).
- If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in the test. (See “Rationale” below).
- If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed. (See “Rationale” below).
- For the Kindergarten Assessment:
 - The interpreter may ask the test administrator to read the question again or to read more slowly if that will make it possible to make a more conceptually accurate and complete interpretation.
 - The interpreter may ask the test administrator to read more than what the student requested. For example, if the student asks for a single word to be read aloud, the interpreter may ask for the entire sentence or more to be read so as to have enough context to make an accurate interpretation.
- If the interpreter is unsure of the vocabulary or concept, he/she may ask the test administrator to define a word or concept (away from the test taker) so they provide an accurate interpretation.
- The student may be provided with preferential seating so the interpreter and teacher are both able to be in the student’s line of sight.
- **The interpreter is not allowed to...**
 - Use signs that invalidate the intent of the question ([ODE Sign Interpretation Training and Proficiency Assessment](#)).
 - Give any nonverbal response to affirm or negate a student response to test items.
 - Interpret if they do not understand the word or test item, as this could skew the interpretation. However, they can pause the student’s test and ask for clarification from the test administrator (see below).
 - Prompt the student in any way that would influence their response.

RATIONALE:

- **If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test.**
Signs that are commonly used in sign language are allowable in the signed interpretation of statewide assessments. Occasionally a commonly used sign that is “conceptually accurate” may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems. Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item

asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word “triangle” appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize “triangle” by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

- **If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test.** For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in a signed administration if they are regularly used during instruction. An example of a locally developed sign might be for the English word “fission.” It is not a commonly used word and it would be extremely rare to find it in any sign language dictionary. However, if “fission” is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of “splitting apart” might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.
- **If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed.**

If the word or phrase **IS** the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain vocabulary that is being assessed. Consider this sample question:

- *Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*
- The phrase “subatomic particles” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.
- If the word or phrase **IS NOT** the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:
- *What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*
It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

**OAR 581-015-2035:
Minimum Standards for Sign Language Interpreters
Serving Students in Public Schools**

- (1) Definitions. For purposes of this rule, the following definitions shall apply:
- (a) "CI" means Certificate of Interpretation issued by RID.
 - (b) "CT" means Certificate of Transliteration issued by RID.
 - (c) "EI/ECSE" means Early Intervention and Early Childhood Special Education.
 - (d) "EIPA" means the Educational Interpreter Performance Assessment®, including both the written and performance components.
 - (e) "NIC" means the National Interpreter Certification by RID.
 - (f) "Public School" means a public agency or school district or as defined in OAR 581-015-2000.
 - (g) "RID" means Registry of Interpreters for the Deaf Inc.
 - (h) "Sign Language Interpreter" means a person who provides educational interpreting services to students with hearing impairments.
 - (i) "Student" means a student with a hearing impairment who is:
 - (A) Eligible for EI/ECSE or special education services under OAR 581-015-2150; or
 - (B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.
- (2) Minimum Standard. A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter meets the following minimum standards:
- (a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification; and
 - (b)(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or (B) Achieve a passing score on the EIPA Written test.
- (3) Continuing professional development. Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon. A public school may only employ or contract for the services of sign language interpreters that meet this continuing professional development requirement.
- (4) Timeline for meeting rule requirements. Sign language interpreters must meet the following requirements if the interpreter is employed by or under a contract with a public school:
- (a) On or after July 1, 2008, the interpreter must meet the standards required by section (3) of this rule.
 - (b) On or after July 1, 2013, the interpreter must meet all of the requirements of this rule.

Stat. Auth.: ORS 185.225, 343.041

Stats. Implemented: ORS 185.110, 185.225

Hist.: ODE 11-2008, f.

APPENDIX C: SELECTION, ADMINISTRATION, AND EVALUATION OF ACCESSIBILITY SUPPORTS (STEPS AND TEACHER TOOLS)

STEPS

STEP 1

EXPECT ALL STUDENTS TO ACHIEVE PROFICIENCY IN THE GRADE-LEVEL ACADEMIC CONTENT STANDARDS

FEDERAL AND STATE LAWS REQUIRING PARTICIPATION BY ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES

Several important laws require the participation of all students, including students with disabilities, in standards-based instruction and assessment initiatives. These include federal laws such as the Every Student Succeeds Act (ESSA) of 2015, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act of 2015:

Stronger accountability for results is one of the four basic education reform principles contained in ESSA. This law complements the provisions for providing public accountability at the school, district, and state levels for all students, including those with disabilities. ESSA explicitly calls for ... the participation in such assessments of all students [Sec. 1111 (3)(C)(i)]. [The term ‘such assessments’ refers to a set of high-quality, yearly student academic assessments.] The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and student achievement standards [Sec. 1111 (3)(C)(ii)].

Individuals with Disabilities Education Improvement Act of 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child’s unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments.

Specific IDEA requirements include:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a)(16)(A)]. The term ‘individualized education program’ or ‘IEP’ means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes... a statement of any individual modifications in the administration of state and district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d)(1)(A)(V) and (VI)].

For more information on statewide assessment participation options for students with disabilities refer to [“Guidelines for Statewide Assessment Decision Making for IEP Teams”](#).

EQUAL ACCESS TO GRADE-LEVEL CONTENT

With the focus of legislation the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to achieve at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessment may also promote equal access to grade-level content. To accomplish this goal of equal access, general and special educators must actively collaborate to address student needs and team members (including IEP and 504 teams) must be familiar with Early Learning and Kindergarten Standards and expectations provided at the state and district level.

All students, including those with learning challenges, can work toward achieving proficiency in the grade-level academic content standards, and most of these students will be able to achieve these standards when the following conditions are met: (a) instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners; and (b) appropriate supports for instruction and assessment are provided to help students access grade-level content.

OREGON'S Early Learning and Kindergarten Standards

Oregon's Early Learning and Kindergarten Standards can be found at the following website:
<https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx>

STEP 2

LEARN ABOUT ACCESSIBILITY SUPPORTS FOR ASSESSMENT

WHAT ARE ACCESSIBILITY SUPPORTS

As mentioned previously, Oregon's Accessibility Panel refers to the term "Accessibility Supports" as a distinctly specific term relative to the Oregon Statewide Assessment System. The panel defines accessibility supports as practices and procedures that, when used in an assessment, provide equitable access to all students. These supports do not compromise the learning expectations, construct, grade-level standards, and/or measured outcome of the assessment. Use of approved supports during administration of an Oregon Statewide Assessment based on individual student needs will not impact the validity of the assessment results.

During administration of the Kindergarten Assessment, accessibility supports provided to a student must have been previously approved by the Accessibility Panel and listed in the KAM. In contrast, during instruction educators may provide students with additional supports, including, but not limited to approved accessibility supports. In other words, during instruction educators can use supports for students that go beyond the list approved by the Accessibility Panel for use during administration of the Kindergarten Assessment. References to *adaptations*, *alterations*, *changes*, or *supports* are general terms that do not indicate whether the change would be classified as an accessibility support approved for use in assessment.

DETERMINING THE CONSEQUENCES OF USING ACCESSIBILITY SUPPORTS DURING ASSESSMENT

When selecting which supports a student should use while taking the Kindergarten Assessment, it is important to refer to the KAM to ensure that the proposed practice or procedure is a state-approved support. If the proposed practice or procedure is not explicitly included in the KAM, its use during assessment will result in an invalid score. The student will be counted as a non-participant on

various state and federal reports and the expectations associated with the grade-level content standards may be lowered.

STEP 3

SELECT ASSESSMENT SUPPORTS FOR INDIVIDUAL STUDENTS

To ensure that students are engaged in standards-based instruction and assessments, school personnel must be knowledgeable about the state (Common Core State Standards or CCSS) and district academic content standards and assessments. Effective decision-making about the provisions of appropriate supports begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's needs and performance in relation to local and state academic standards. In essence, using accessibility supports allows educational teams to attempt to “level the playing field” so that all students can participate productively in the general education curriculum.

While a wide variety of supports, resources, and modifications are available during *instruction*, only specific accessibility supports approved by Oregon's Accessibility Panel and the ODE are available during assessment. *In Oregon, accessibility supports are based on an assessment of individual student need.*

DOCUMENTING ACCESSIBILITY SUPPORTS IN A STUDENT'S CUMULATIVE FILE

School teams making educational decisions for students in either general or special education or who are English Language Learners are strongly encouraged to document any discussions regarding accessibility supports in the student's file. Classroom performance data, review of previous performance on state assessments, review of supports available in the classroom and their effectiveness, and interviews with the student are several types of information that school teams can use to make informed decisions. A record of meeting participants, including parents or guardians, and any decision made is strongly encouraged. A sample record form is included as Teacher Tool 4 of this manual.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP

Under 34 C.F.R. § 300.320(a)(6)(i), each student's IEP must include a statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments. Specifically, documentation will include the following:

- Since Universal Tools are available to all students, only document on the IEP if a tool must be “turned off” to avoid distraction during testing
- Designated Supports and Accommodations must be documented on the IEP

All IEPs must identify the current accommodations for each assessment prior to the respective Statewide Assessment windows and within enough time to allow districts to enter the accommodations within the Test Information Distribution Engine (TIDE) system.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S 504 PLAN

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

“No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits or, or be subject to

discrimination under any program or activity receiving Federal financial assistance.” [29 U.S.C. Sec. 794]

INVOLVING STUDENTS IN SELECTING, USING, AND EVALUATING ACCESSIBILITY SUPPORTS

The more students are involved in the selection of accessibility supports process, the more likely the supports will be used, especially as students reach adolescence and the desire to be more independent increases. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about learning strengths and needs, particularly in the presence of parents, teachers, and principals, may be a new role for students, and one for which they need guidance and feedback. Teachers, parents, and other school team members play a key role when they encourage students to advocate for themselves in the context of selecting, using, and evaluating accessibility supports.

QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS SELECTION

Another option to guide a team’s selection of approved statewide assessment accessibility supports for a student is to use the questions and/or Teacher Tools 1 and 2 provided below. For students with an IEP or 504 Plan, electing accommodations for instruction and for statewide assessments is a specific role of the IEP or 504 team.

QUESTIONS TO GUIDE AND DOCUMENT ACCESSIBILITY SUPPORTS SELECTION
1. What are the student’s learning strengths?
2. What are the student’s learning needs/challenges and how do they affect the achievement of grade-level content standards?
3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
4. What practices and procedures will increase the student’s access to instruction and assessment by addressing the student’s learning needs and reducing the effect of the student’s challenges? These may either be new strategies or supports the student is currently using.
5. What practices and procedures does the student use regularly during instruction?
6. When used in the classroom, what are the results for assignments and assessments when these practices and procedures were used and not used?
7. What difficulties, if any, does the student experience when using a given practice or procedure?
8. What is the student’s perception of how well a practice or procedure “works?”
9. What are the perceptions of parents, teachers, and specialists about the student’s success when using these practices or procedures?
10. Are there effective combinations of practices and procedures for this student?
11. Is it possible to meet the student’s needs through the use of universal tools listed in the KAM?
12. Which practices and procedures used by the student are accessibility supports approved by the Accessibility Panel for use during assessment?

13. Should an accessibility support used previously be continued or changed? Accessibility supports are those specific practices and procedures that the panel has approved and which are listed in the accessibility supports tables of the KAM.
14. If a promising practice or procedure is not listed in the accessibility supports tables, is there a similar practice or procedure that can be used that would not impact the student's participation or performance during instruction or assessment?

Of the accessibility supports that match the student's needs, consider the student's willingness to learn to use them, opportunities to learn how to use them in classroom settings, and conditions for use on state assessments. Plan how and when the student will learn to use each new support, so there is ample time to learn to use instructional and assessment supports before an assessment takes place. A student's refusal to accept or use a required accessibility support(s) (i.e., accommodations) potentially jeopardizes the measure of performance and raises questions about the implementation of the IEP or 504 plan. Attempts to address the refusal at the time of testing may further disrupt the student's test performance or inadvertently raise a question of test propriety. For these reasons, various sources, from the CCSSO State Collaborative on Assessment to the U.S. Office of Civil Rights (OCR) to stress prevention strategies.

- Including in the IEP or 504 plan those accessibility supports specifically needed, rather than listing all those possibly needed.
- Including students in the design of accessibility supports, especially for older students.
- Ensuring teachers understand and implement those accessibility supports so students are familiar with those to be used for assessments.
- Getting students' feedback on accessibility supports.
- Reconvening teams to redesign accessibility supports students refuse to use or no longer need or those that are otherwise ineffective.

And finally, if advance planning fails and a student refuses to accept an accessibility support, document their refusal.

Finally, it is important to plan for the ongoing evaluation and improvement of the student's use of accessibility supports.

STEP 4

ADMINISTER ACCESSIBILITY SUPPORTS DURING INSTRUCTION AND ASSESSMENT

ACCESSIBILITY SUPPORTS DURING INSTRUCTION

Students must have practice using approved accessibility supports before participating in the Oregon Statewide Assessments. Providing the selected supports during instructional periods that necessitate their use is an essential classroom practice, that allows students and educators to determine the effectiveness of a support and allows students to become comfortable and proficient when using the support. Assessment performance may potentially be hindered if the student has not had an opportunity to use specified supports before participating in state assessments.

ACCESSIBILITY SUPPORTS DURING ASSESSMENT

Planning for Test Day

Prior to the day of assessment, be certain that the Test Administrator (TA) knows which accessibility supports each student will be using and how to administer them properly. TAs administering supports, such as reading to a student or translating writing prompts, must adhere to specific

guidelines so that student scores are valid. Accessibility supports that are improperly administered may result in invalidation of the student's score.

Refer to Teacher Tools 3, 4, and 5 for examples of how accessibility supports might be anticipated and implemented.

Administering Assessments and Accessibility Supports

State and district laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. TAs and all other staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that TAs and others involved in assessment must:

REQUIREMENTS FOR TEST ADMINISTRATORS TO ENSURE TEST SECURITY AND THE STANDARDIZED AND ETHICAL ADMINISTRATION OF ASSESSMENTS
<ul style="list-style-type: none">• Take appropriate security precautions before, during, and after the administration of the assessment.
<ul style="list-style-type: none">• Understand the procedures needed to administer the assessment prior to administration.
<ul style="list-style-type: none">• Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.
<ul style="list-style-type: none">• Provide for and document all approved accessibility supports for the administration of the assessment to persons with disabilities or special needs.

In addition, ODE specifically requires that all TAs for the Kindergarten Assessment receive annual test administration, and read the current school year KAM which contains test administration policies and procedures. Additionally, all TAs must sign an Assurance of Test Security form for the current school year; signed assurance forms must be kept on file in the district office.

STANDARDIZATION

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of some educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines and procedures for the administration of accessibility supports is necessary to ensure that test results reflect actual student learning.

ETHICAL TESTING PRACTICES AND TEST SECURITY

All test items, test materials, and student-level testing information, both for online testing and pencil and paper tests, are secure documents and must be appropriately handled. Secure handling must protect the integrity, validity, and confidentiality of assessment questions, prompts, and student results. Any deviation in test administration must be reported to the District Test Coordinator immediately to ensure the validity of the assessment results. Mishandling of test administration materials puts student information at risk and places the student at a disadvantage as tests that are improperly administered may be invalidated. Failure to honor security severely jeopardizes district and state accountability requirements and the accuracy of student data.

Test security involves maintaining the confidentiality of test questions and answers, and it is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader). In order to ensure test security and confidentiality, TAs must adhere to the test security practices specified in the current [Test Administration Manual](#).

Ethical testing practices must be maintained during the administration of an assessment. Unethical testing practices refer to inappropriate interactions between TAs and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

TAs must carefully adhere to all test administration procedures to avoid test improprieties. The current Kindergarten Administration Manual (KAM) generally describes allowable actions. In cases where a student’s IEP indicates that an accommodation should be used, review the student’s IEP as well as the Accessibility Supports Tables. If the KAM does not explicitly allow an action, contact your District Test Coordinator (DTC) to determine whether such an action is allowable prior to administering an assessment.

HANDLING “IN THE MOMENT” STUDENT REQUESTS FOR AN ACCOMMODATION

In order to ensure standardization, and that ethical testing practices are followed throughout the assessment process, test administrators must not provide an accessibility support which was not previously identified for a student. If a student requests a support that was not previously identified while “in the moment” of testing, the test administrator must reference the directions provided in current KAM. The TA must not provide any accessibility support to any student that was not selected based on an assessment of individual student need. The TA must report the request by the student to the appropriate decision making team (IEP, 504 Plan, or other team) and consideration to allow the requested accessibility support will be made based on an assessment of the student’s individual needs.

STEP 5

EVALUATE AND IMPROVE ACCESSIBILITY SUPPORTS USE

All practices and procedures used for students during instruction must be selected on the basis of the individual student’s needs. For accessibility supports to be used during administration of the Kindergarten Assessment, the support must be also previously approved by the Accessibility Panel and listed in the appropriate accessibility supports tables, be implemented during instruction, and be familiar to the student prior to use during assessment. Collecting and analyzing data on the use and effectiveness of these supports is necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. Data on the use and impact of supports during assessments may reveal questionable patterns of use, as well as support the continued use of some supports or the rethinking of others. Examination of the data may also indicate areas in which the IEP team, Section 504 plan committee, and TAs need additional training and support.

In addition to collecting information about the use of accessibility supports within the classroom, districts may also decide to gather information on the implementation of supports during assessment. Observations conducted during test administration, interviews with TAs, and talking with students after testing sessions may yield data that can be used to guide the formative evaluation process at the student level and at the school or district levels. Accessibility supports information can be analyzed in different ways. Here are some questions to guide data analysis at the student, school, and district levels. Teacher Tool 7 provides these questions in a worksheet format to guide evaluation discussions.

QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS USE AT THE STUDENT LEVEL
1. What supports are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when supports are used versus when they are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the supports, inappropriate choice of supports, and/or misapplication of an supports?
3. What is the student’s perception of how well the support worked?
4. What combinations of supports seem to be effective?
5. What are the difficulties encountered in the use of supports?
6. What are the perceptions of teachers and others about how the support appears to be working?

QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS USE AT THE SCHOOL OR DISTRICT LEVEL
1. Are there policies to ensure ethical testing practices and the standardized administration of assessments?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of supports?
3. Are students receiving accommodations as documented in their IEPs and 504 plans?
4. How many students with IEPs and 504 plans are receiving accommodations?
5. Are there procedures in place to ensure that TAs adhere to directions for the implementation of supports?
6. Who is responsible for ensuring that all of the accessibility supports are available prior to administration of the assessment of each student, especially students on IEP or 504 Plans?
7. How many general education students receive supports?
8. Are some types of supports used more than others?

TEACHER TOOLS

TEACHER TOOL 1

ACCESS NEEDS THAT MAY REQUIRE ACCESSIBILITY SUPPORTS

Directions: Use these questions to identify various types of accessibility supports for students with learning challenges. The list is not exhaustive—its purpose is to prompt team members to consider a wide range of supports needs. Use the list in planning by indicating Y (Yes), N (No), or DK/NA (Don't Know/Not Applicable).

	Y	N	DK/ NA
1. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can the student follow oral directions from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student have a hearing impairment that requires an interpreter to sign directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student require translated or interpreted materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student have a visual impairment that requires large-type or Braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have a hearing impairment and need a listening device or interpreter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student require assistive technology devices to access the assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student require read-aloud strategies to access the assessment (not allowable for reading)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the student have difficulty with visual tracking and maintaining that student's place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student have a disability that affects the ability to record that student's responses in the standard manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the student use a word processor to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Does the student use a tape recorder to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the student require any specialized equipment or other accessibility supports that may be distracting to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the student have visual or auditory impairments that require special lighting or acoustics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Can the student focus on the student's own work in a setting with large groups of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Do any physical accessibility supports need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Does the student tire easily due to health impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the student have a medical condition (e.g., diabetes) that necessitates an optimal testing schedule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the student have attention span or distractibility challenges that require an optimal testing schedule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER TOOL 2

QUESTIONS TO GUIDE ACCESSIBILITY SUPPORTS SELECTION

Directions: Use these questions to guide discussion about selecting supports for instruction and assessment during a team meeting.

1. What are the student’s learning strengths?

2. What are the student’s learning needs/challenges and how do they affect the achievement of grade-level content standards?

3. What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?

4. What practices and procedures will increase the student’s access to instruction and assessment by addressing the student’s learning needs and reducing the effect of the student’s challenges? These may either be new strategies or supports the student is currently using?

5. What practices and procedures does the student use regularly during instruction and assessment?

6. In the classroom, what are the results for assignments and assessments when these practices and procedures were used and not used?

7. What difficulties, if any, does the student experience when using a given practice and procedure?

8. What is the student’s perception of how well a practice or procedure “worked”?

9. What are the perceptions of parents, teachers, and specialists about the student’s success when using these practices and procedures?

10. Are there effective combinations of practices and procedures for this student?

11. Can the student’s needs be met through the use of allowable resources listed in the Test Administration Manual?

12. Which practices and procedures does the student use that are accessibility supports approved by the Accessibility Panel?

13. Should a support used on the previous year’s assessment be continued or changed?

14. If a promising practice or procedure is not listed in the Accessibility Supports Tables, is there a similar practice or procedure that can be used that would not impact the student’s performance or participation during instruction or assessment? Accessibility supports are those specific

practices and procedures that the panel has approved and which are listed in the Accessibility Supports Tables.

TEACHER TOOL 3

ACCESSIBILITY SUPPORTS FROM THE STUDENT’S PERSPECTIVE

Directions: Use this questionnaire to collect information about needed accessibility supports from the student’s perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, be certain that the student understands the concern of a support–providing examples as necessary. Also, provide a list of possible supports to give the student a good understanding of the range of supports that may be available.

1. Think about all the classes you are taking now. In what class do you think you do your best work?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For examples, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like a subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, “Which class is hardest for you?”

4. What’s the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accessibility supports. Next to each class, write down what support(s) you think might be helpful for you.

Class List	
Classes	Accessibility Supports
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This questionnaire was adapted from [A Student's Guide to the IEP](#) by the National Dissemination Center for Children with Disabilities. Retrieved July 28, 2005.

TEACHER TOOL 4

ASSESSMENT ACCESSIBILITY SUPPORTS PLAN

Student Information	Case Information
Name: _____	General Education Teacher(s): _____
Date(s) of Assessment: _____	Special Education Teacher(s): _____
Name of Assessment: _____	_____
School Year: _____	Building / School: _____

Assessment accessibility supports the student needs for the assessment and date arranged:

Supports:	Date Arranged:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments:

Person responsible for arranging accessibility supports and due date:

Person Responsible:	Due Date:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments:

Room Assignment for assessment: _____

Planner(s) for this process: _____
Signature Signature

Adapted from: Scheiber, B. & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

TEACHER TOOL 5

ASSESSMENT ACCESSIBILITY SUPPORTS AGREEMENT

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accessibility supports, students can show what they know on the test. Some supports (e.g., special test editions) need to be arranged long before test day, but should still be included on this list. A similar form could be carried to class to remind teachers about daily supports. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the students to list the approved supports that are necessary and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____, need the following accessibility supports to take part in any statewide assessment:
(Student's Name)

If more information is needed about these supports, please contact:

(Name of teacher, principal, and/or district person knowledgeable about statewide assessment accessibility supports)

Thank you for helping me to do my best on this test!

(Student's Signature)

(Date)

TEACHER TOOL 6

LOGISTICS PLANNING CHECKLIST

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accessibility supports for an individual student or for a system. Use the checklist by indicating

Y (Yes), N (No), or NA (Not Applicable).

	Y	N	NA
ACCESSIBILITY SUPPORTS THROUGHOUT THE ACADEMIC YEAR			
1. Supports are documented on the student’s learning, IEP, or 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students who use supports regularly are provided opportunities to evaluate use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master supports plan/data base listing assessment supports needs for each student who needs them during testing is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREPARATION FOR TEST DAY

4. Special test editions are ordered for individual students based on information contained in master accessibility supports plan (e.g., audio tape, Braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators receive a list of supports needs for students they will supervise (list comes from master accessibility supports plan/data base).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adult supervision is arranged and test administrators receive training for each student receiving supports in small group or individual settings (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trained readers and sign language interpreters are arranged for students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACCESSIBILITY SUPPORTS ON THE DAY OF THE TEST

9. All eligible students receive supports as determined by their learning, IEP, or 504 Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provision of supports is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 11. Substitute providers of supports are available as needed (e.g., interpreters or readers). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Plans are made to replace defective equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CONSIDERATION AFTER THE DAY OF THE TEST

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 13. For any student using special equipment, adapted test forms, or response documents (e.g., Braille), ensure all responses are accurately transferred to appropriate scannable answer sheets as specified in the Kindergarten Administration Manual (KAM). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. All equipment is returned to appropriate locations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Students who take make-up tests receive needed supports. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Effectiveness of supports use is evaluated by test administrators and students, and plans are made for improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TEACHER TOOL 7

QUESTIONS TO GUIDE EVALUATION OF ACCESSIBILITY SUPPORTS USE

Directions: Use these questions to guide discussion about selecting accessibility supports for assessment during any meeting.

AT THE STUDENT LEVEL:

1. What supports does the student use during instruction and assessment?

2. What are the outcomes of assignments and assessments when supports are used versus when they are not?

3. If the student does not meet expectations, is it due to:

_____ Student did not have access to necessary instruction

_____ Student did not receive supports

_____ Used supports were not effective

_____ Other _____

4. What is the student’s perception of how well the supports worked?

5. What combinations of supports seem to be effective?

6. What are the difficulties encountered in the use of supports?

7. What are the perceptions of teachers, parents, and others about how the supports appear to be working?

AT THE SCHOOL OR DISTRICT LEVEL:

1. Are there policies to ensure ethical testing practices, standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?

2. Are these procedures in place to ensure test administration procedures are not compromised with the provision of accessibility supports?

3. Are students receiving supports as documented on their IEP or 504 Plan?

4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of supports?

5. How many students with IEPs or 504 Plans are receiving supports?

6. Who is responsible for data entry into Student Centered Staging regarding students with disabilities who receive supports?

7. How many general education students receive supports?

8. Are some types of supports used more than others?

TEACHER TOOL 8

ACCESSIBILITY SUPPORTS JOURNAL

One way to keep track of what supports work for a student is to support the student in keeping an “accessibility supports journal”. The journal lets the student be “in charge” and could be kept up to date through regular consultation with a special education teachers or other staff member. Just think how much easier it would be for an IEP team to decide which supports to document on the student’s IEP if the student came to the IEP meeting with a journal documenting all the following things:

- supports used by the student in the classroom and on tests;
- test and assignment results when supports are used and not uses;
- student’s perception of how well a support “works”;
- effective combinations of supports;
- difficulties of supports use; and
- perceptions of teachers and others about how the supports appears to be working.

In the spaces provide below, design and organize the use of an accessibility supports journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

3. With whom would the student share journal entries, and when would it be done?

4. How could the journal be used in the development of a student's IEP?

APPENDIX D: OREGON'S ACCESSIBILITY PANEL

Oregon's Accessibility Panel is a group of Oregon educators and stakeholders that meet to consider accommodations recommendations that are submitted by the field for students taking the Oregon Statewide Assessments. The Accessibility Panel is hosted and facilitated by the Oregon Department of Education (ODE) and has been an active component of Oregon's assessment system for over ten years.

ODE selects Panel members based on nominations and team decision. Each panelist contributes a unique and important perspective to the outcome of the recommendations the Panel makes. The work of the team combines research, experience, and judgments to make decisions not only with respect to individual accommodations recommendations, but also regarding the participation of students with disabilities in the Oregon Statewide Assessment System (OSAS) as a whole.

Meetings typically last one day (occasionally two days) and the meeting times are established and outlined by the Panel so schedules can be cleared well in advance of selected dates. Panel members are typically released from their district or agency duties to participate in Panel activities; this provides a means for organizations with participating members to stay current with instructional and assessment issues that regularly impact their students. ODE reimburses Panel members for travel expenses; however, there is no remuneration associated with participation.

ACCESSIBILITY PANEL MEMBERSHIP AND GUIDELINES

Membership Eligibility

The Accessibility Panel consists of educators and consumers of education (e.g., parents, individuals using and affecting by the Oregon Statewide Assessment System, advocates of students with disabilities). ODE selects new members from among (a) those nominated by outgoing members, (b) self-nominated individuals, (c) those nominated by exiting members, or (d) state recommendation. All members selected for nomination must possess the appropriate eligibility criteria in addition to filling the short-term and long-term needs of the Panel.

Length of Service

Panel members are eligible to continue in the role of Accessibility Panel Member: (a) as long as they maintain an ongoing role in the field of education and/or assessment as described under "Membership Eligibility" above, (b) by maintaining active involvement and participation on the panel, and/or (c) until retirement, reassignment, or resignation.

Roles

Panel members review recommendations, propose studies, and advise the Office of Assessment on current accommodations and universal designs regarding the inclusion of all students in Oregon, including those with disabilities and English Language Learners, in statewide assessment, with a conscious link to the appropriate use of accommodations in instruction. The Panel advises ODE on those accommodations that do not impact the validity of a student's assessment score and clearly communicates distinctions to the field regarding accepted and rejected accommodations recommendations.

Participation

ODE expects Panel members to attend a majority of Panel meetings each year and may excuse Panel members from participation based on legitimate conflicts. Members communicate attendance with meeting facilitators in advance of missed meetings. Panel members may not send substitutes to

participate on behalf of a member. Teachers who participate on the Panel are not expected to attend on a non-contract day, but may volunteer their time to attend.

Discontinuation or Removal

Panel members may continue as Panel members until retirement, reassignment, or resignation; however, ODE expects Panel members to maintain continued communication and attendance with the Panel and facilitators. Prolonged absences or lack of communication will be considered potential conflicts to effective membership.

Skill Sets

Twelve skill sets have been identified as fundamentally critical to the decisions made by this Panel. Panel members must collectively maintain these skills sets throughout the existence of the Panel; the Panel will replace reassigned, retired, or resigned individuals representing one of these fundamental skill-sets with individuals possessing the same set of skills.

Oregon Accessibility Panel Representation

- Deaf & Hard of Hearing (DHH) Community Representation
- Visually Impaired or Blind (VI) Community Representation
- Assistive Technology (AT) Representation
- English Learner (EL) Representation
- Policy Representation
- Research Representation
- Practical / Classroom Representation
- Administrative Representation
- Special Education Representation
- General Education Representation
- Assessment Representation
- Parents of Students with Disabilities Representation
- Other skills as needed (e.g., Civil Rights, specific subject area)

APPENDIX E: APPROVAL PROCESS FOR A NEW ACCESSIBILITY SUPPORT

The specific universal tools, designated supports, and accommodations approved for Oregon’s statewide assessments may change in the future if additional tools, supports, or accommodations are identified for the assessment based on state experience and research findings. When teams or individuals feel that a strategy not present in the accessibility supports tables deserves further consideration, they are encouraged to complete a description of the support and submit it to ODE for the Accessibility Panel to review (cf. “Recommendation for Accessibility Support” form below). The Accessibility Panel uses current research, state practice, federal and state policy (including, if applicable, Smarter Balanced guidance), and professional and technical expertise to guide their review.

For the Kindergarten Assessment, the Panel will review suggested additional universal tools, designated supports, and accommodations or changes to such and make a determination regarding inclusion in the appropriate accessibility supports table(s) of the KAM.

On the following page, there is a form that must be used when suggesting a new accessibility support for the Accessibility Panel to consider. Please fill this form out in its entirety and submit to the ODE. Contact and address information is listed at the bottom of the form.

If you are using a computer to complete the form please note that the response boxes will expand when text fills the allotted space. This form can also be downloaded from the [Assessment Accessibility Supports webpage](#).

Recommendation for Accessibility Support

Date Submitted:	
Name:	School District:
Phone:	Email:
Recommended Accessibility Support(include grade level of student(s): Embedded?: <input type="checkbox"/> Non-Embedded?: <input type="checkbox"/> Both?: <input type="checkbox"/>	
<input type="checkbox"/> Summative	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Mathematics <input type="checkbox"/> Science
<input type="checkbox"/> Performance	<input type="checkbox"/> Social Sciences <input type="checkbox"/> Social Sciences
<input type="checkbox"/> Extended Assessments	<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> Science
<input type="checkbox"/> Kindergarten Assessment	<input type="checkbox"/> Early Literacy <input type="checkbox"/> Early Math <input type="checkbox"/> Approaches to Learning
<input type="checkbox"/> English Language Proficiency Assessment (ELPA)- Screener and Summative	<input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Speaking
Description of accessibility support:	

How will students use the support in assessment (describe for each):
Please include a sample of student work using the support.
Rationale for adding to an accessibility table(s):
Other factors that influence score validity when this adaptation is used (e.g., English proficiency):

Please return this request to: Brad Lenhardt at Brad.Lenhardt@state.or.us ; Fax 503-378-5156; or Mail to: Brad Lenhardt, Office of Learning/Student Services Unit; Oregon Department of Education, 255 Capital Street NE, Salem, OR 97310