Summative Test Administration Manual

2020-21 School Year

Mathematics

English Language Arts

Science

English Language Proficiency

WITH POLICIES & PROCEDURES FOR NAEP

Updated 10/06/2020

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1.0 OVERVIEW

1.1 Oregon Statewide Assessment System

The information in this TAM applies to the 2020-21 school year for the following summative assessments:

- The English Language Arts/Literacy (ELA) and Mathematics Assessments;
- The Science Assessment;
- The English Language Proficiency Assessment (ELPA) Summative; and
- The Oregon Extended Assessments in ELA, Mathematics, and Science.

This TAM outlines policies and procedures for the OSAS summative assessments, as well as the National Assessment of Educational Progress (NAEP) , 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
- Test security and student confidentiality practices
- Test validity and accuracy
- Efficiency to minimize the burden for students, teachers, and school and district test coordinators

The OSAS summative assessments are standardized, end-of-year **assessments of learning** that are used to guide systems-level decisions, including legislative investments. They are implemented, scored, and reported in a standardized manner to support their intended use, which is to allow for systems-level comparisons about instructional efficacy that can be disaggregated by student groups. The reports from our statewide summative assessments are publicly available, which maintains transparency and helps to ensure that the adults in our education system are continuously focused on the needs of our students from historically underserved populations. Summative assessments are not designed as diagnostic tools for student placement, or to inform daily or seasonal instructional decisions in the classroom. Summative assessments are administered annually, which means that the patterns they identify can only be reviewed on an annual basis.

Only a balanced approach to assessment can inform all stakeholders, as the needs students and teachers have for timely information about learning are different from those of administrators at the district and state levels. In the classroom, we need formative assessment practices and interim assessments to inform teachers and students in order to drive instruction; these assessments are called **assessments for learning**. Formative assessment practices are used to move learning forward through collecting and responding to the evidence underway. When done well, these practices happen frequently and are shared by the teacher and the student. Interim assessments guide instruction at the student and classroom levels, typically by covering a unit or set of units of instruction that has recently been provided.

Given the specific focus and purpose of summative assessments, which is at the systems level (school, district, and state), the annual OSAS summative assessments should only be used as part of a collection of evidence regarding the academic needs of individual students. Summative assessment results should never be used as gatekeepers that limit individual student access to educational programs or opportunities (e.g., AP, IB, TAG, etc.). Formative assessment practices and interim assessments are the right tools to use to inform instruction in the moment and periodically throughout the school year.

This Test Administration Manual (TAM) is intended for staff who play a role in the administration of the OSAS **summative assessments** (District Test Coordinators, School Test Coordinators, and Test Administrators). In addition, ODE publishes the following separate test administration manuals addressing test administration policies and requirements for the remaining OSAS assessments:

- The ELPA Screener Assessment Manual includes an overview of the ELPA Screener, as well as training requirements and test administration directions; and
- On September 17, 2020, the State Board of Education adopted OAR 581-022-0104 as an emergency rule, which suspended Essential Skills requirements for students who are graduating in the 2020-21 school year. They are expected to review the necessity of Local Performance Assessment expectations for 2020-21 at their October meeting. As such, the Essential Skills and Local Performance Assessment Manual will not be made available until after the October meeting, pending board action.

Note: **Parents, guardians, and adult students**. Unless otherwise indicated, all instances of the term "parent" or "parents" in this manual should be assumed to mean "parent(s), guardian(s), and/or adult student(s)."

1.2 About our Test Developers and Online Delivery Vendor

The Smarter Balanced Assessment Consortium (SBAC) is a non-profit, state-led consortium, housed within the University of California at Santa Cruz, working to develop next-generation assessments aligned to the Common Core State Standards in English language arts (ELA)/literacy and mathematics that accurately measure student progress toward college- and career-readiness. For more information, visit the Smarter Balanced Assessment Consortium website. ODE engages SBAC to help develop our ELA and Mathematics assessments.

The English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium is a non-profit group of states designing and developing an assessment system for English learners. ELPA21 is housed within the University of California at Los Angeles. The system is based on Oregon's adopted English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness. For more information, visit the ELPA21 Consortium website. ODE engages ELPA21 to help develop our English language proficiency assessments (Summative and Screener).

Oregon joined a collective of states via a memorandum of understanding to share test items and resources in the development of science assessments. The collective is facilitated by Cambium Assessment, Inc. (CAI). Science items are aligned to the Next Generation Science Standards (NGSS),Oregon's adopted Science Standards.

Cambium Assessment, Inc. (formerly AIR) is contracted to deliver the assessments within the OSAS and provide support to stakeholders as they interact with our online test administration program, including the Test Information and Distribution Engine (TIDE), the Test Delivery System (TDS), and the Online Reporting System (ORS).

Behavioral Research & Teaching (BRT) is a non-profit research group housed within the University of Oregon in Eugene. BRT provides all test content, delivery, professional development content, and technical adequacy documentation for the Oregon Extended Assessments (OExt).

While ODE values the contributions of our test development and delivery vendors, we identify our assessments by content area rather than vendor name to emphasize that Oregon defines its own test blueprints, and that Oregon teachers are involved in all test development activities. ODE will not use vendors when we discuss our assessments moving forward, as our statewide assessments are *Oregonized* and Oregon teachers are involved wherever feasible in test development procedures, from item development to alignment studies.

1.3 Summary of Changes

The 2020-21 Test Administration Manual contains all final policies for the 2020-21 administration of the OSAS summative assessments. The manual represents our expectations for the coming school year; however, school, district, state, and possibly national responses to the impact of the COVID-19 pandemic, as well as the impacts of our current fire season, may require variation. Below is a summary of changes compared to the 2019-20 Test Administration Manual:

- Removal of all references to the Kindergarten Assessment, which has been suspended for 2020-21
- Removal of Essential Skills and Local Performance Assessment references.
- Description of the removal of performance tasks from the test blueprints for our English language arts and mathematics summative assessments in Grades 3-8 and 11.

1.4 User Roles and Responsibilities

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

Table 1: User Roles in the Online Testing System

User Role	Description
District Test Coordinator (DTC)	DTCs are district personnel responsible for the overall administration of testing in a district. There may only be one recognized DTC per district at any given time. If the district determines that the current DTC is no longer able to fill this role, the district Superintendent must notify ODE and provide ODE with the name and contact information for a replacement or interim DTC within one business day of learning of the need for a replacement. A district might determine that the current DTC is unable to fill the role for a variety of reasons, including extended illness, conflict of interest, or staffing changes. Depending on the circumstances, the replacement may be either temporary or for the remainder of the school year. The role of DTC encompasses training School Test Coordinators (STCs) and Test Administrators (TAs) administering any statewide assessment. DTCs are responsible for the following: • Managing all aspects of testing. DTCs manage our ELPA in conjunction with the Title III Directors. DTCs manage the Braille administration in conjunction with the Itinerant Teachers for students with visual impairments. DTCs manage the Extended Assessment in conjunction with Special Education Directors. • Managing all aspects of paper testing (Oregon Extended Assessments) including ordering, receiving, distributing, inventorying, and returning materials, as well as submitting student scores. • Ensuring district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv. • Facilitating the adoption of local district policies as needed to ensure all aspects of test security. • Adding STCs and TAs, and other roles, as appropriate, into TIDE.

User Role	Description
	• Coordinating with STCs to develop and implement school-level test schedules so that tests are administered in the required grade(s) and content area(s) for their schools; this includes coordination of school-level test windows. • Ensuring that the STCs and TAs in their district are appropriately trained regarding test administration and security policies and procedures and managing Assurance of Test Security forms for all district personnel. • Conducting the investigation of all potential test irregularities or improprieties. DTCs also report all potential test improprieties to ODE. • Ensuring that the district has formal procedures for handling crisis alerts, including relevant staff, communication protocols, and timelines.
School Test Coordinator (STC)	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 all assessments are handled and administered in an environment that complies with the policies and procedures in the Test Administration Manual. An STC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an STC should be a person with non-instructional or limited instructional duties so that they can coordinate and monitor testing activity in the school. STCs are accountable for ensuring that testing in their school is conducted in accordance with the test security and other policies and procedures described in the Test Administration Manual. STCs are responsible for: • Identifying TAs and TTs and ensuring that they are properly trained. • Coordinating with TAs so that they administer tests in the appropriate content areas for their school. • Creating or approving testing schedules and procedures for the school (consistent with district and state policies). • Working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved. • 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)	TAs are district or school personnel, substitute teachers, or volunteers responsible for administering the statewide summative assessments and/or the interim assessments in a manner that complies with the policies and procedures in the Test Administration Manual. TAs can set up test sessions for online tests and administer tests in their schools. • Substitutes and volunteers are not prohibited from the TA role; however, districts using substitutes or volunteers to administer a statewide assessment must ensure that they first receive training as described in *Section 1.5 Training Requirements* of this manual. In addition, the district must establish policies and procedures to address test improprieties initiated by substitutes or volunteers. • 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 School Wide 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

User Role	Description
	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 may not administer state assessments, as the design of this model is based on services for specific students. Districts must avoid having a TA administer a statewide 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. TAs administer **Oregon's statewide summative assessments**. STCs should identify school personnel to act as TAs. TAs are responsible for: • Completing test administration training (see *Section 1.5 Training Requirements*) and reviewing all policy and administration documents prior to administering any statewide assessments. • Ensuring that student test settings in TIDE are accurate • Viewing student information in the TDS prior to testing to ensure the right student is getting the right test with the correct supports. • Administering the statewide assessments. • Reporting all potential test improprieties or irregularities to their STC and DTC. TAs administer **Oregon's interim assessments**. DTCs and STCs should identify school personnel to act as TAs for the interim assessments and *assign only the Interim user role if the TA* ***will not be administering summative assessments***. TAs are responsible for: • Completing test administration trainings as describe in Training Module 8 - Interims: Remote Administration and Test Security and reviewing all policy and administration documents prior to administering any interim assessments. • Viewing student information prior to testing to ensure the right student is getting the right test with the correct supports. • Administering the interim assessments. • Reporting all potential test security improprieties or irregularities to their STC and DTC.
Test Technician (TT)	The TT role is designed for those who administer tests but should not have access to student data , such as para-professionals, volunteers, and technology staff.. The TT's role does not allow access to set student accommodations in TIDE or access student results in the Online Reporting System (ORS). TTs administer Oregon's statewide assessments. STCs should identify school personnel to act as TTs. • TTs are responsible for meeting the same training and responsibility requirements of the TA role.
Regional ESD Partner	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. After contacting your STC and DTC, your Regional ESD Partner should be your next contact for all assessment and accountability related support, including questions

User Role	Description
	regarding test administration, test ordering, test record management, data collection, federal accountability, and Oregon Report Cards. Before contacting your Regional ESD Partner, please have the following information available: • State-provided institution ID Number and student SSID number (if applicable) • DTC's name and contact information • District Technology Support's name and contact information Regional ESD Partner contact information.
Tools for Teachers (TFT)	The new (TFT) user role is available for school personnel who require access to the ELA/Math Tools for Teachers resources included with the Interim Assessment System. TFTs may not log in to any assessment administration sites.

District Responsibility for Enforcing Test Administration Policies

Note: **Districts must enforce assessment policies for public charter schools and alternative education programs**. Under Section 2 of OAR 581-022-2100: Administration of State Tests, school districts must enforce the assessment policies described in that rule for all students enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district. The resident school district must enforce assessment policies for any of its students enrolled in an alternative education program.

OAR 581-022-2100: Administration of State Tests establishes that the resident district has responsibility for enforcing test administration policies for students enrolled in public schools, public charter schools, and alternative education programs. In cases where a student is attending a school outside of their resident district, the resident district may make arrangements with the attending district to delegate test administration responsibility for that student. For instance, the resident district may arrange to delegate responsibility for students attending an alternative education program located in another district to the district where the alternative education program is located.

Delegating test administration responsibility for students may entail delegating responsibility for the following test administration duties:

- Training TAs
- Providing students with access to the OSAS assessments
- Ordering and returning appropriate paper-based tests
- Ensuring a secure testing environment for students
- Investigating test improprieties.

Assigning embedded test settings for students remains the responsibility of the resident district. While the attending district might oversee the decision-making process about which accessibility supports would be appropriate for the individual student, the attending district must still coordinate with the resident district to assign all embedded settings in TIDE in advance of testing. In addition, responsibility for recommending an outcome for a student's test in the case of a test impropriety will remain with the resident district.

Districts entering into an agreement to delegate test administration responsibility to another district must complete the District Testing Responsibility Delegation Form. Both the delegating district and the district assuming responsibility must sign the form and keep a copy of the signed form on file at both district offices.

1.5 Training Requirements

District Test Coordinator Reading and Training Requirements

Table 2 below summarizes the training and reading requirements for DTCs pertaining to the OSAS summative assessments.

Table 2: DTC Training and Reading Requirements

	Description
Reading Requirements	• Sections 1 – 12 of the Test Administration Manual • Appendices A – C of the Test Administration Manual • The Oregon Accessibility Manual (see OAM for role-specific reading requirements)
Training Requirements	• Independently review the 2020-21 ODE-provided recorded training modules 1 – 7 posted to the Assessment Training Materials webpage between October 1 and November 2, 2020 (reviewing module 8 on the interim assessment system is required if that system is utilized by the district); • Complete the ODE-provided training survey posted to the Assessment Training Materials webpage by November 2, 2020; and • Register for one of the required ODE-facilitated Webinar sessions listed in the schedule below.

DTCs must register annually with ODE by July 29, 2020 using the DTC Designation Form and participate in annual test security and administration training provided by ODE. *DTCs who do not participate in annual test security and administration training* ***will have their current access*** *to the OSAS system* ***revoked*** *after the final ODE-facilitated webinar and may not receive important updates sent to the DTC listserv*.

DTCs must watch all of the ODE-provided training modules prior to completing the training survey. The purpose of the training survey is to check for comprehension of the test security and administration requirements and to provide DTCs with an opportunity to submit questions they would like addressed during the ODE-facilitated webinar sessions. The purpose of the required ODE-facilitated webinar sessions is to clear up misconceptions indicated in the training survey responses, address questions submitted through the training survey, and provide an opportunity for DTCs to ask additional questions and seek clarification. Table 3 below includes the 2020-21 schedule for the required ODE-facilitated webinar sessions.

Table 3: 2020-2021 Schedule of ODE-Facilitated Webinar Sessions *(Required Component of Annual DTC Training following independent review of ODE-provided training modules)*

Date	Time
November 3, 2020	3:00 – 4:30p PDT
November 4, 2020	9:00 – 10:30a PDT
November 5, 2020	3:45 – 5:15p PDT

ODE requires that all DTCs register for one of these scheduled ODE-facilitated Webinar sessions by October 9, 2020.

Make-up Training Options

DTCs who are unable to participate in one of these ODE-facilitated WebEx sessions must notify their regional ESD partner by November 2, 2020 and make arrangements to use one of the following

make-up training options before November 10, 2020. These make-up training options are also available for interim or replacement DTCs appointed mid-year:

- **Regional ESD Partner Training:** ODE's authorized Regional ESD Partner will provide one make-up training session as needed for incoming DTCs in cases where the outgoing DTC is not available to provide internal make-up training. To exercise this option, the district must notify its Regional ESD Partner by November 10, 2020.
- **Internal Training:** Districts may provide internal make-up training in cases where the outgoing DTC has received annual ODE-provided training for the current school year. The outgoing DTC must train the incoming DTC using the recorded training modules posted to the Assessment Training Materials webpage. To exercise this option, the district must notify its Regional ESD Partner, including the date and time when the internal training will occur.

Training Requirement for District Level Users. In addition to District Test Coordinators (DTCs), the OSAS Online System provides district-level access and rights to TIDE, the Test Delivery System, and the Online Reporting System for locally designated District Level Users (DLUs). DTCs must locally ensure that all DLUs meet the same reading and training requirements as DTCs and sign the DTC/DLU Assurance of Test Security Form because DLUs have access to the same parts of the system as DTCs (including the ability to set up test sessions and access confidential student information such as test settings and scores).

School Test Coordinator Training and Reading Requirements

Table 4 below summarizes the reading and training requirements for STCs pertaining to the OSAS summative assessments.

Table 4: STC Reading and Training Requirements

	Description
Reading Requirements	• Sections 1 – 11 of the Test Administration Manual • Appendices A – C of the Test Administration Manual • The Oregon Accessibility Manual (see OAM for role-specific reading requirements)
Training Requirements	• 2020-21 ODE-provided training modules 1 – 7 posted to the Assessment Training Materials webpage

To ensure consistent and valid administration of the statewide assessments, STCs must receive annual training from the DTC on the test administration policies and procedures included in this Test Administration Manual and the Oregon Accessibility Manual. In addition to the modules, STC training must provide STCs with an opportunity to ask questions and receive clarification. Districts may choose to supplement the required ODE-provided training modules with additional materials specific to local policies and protocols.

Test Administrator Training and Reading Requirements

Table 5 below summarizes the reading and training requirements for TAs pertaining to the OSAS summative assessments.

Table 5: TA Reading and Training Requirements

	Description
Reading Requirements	• Sections 1 - 4 of the Test Administration Manual, plus Sections 6 – 11 depending on the specific assessments that the TA will administer • Appendix A of the Test Administration Manual • The Oregon Accessibility Manual (see OAM for role-specific reading requirements)
Training Modules	• 2020-21 ODE-provided training modules 2 – 4 posted to the Assessment Training Materials webpage • Module 5 *(required for TAs administering ELA or Mathematics assessments)* • Module 6 *(required for TAs administering the Science assessment)* • Module 7 *(required for TAs administering the ELPA Summative)*

To ensure consistent and valid administration of the statewide assessments, **any individual who will be interacting with students during administration of an OSAS summative assessment is considered a TA and must satisfy all annual TA reading and training requirements.**

In addition to the modules, TA training must provide TAs with an opportunity to ask questions and receive clarification. Districts may choose to supplement the required ODE-provided training modules with additional materials specific to local policies and protocols

TAs who will administer either online assessments through the Braille Interface or the Oregon Extended Assessments must receive additional specialized training from ODE or its designee in addition to receiving the test administration and security training required for all TAs.

For training requirements pertaining to the ELPA Screener, please refer to the ELPA Screener Administration Manual.

1.6 Frequently Used Terms

Table 6 defines terms used in the OSAS.

Table 6: Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the assessment. 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 construct, grade-level standard, or intended outcome of the assessment. See the Oregon Accessibility Manual for complete information.
Break	The number of items per session can be based on the student's need. There is no limit on the number of breaks or the length of a break that a student might be given according to their unique needs. However, for some portions of the test, breaks of 20 minutes or more will prevent the student from returning to items already attempted by the student.
Computer Adaptive Test (CAT)	The ELA and Mathematics summative assessments are comprised of computer adaptive items, such as Multiple Choice, Matching Tables, and Drag and Drop. Based on student responses, the computer program adjusts the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking

Term	Definition
	place, these assessments present an individually tailored set of items to each student and can quickly identify which skills students have mastered.
Consortium	Groups of states engaged in resource sharing via a consortium, such as Smarter Balanced Assessment or English Language Proficiency for the 21st Century.
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 and student). They are either provided as digitally delivered components within the test delivery system or by TAs. See the Oregon Accessibility Manual for complete information.
District Test Coordinator (DTC)	District personnel responsible for the overall administration of testing in a district. See *Section 1.4 User Roles and Responsibilities* for details.
Force Majeure	An extraordinary circumstance (e.g., a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g., flooding, earthquake, volcano activity) that directly prevents a school from making reasonable attempts to adhere to the current year test schedule.
Full-write (Interim Assessment System only)	A component of the ELA performance task in Oregon's interim assessment system that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which the student engages the full writing process.
Invalidation	The act of omitting test results and student responses from the testing and accountability systems for which the student may not retest. Invalidation is often the outcome for tests impacted by a test impropriety.
Modification	Any change away from a standard administration that is not listed in the Oregon Accessibility Manual is considered a Modification. Any practice or procedure that compromises the intent of the assessment through a change in the achievement level, learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not explicitly listed in the Oregon Accessibility Manual. See the Oregon Accessibility Manual for complete information.
Pause	A student or TA may pause any part of the test as needed. Depending on the section of the test, the consequences of a student's pausing the test will differ. More information on test pausing is available in *Section 6.4 Pause Rules and Test Expirations*.
Performance Task (PT; Interim Assessment System only)	The ELA and Mathematics interim assessment system includes two assessment types: a performance task (PT), which is an individually administered, computer-generated task, and computer adaptive items (see definition). A PT requires students to answer a set of complex questions that are centered on a common theme or problem.
Reset	Granted under very rare circumstances, resetting a test allows the student to restart the test.
School Test Coordinator (STC)	School personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. *See Section 1.4 User Roles and Responsibilities* for details.
Secure Browser	A web browser that is downloaded and installed on a computer prior to a student's beginning online testing. The browser is specifically to provide secure access to the online testing system and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during testing.
Secure Student Identifier (SSID)	A secure, unique student identifier assigned to each student and used during the log-in process.

Term	Definition
Segment	The ELPA Summative assessment is presented in two segments: one segment with Reading, Writing, and Listening items, and a second segment consisting of Speaking items. When a student completes a segment of the test, they are shown a message indicating that once that segment is submitted it is no longer possible to return to that segment.
Session	A timeframe in which students actively test. Additional information on session recommendations is in *Section 5.1 Testing Time and Recommended Order of Administration*.
Test Administrator (TA)	District or school personnel, substitute teachers, or volunteers responsible for administering the OSAS assessments in a secure manner in compliance with the policies and procedures in the Test Administration Manual. See *Section 1.4 User Roles and Responsibilities* for details.
Test Impropriety	Adult or student behaviors prohibited during test administration because they give students an unfair advantage or otherwise compromise the security or validity of the test administration. For specific details on how to proceed when an impropriety has occurred, please refer to *Section 3.6 Reporting Test Improprieties*.
Test Information Distribution Engine (TIDE)	The User Management System is used to manage district- and school-level users, update student settings, monitor test progress, and manage local test window(s)
Test Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test or interpretation of those scores. For specific details on how to proceed when an irregularity has occurred, please refer to *Section 3.6 Reporting Test Improprieties*.
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test delivery system or separate from it. Universal tools are available to all students based on student preference and selection. See the Oregon Accessibility Manual for complete information.

1.7 Resources

Information in the Test Administration Manual is supplemented by the resources listed below in Table 7 (Manuals), Table 8 (User Guides), and Table 9 (Other Resources) supporting Oregon's statewide summative assessments.

Table 7: Manuals

Resource	Description
Oregon Accessibility Manual	Describes the universal tools, designated supports, and accommodations available for Oregon's statewide assessments.
The Right Assessment for the Right Purpose guidance document	Includes ODE's vision for the OSAS, assessment definitions to guide development of assessment literacy, appropriate and inappropriate uses of assessment data, and timing considerations for the statewide summative assessments (inflection point).

Table 8: User Guides

Resource	Description
Test Administrator User Guide	The TA User Guide is designed to familiarize Test Administrators with the Test Delivery System. It provides information about general testing rules and policies and an overview of the student and TA Interfaces. Appendices provide supplemental information about the secure browsers.
Online Reporting System User Guide	The ORS User Guide provides district- and school-level personnel with step-by-step instructions on how to view and understand the various reports available in the Online Reporting System. The Online Reporting System provides two major types of reports: Score Reports and Test Management Center reports. Score Reports allow authorized users to view institution, personnel, roster, and individual student reports for a selected subject and assessment and break down data by category. Longitudinal data are also available for ascertaining trends in testing. Test Management Center reports allow authorized users to determine the percentage of students who have completed testing for a given subject and grade. In addition to viewing score reports, authorized users can also manage rosters. ***Note: The Online Reporting System is not the official source of data. The only source for official scores is ODE's Assessment Record Updating Application (ARUA). Thus, the score data from the OSAS Online Reporting System should be considered preliminary information.***
Test Information Distribution Engine (TIDE) User Guide	The TIDE User Guide allows authorized state, district, and school personnel to manage user and student information for the online assessments. This user guide is organized based on the tasks available in TIDE.
Quick Guide for Setting Up Your Online Testing Technology	The Quick Guide explains in 4 steps how to set up technology in schools and districts. It is written for technology coordinators or whoever is setting up technology in a school or district. It instructs how to set up TA and student workstations, networks, and assistive technology. It should act as a "driver" document that provides all the steps Test Coordinators need to complete to ready their schools or districts for online testing.
Configurations, Troubleshooting, and Advanced Secure Browser Installation for Windows	While the Quick Guide for Setting Up Your Online Testing Technology provides summaries of configurations and Secure Browser installation for Windows, this "companion" document provides step by step instructions for those who need them. The Secure Browser installation instructions included in this document describe how to install the Secure Browser on multiple devices at once. This document also includes a troubleshooting section. A separate version of the document is available for each of the Windows, Mac, and Chrome operating systems.
Assistive Technology Manual	The Assistive Technology Manual will provide technical specification information and additional configuration instructions for assistive technology tools that can be used by students with special accessibility needs for online testing. It includes information for testing with Speech-to-Text tools, Predictive Text tools, Alternative Computer Input tools, Assistive Keyboard tools, Screen Magnifier tools, Voice Packs, and Braille technology.
ELA and Mathematics Interim Administration Guide	The Interim Assessment Guide for Administration is intended for staff who play a role in the administration of the ELA and Mathematics interim assessments.
ELA and Mathematics Quick Guide to Administering Interim	ELA and Mathematics Quick Guide to Administering Interim Assessments Remotely describes how test administrators (TAs) can remotely administer the interim assessment and how students may access and participate in an interim assessment.

Resource	Description
Assessments Remotely	

Table 9: Other Resources

Resource	Description
Sample Test	Sample Tests include test items for each grade level and provide a preview of the item types included in the online assessments. ELA and Mathematics, Science, and ELPA Sample Tests are available through the OSAS Portal.
Training Test	ELA and Mathematics Training Tests are available to familiarize students and TAs with the format and functionality of the ELA and Mathematics assessments. This resource will be available by grade band (ELA: 3–5, 6–8, high school; Math: 3-5, 6, 7-8, high school) and has approximately six to nine mathematics and six to seven ELA items per grade band. Training Tests do not require use of the Secure Browser. (available through the OSAS Portal)
Web Pages	Accessibility Supports, ODE-Provided Allowable Resources, Promising Test Practices Assessment Home Page Assessment Administration, OSAS Online User Guides, Test Administration Manual and Appendices Webpage Interim Assessment Resources Regional ESD Partner Helpdesk ORExt Assessment Webpage and Training & Proficiency Website NAEP Resources OSAS Online Portal Oregon Administrative Rules Training Modules

2.0 TEST SECURITY

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials associated with the statewide summative assessments are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Failure to honor security jeopardizes student information and puts the operational test at risk.

2.1 Testing Requirements to Produce Valid Test Results

ODE sets requirements for secure and valid testing in order to ensure that each Oregon student has a fair opportunity to demonstrate their abilities and school districts are fairly rated for state and federal accountability. **Requirements include:**

- All OSAS assessments must be administered and supervised at all times by a trained TA.
- Prior to administering the assessment, each TA must receive security training consistent with the requirements described in *Section 1.5 Training Requirements* and have a signed **Test Administrator Assurance of Test Security form** (available through ODE's Test Administration webpage) on file at the District Office, valid for the current school year. TAs must renew this form annually upon completion of test administration and security training. All TAs must also satisfy the reading requirements described in *Section 1.5 Training Requirements*. **Note: any individual who will be interacting with students during testing is considered a TA.**
- STCs and DTCs must receive test administration and security training consistent with the requirements described in *Section 1.5 Training Requirements* and have a signed **STC** or **DTC Assurance of Test Security form** (available through ODE's Test Administration webpage) on file at the District Office, valid for the current school year. STCs and DTCs must renew this form annually upon completion of training. All STCs and DTCs must also satisfy the reading requirements described in *Section 1.5 Training Requirements*.
- Any person (office staff, computer lab support staff, etc.) who has access to or participates in the handling of secure test materials but who does NOT interact with students during administration of the test must sign a **Non-Administrator Assurance of Test Security form** (available through ODE's Test Administration webpage) prior to gaining access to secure test materials. This signed form must be kept on file at the District Office, valid for the current school year. **Parents who make prior arrangements with the district to observe the testing environment must also sign this form. Even after signing this form, however, the parent must be seated far enough from students to prevent distraction or other interference with the test administration. If practicable, it is preferable to allow the parent to watch the test through an observation window rather than having the parent present in the test environment.**

> **Access to the Secure Test Environment.** Under no circumstances may districts provide unauthorized individuals, including media, access to the secure test environment or secure test materials. Doing so constitutes a significant security breach and must be reported immediately.

In addition, ODE has identified the following practices as standard testing conditions available for all students:

- Dividing testing into several testing events, including providing students with extended time or frequent breaks as needed.
- Reading or rereading student directions to students. The verbatim student directions are provided in *Section 7: Administering Oregon's Online Summative Assessments*. The student

directions for participating in the ORExt are found within the Training and Proficiency website as well as within the online test administration tool.

2.2 Security of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing. The test environment includes what a student can see, hear, or access (including via technology). A violation of the security of the test environment may result in a test impropriety. Table 10 describes security requirements for the test environment during various stages of testing.

Table 10: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials **must be removed or covered, including but not limited to** information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions or other visual barriers.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation (e.g., if testing in a school library or computer lab, access should be restricted to testing students and authorized staff while testing is in progress).
Student supervision	Students are actively supervised by a trained TA (or TAs) and the students are free from access to unauthorized electronic devices that allow access to outside information, communication among students or with other individuals outside the test environment, or photographing or copying test content. This includes, but is not limited to, cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those accessibility supports identified in the Oregon Accessibility Manual that are permitted for each specific test (or portion of a test).
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. Students who are not being tested must not have access to secure testing materials, including test items. Based on individual situations, trained TAs may also have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any item.
No answer key development	No form or type of answer key may be developed for test items.
Testing through secure browser	Administration of online assessments is permitted only through the Student Interface via a secure browser.

Requirement	Description
DURING AND AFTER TESTING	
No access to responses	DTCs, STCs, TAs, and other staff are not permitted to review student responses.
No copies of test materials	Unless needed as a print-on-request or Braille accommodation, no copies of the test items, stimuli, or reading passages may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, stimuli, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing descriptions of test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DTCs, STCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, or reading passages at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of supporting appropriate assessment.
All test materials must remain secure at all times	Printed materials, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by authorized staff.
AFTER TESTING	
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items/passages, including embossed Braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately shredded. See section *3.2 Secure Handling of Printed Materials* for details.

2.3 Online Testing Security Features

Test security is essential to ensuring the reliability and validity of student scores. Students use a secure browser to access online tests (ELA and Mathematics, Science, ELPA Summative, and tablet OExt). Download and installation information for the secure browser for ELA, Math, Science, and ELPA assessments through the OSAS Portal. The secure browser provides a secure environment for student testing by disabling the hot-keys, copy and screenshot capabilities, and access to the desktop (internet, email, and other files or programs installed on school machines). The secure browser will not display the IP address or other URL for the site. **Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. The "back" and "forward" browser options are not available, except as allowed in the testing environment as testing navigation tools.** Students will not be able to print from the secure browsers, but they are able to submit printing requests to the TA if they are assigned print-on-request. During testing, the desktop is "locked down" and students must "Pause" (which saves the student's test for another session) or answer all items and complete a test in order to exit the secure browser. Access to the OExt tablet administration is provided by email subsequent to completion of the required training proficiency tests at or.k12test.com.

In the event of technical difficulties that require force quitting of the secure browser, TAs should use the force quit commands found in the TA User Guide, or contact their Regional ESD Partner for further assistance.

Additional security is provided by a confirmation page presented immediately after student login, where students confirm their legal name, SSID, test, test language, and grade information prior to beginning a test. TAs may help younger students confirm this information.

After students log in, the TA must confirm and approve that these are the correct students to take the test and approve the students' login request. This is done through the session monitoring screen, which identifies every student who logs in to a testing session. The TA should review the student name and grade information to ensure that all students logging into a session have entered the correct SSID and that the information is correct in the system.

Finally, during testing, the student's name and SSID are displayed in the upper left corner of the test screens, so the TA can confirm that students are logged in correctly during testing.

Student identity confirmation helps keep test items secure by ensuring that students see only the tests they are supposed to see. Only trained TAs who have signed the Assurance of Test Security form may be given access to the Test Administration (TA), Test Information Distribution System (TIDE), or the Online Reporting System (ORS) of the OSAS. Under no circumstance may students access TA, TIDE, or the ORS. Additional information about student login and session monitoring are provided in the TA User Guide.

2.4 Secure Handling of Printed Test Materials and Note Paper: Printing, Storage, and Disposal

All of Oregon's statewide summative assessments are secure. To ensure the security of Oregon's test items and student confidentiality, all printed testing materials (e.g., test session management reports, materials with individual student information, and student score reports) must be kept secure. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your Regional ESD Partner.

Printing Individual Test Items, Passages, or Stimuli

Print-on-request must be set in TIDE prior to test administration. The decision to allow students to use print-on-request must be made on the basis of individual student need. See the Oregon Accessibility Manual for additional information about eligibility for print-on-request by content area.

Note: **Assigning Print-on-Request**. The printing of items/stimuli is intended for those rare instances where a student's condition (e.g., photosensitive epilepsy) prevents the student from accessing material online. Access to printed items/stimuli should **not** be assigned based solely on a student's personal preference. The use of print-on-request should be minimal.

Once a student is approved to receive the printing of test items/stimuli, that student may send a print request to the TA during testing by clicking on the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff who have signed an Assurance of Test Security form.

Destruction of printed materials and note paper

Printed test items/stimuli, embossed Braille printouts, scratch paper, and notes must be collected and inventoried at the end of each test session. Table 11 below indicates what printed materials must immediately be securely destroyed and which materials may be securely retained between test sessions.

Table 11: Destruction of Printed Materials and Note Paper

Assessment	Must Immediately Destroy Securely	May Retain Securely
Math	Scratch paper from CAT(includes any paper written on by the student) Printed test items or stimuli	N/A
ELA	Scratch paper from CAT (includes any paper written on by the student) Printed test items or stimuli	N/A
Science	Printed test items or stimuli	Notes
ELPA Summative	Printed test items or stimuli	Notes

To securely retain notes, TAs must direct students to write their names (or some appropriate identifying information) on their notes, collect and inventory the notes at the end of each test session, store securely in between test sessions. Materials retained between test sessions must be securely destroyed immediately upon the student's completion of the test.

2.5 Student Confidentiality

Individual student information and test results must not be made public. Student test materials and reports must not be exposed in such a manner that student names can be identified with student results, except to authorized individuals with an educational need to know. Individual student information and test results must not be made public unless:

- The district has explicitly identified state test scores and/or results as directory information consistent with FERPA guidelines;
- The release of the data does not expose the performance of students who did not meet the state's achievement standard; and
- Parents are made aware in advance of the reward and potential consequences of any honor provided to students based on these data and are given an opportunity to decline the honor on behalf of their child.

Secure Student Identification Numbers (SSIDs) and other confidential personally identifiable student data must remain secure at all times and must not be associated with a student's name in an unsecured place or manner. Displaying student SSIDs with student names on any non-secure materials compromises the security of confidential student information. **Please note that student body cards distributed to students are not secure, and districts are prohibited from including student SSIDs on student body cards or other non-secure materials.**

Only students may log in to their online testing environment. TAs or other staff or volunteers may not log in using a student's SSID except when helping a student who is having problems logging in.

Keep student information confidential. SSIDs associated with student names or other personally identifiable student data must not be sent in an e-mail or fax. If necessary, phone your Regional ESD Partner (e.g., to report a wrong name associated with a SSID number or to troubleshoot Online tests). **If information is to be sent via e-mail or fax, include only the SSID, not the student's name. Tips on securely transmitting confidential student information are located through ODE's Test Administration Resources webpage.**

While test items must be kept secure, the Family Educational Rights and Privacy Act (FERPA) requires that parents have the opportunity to view their student's most recent test booklets or a computer generated list of test items. If a parent requests to view the items on their student's test, contact your DTC who will inform Holly Carter, Security Coordinator for Test Design and

Administration (503-947-5739), at holly.carter@state.or.us. ODE will contact the parent to arrange a secure viewing of test items from their student's test. For the Extended Assessments (as well as writing assessments from previous years), the DTC should work directly with the parents to arrange a local viewing of their student's test. To maintain the security of the Extended Assessment, districts must follow the Parent Test Review protocol and have the parent sign the Parent Test Review Meeting form posted to ODE's Test Administration webpage. Districts must maintain a signed copy of the Parent Test Review Meeting form on file at the district office, subject to audit by ODE.

2.6 Sensitive Responses

Taking appropriate action with student responses or student actions that cause concern

Throughout the test administration process, student safety is always the primary consideration. During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Although TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper, a TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to:

1. Suicide
2. Criminal activity
3. Alcohol or drug use
4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect
9. Bullying

Collecting information

Prior to administration, each TA should have a thorough understanding of school, district, and state policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, district, and state policies.

Escalating information

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern in accordance with school, district, and state policies and procedures.

Crisis Alerts

The ODE receives crisis alerts from CAI when student responses that include concerning content are received. CAI uses an artificial intelligence engine to initially flag these items, which are swiftly reviewed by human readers. All flagged items that include concerning content are sent to ODE staff via secure email thereafter. The Assessment Team checks these messages throughout the work day and contacts the relevant building level Principal by telephone, ensuring that live human contact is

made. Calls are made until we've reached an adult representative of the school that the student attends. Senate Bill 415 established ODE staff as mandatory reporters in the spring of 2019. ODE will now contact the Department of Human Services (DHS) at the same time that we are reaching out to Principals. At the end of each day, ODE receives a comprehensive summary of concerning student responses from CAI. This summary is used to develop official letters to each Principal that include the date and the student's response, District Test Coordinators (DTCs) are Cc'd in those email correspondences.

DTCs are expected to ensure that a formal process for addressing all district crisis alerts received from ODE is established. The process should include relevant staff, communication protocols, and timelines for all responses. It is paramount that this process be conducted according to the severity of the student's response in order to ensure that students get the level of support that they need to maintain their safety and the safety of others. Please contact the Director of Assessment if you require additional support in this area.

3.0 TEST IMPROPRIETIES AND IRREGULARITIES

Test security incidents, such as improprieties and irregularities, are behaviors prohibited during test administration, either because they give a student an unfair advantage or because they compromise the secure administration of the assessment. Whether intentional or by accident, failure to comply with security 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 in *Section 3.6 Reporting Test Improprieties and Irregularities* 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 State's standard test administration. **TAs must not assist or interfere with student testing**. Adults must carefully adhere to all test administration procedures to avoid test improprieties. *This Test 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 12 below provides **examples** of adult-initiated test improprieties that have been reported to ODE in previous school years. **This list is not comprehensive.**

Table 12: Examples of Reported Adult-Initiated Test Improprieties

Description
• Failing to ensure administration and supervision of an OSAS assessment by qualified, trained personnel at all times.
• Using a student's SSID to log into an online test other than while helping a student to log in.
• Giving out log-in information (username and password), including to other authorized users.
• Sending a student's name and SSID together in an email message.
• Giving students the wrong SSID during the log-in process, causing students to log in and test under another student's SSID.
• 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.
• 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.
• Providing a student access to another person's work/responses.
• Providing students with non-allowable materials or devices during test administration.
• 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.
• Modifying student responses or records at any time.

Description
• 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.
• Losing or otherwise failing to account for secure test materials (e.g., printed items or stimuli).
• Failing to securely store test materials, including allowing students to remove test items, reading passages, writing prompts, or scratch paper that was used during assessment from the secure test environment.
• Copying or otherwise retaining test items or stimuli. This includes the use of photo-copiers or digital, electronic, or manual devices to record or communicate a test item without prior permission from ODE.
• Using secure test items, modified secure test items or stimuli for instructional purposes.
• Developing answer keys to test items and using them for instructional purposes or to give students input on their progress and test performance.
• Giving the media modified test items, or stimuli or providing the media access to the secure test environment.
• Reviewing or discussing the content of test items or stimuli for any reason.
• Testing students outside of the school-level test window (where applicable).

3.2 Student-Initiated Test Improprieties

Student-initiated test improprieties are student behaviors prohibited during test administration because they can give students an unfair advantage or otherwise compromise the State's standard test administration. Table 13 below provides **examples** of student-initiated test improprieties that have been reported to ODE in previous school years. **This list is not comprehensive.**

Table 13: Examples of Reported Student-Initiated Test Improprieties

Description
• Students cheating, including passing notes or giving help to other students during testing.
• Students talking during testing.
• Accessing or using electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
• Accessing the internet during a testing event.
• Accessing or using non-allowable resources, including other students' work, during a test administration.
• Removing secure testing materials such as test items, stimuli, reading passages, or scratch paper from the testing environment.

3.3 Responding to Student Questions During an Assessment

Helping students violates the integrity and validity of the test. If a student asks for help, the TA should remind the student to "do your best" using the verbatim student directions provided in *Sections 7 –9*, but must not initiate assistance or give any indication that they can help. *TAs should use caution, checking 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.*

Student Comments. TAs must not review test items for any reason. If a student is concerned about an item, TAs may direct the student to enter the concern in Online Comments. However, TAs must not initiate comments on test items. *TAs may, however, immediately report system errors (e.g. technology issues) to the OSAS HelpDesk and may also report such errors to their DTC.*

TAs should review the Oregon Accessibility Manual to understand what is allowable in case a student requests an alteration in how a test is being administered. In cases where a student's IEP indicates that a designated support or accommodation should be used, review the student's IEP as well as the Oregon Accessibility Manual.

Note: **Pop-up messages, warnings, and other system-generated notifications** are considered the equivalent of test directions. They may be read aloud to, or translated for, students without constituting a test impropriety.

3.4 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)

During an event such as a fire drill or other evacuation, safety is the top priority. If the TA can safely access the TA workstation before evacuating the test environment, then the TA should pause all tests before evacuating. If the TA cannot safely access the TA workstation, then the TA should evacuate and secure the test environment consistent with the school's evacuation policy. Upon returning to the test environment, the TA should pause all tests before students return to their stations. This helps to ensure that students do not sit at the wrong computer by mistake.

3.5 Consequences of Test Improprieties and Irregularities

If test improprieties or irregularities occur during administration of an online test, 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.

In extremely rare instances, rather than invalidating a test, ODE may reset a student's online assessment at the request of the school district if ODE determines that a reset does not compromise the security or validity of the assessment. If an online test is reset, the student responses will be removed, and the student may retest. ODE may also reopen a test that has expired or that was submitted accidentally, allowing the student to resume the test. If an ***expired*** test is reopened, the test will reopen at the location at which the student stopped the assessment. The student will be able to review items within the current segment of the assessment but cannot return to previous

segments. If a ***submitted*** test is reopened, the test will reopen at the last page of the test. **Once a test has been scored, it is no longer eligible to be reset or reopened.** Table 14 summarizes the outcomes permitted under Oregon's test security policies in the event of a test impropriety or irregularity.

Table 14: Outcomes of Test Improprieties and Irregularities

Type of Appeal	Description	Conditions for Use
INVALIDATION	Invalidating a student's test eliminates the test. The test will not be scored or counted for participation.	The State may invalidate any test if: • There is a test impropriety. • The test is administered in a manner inconsistent with the Test Administration Manual or the Oregon Accessibility Manual. • A student deliberately does not attempt to respond appropriately to items.

RESET	Resetting a student's test removes that test from the system and enables the student to start a new test.	The State may reset a test if:
		• A test irregularity occurs as the result of an error on the part of either ODE or one of its agents, including test vendors or helpdesk staff.
		• Any of the following settings were incorrectly set and the error was caught within the first five items presented to the student:
		  • American Sign Language (for ELA listening and Mathematics)
		  • Closed captioning (for ELA listening stimuli)
		  • Language (including translations, translated glossaries, and Braille)

REOPEN	Reopening a test allows a student to access a test that has already been submitted or has expired.	The State may reopen a test if: • A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. • A student is unable to complete the test before it expires due to an unanticipated excused absence or unanticipated school closure. • A student unintentionally submits a test before they completed it.
RESTORE	Restoring a test returns a test from the Reset status to its prior status.	The State may only restore a test if a test was inadvertently or inappropriately reset.

If a district fails to enter a student's or Oregon Extended Assessment (ORExt) score by the deadline identified in *Appendix A: Test 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. **Note: for an extremely severe force majeure that prevents districts from completing testing over an extended period of time (e.g., more than 3 weeks), ODE will work with the U.S. Department of Education and the impacted districts to ensure valid and**

reliable accountability calculations. This may include a requirement to test students in the following school year based on their prior grade of enrollment.

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.

3.6 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 ACCESSIBILITY SUPPORTS

The Oregon Accessibility Manual provides information for classroom teachers, English development educators, special education teachers, and other educators to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them; it is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Oregon Accessibility Manual applies to all students and emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The Oregon Accessibility Manual focuses on universal tools, designated supports, and accommodations for the OSAS. At the same time, the Oregon Accessibility Manual supports important instructional decisions about accessibility and accommodations for students who participate in the OSAS. The Oregon Accessibility Manual recognizes the critical connection between accessibility and supports in instruction and accessibility and supports during assessment. Therefore, all accessibility supports a student receives on the statewide assessments are to mirror the supports currently being provided to that student in their classroom instruction and assessments.

Note: The Oregon Accessibility Manual, as well as the full list of universal tools, designated supports, and accommodations supported for all statewide assessments, can be found through ODE's Test Administration webpage.

Please be sure to review the Oregon Accessibility Manual thoroughly before test administration.

Oregon's online statewide assessments contain embedded universal tools, designated supports, and accommodations; these are defined in Table 15. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system. Oregon's paper-based ORExt also support non-embedded resources.

Table 15: 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 working with the parent 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 assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. **Note: accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans.**

For additional information about the availability of designated supports and accommodations, refer to the Oregon Accessibility Manual.

5.0 SCHEDULING TEST ADMINISTRATION

5.1 Testing Time

Testing Time

Table 16 contains the estimated time it will take most students to complete each of Oregon's summative tests. The shortened-blueprint, tablet administration for the OExt for 2020-21 is expected to take approximately 20 minutes per content area. This information is for scheduling purposes only, as the assessments are not timed.

Table 16: Estimated Testing Times for General Summative Tests

Content Area	Grades	Estimated Testing Time hrs : mins
English Language Arts/Literacy	3–5	1:10
	6–8	1:10
	HS	1:00
Mathematics	3–5	1:00
	6–8	1:05
	HS	0:50
Science	5	1:30
	8	1:30
	HS	1:40
ELPA Summative	K	1:00
	1	1:00
	2–3	1:35
	4–5	1:45
	6–8	3:15
	HS	3:55

When developing a testing schedule, the estimated testing times may be used to calculate the number of days and the amount of time it will take to complete a test in each content area and grade level. These estimates do not account for any time needed to start computers, load secure browsers, or log in students. TAs should work with STCs to determine precise testing schedules.

Duration and timing information for ELA and mathematics

The scheduling/rules for each of the ELA and mathematics assessments are included in Table 17 and Table 18. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area.

Table 17: ELA Assessment

	CAT Items
Number and Duration of Sessions	Recommendation: • No more than three sessions •
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for 20 minutes or more, the student may not be able to go back to items on the previous screens. Recommendation: A single test session should not include a break that is 20 minutes or more. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch)
Total Duration	Once a student has started the assessment, it will be available for 45 calendar days. Recommendation: Student completes the assessment within five days of starting.

Table 18: Mathematics Assessment

	CAT Items
Number and Duration of Sessions	Recommendations: • No more than three sessions
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for 20 minutes or more, the student may not be able to go back to items on the previous screens. Recommendation: A single test session should not include a break 20 minutes or more. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch).
Total Duration	Once a student has started the assessment, it will be available for 45 calendar days. Recommendation: Student completes the assessment within five days of starting it.

Additional administration recommendations

- Minimize the amount of time between beginning and completing each content area assessment.

Important Reminders:

1. The number of items will vary for each student's test.
2. The tests are not timed, so all the time estimates are approximate.
3. Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
4. The test can be spread out over multiple days as needed.

5.2 School-Level Test Windows

Districts and schools may develop school-level test windows within the ODE-defined test windows in order to coordinate and allocate resources toward testing. To manage testing resources, school-level test windows may be set for specific content areas and grade levels. Schools should coordinate with the DTC to establish the duration of the school-level test window based on the number of enrolled students the school projects will be eligible to test. The following criteria apply when setting school-level test windows:

- **ELA and Mathematics:**
  - Because the ODE-defined 2020-21 test windows have been moved into March for Grades 3-8, there is no longer a need to calculate a 66% instructional day threshold, nor meet such a requirement.
  - School-level test windows must last for at least four calendar weeks.
- **Science:** School-level test windows must last for at least four calendar weeks.

To avoid inadvertently testing students before the start of the school-level test window, schools may use the school-level test window feature in TIDE to restrict student access to online tests until the start of the school-level test window.

Regardless of the test window a school establishes to complete testing, schools will be held accountable for ensuring that all students who are enrolled as of the first school day in May have tested. With the exception of students who are not tested due to a medical emergency, students who are enrolled on the first school day in May who are not tested will be counted as non-participants for accountability calculations. For ELPA Summative, whose statewide test window closes before May 1, districts may use administration code 8 for students who enroll after the close of the statewide test window but who are enrolled on the first school day in May.

5.3 Opt-Outs and Parent Requests for Exemption from State Testing

Opting Out of Statewide Math and ELA Assessments

ORS 329.479 establishes a Student Assessment Bill of Rights permitting parents to annually opt-out of statewide summative assessments in English Language Arts and Mathematics. In addition, ORS 329.479 requires school districts and public charter schools to provide supervised study time for students who opt-out of testing.

Opt-Out Eligibility. ORS 329.479 confers a right to opt out of the math and ELA summative assessments on parents. It is a violation of both state and federal law for a local education agency, including school boards, district staff, or school staff, to opt a child out of testing on behalf of a parent.

Communication Protocols

Consistent with the requirements of ORS 329.479, ODE has developed an annual notice (available through ODE's Test Administration webpage) that describes these assessments, identifies the timeframe when the assessment will most likely be administered, and identifies an adult student's or parent's right to excuse the student from testing. **Districts and public charter schools must provide parents with the ODE-developed annual notice at the beginning of each school year.** In addition, districts and public charter schools must provide parents with separate notice at least 30 days prior

to administering the statewide summative assessments in Math and ELA using the ODE-provided 30-day notice and opt-out form (available through ODE's Test Administration webpage). School districts and public charter schools must use the 30-day notice and opt-out form provided by ODE to communicate with all parents about state testing requirements and their right to opt-out for high school students by **December 4, 2020** and for students in Grades 3-8 by **February 4, 2021**.

While districts may communicate with parents using existing communication protocols, including but not limited to fall registration materials, parent conferences, electronic media, or letters home, ODE encourages districts to account for the following considerations to ensure accurate, consistent communication across classrooms and schools within the district:

- Establishing a district policy around the administration of the statewide assessments required under both federal and state law, and communicating this policy to all district and school staff to ensure consistent understanding
- Communicating to all district and school staff about the purpose of the statewide assessments to ensure consistent understanding about the role these assessments play in systems accountability and ensuring equitable opportunities for all Oregon students
- Ensuring that the entire combined 30-day notice and opt-out form is provided to parents; providing only the opt-out form without the 30-day notice deprives parents with the context needed to make an informed decision about participation and violates state policy.
- In addition, ODE offers the following examples of appropriate and inappropriate communications regarding opt-out rights. What is critical in these communications is that parents are engaged in the communication and that non-adult students are not subjected to undue influence by educators or staff during working hours.

Examples of Appropriate Communications	Examples of Inappropriate Communications
Posting ODE's opt-out form on district/school website	Making repeated announcements to non-adult students (e.g., over school intercom systems, assemblies) during working hours reminding students to pick up ODE's opt-out form
Sending ODE's opt-out form through Parent emails or a Parent newsletter	Initiating a discussion of ODE's opt-out form or process with non-adult students during working hours
Making ODE's opt-out form available during public meetings	Repeatedly reminding non-adult students to submit ODE's opt-out form during working hours
Providing adult students with ODE's opt-out form at the end of class	Encouraging students to submit ODE's opt-out form during working hours

For additional information about implementing the requirements of ORS 329.479, please see Executive Numbered Memorandum 003-2015-16 – Exemption from Statewide Summative Tests.

Parent-Requested Exemptions for All Other Assessments

For all other statewide summative assessments (OSAS Online Science, ELPA Screener, ELPA Summative, and the ORExt Science Assessment), parents may request that their student be exempted from state testing based on either **disability** or **religion**. OAR 581-021-0009: Exemptions 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.

Note: **Distinguishing opt-outs from parent requests for exemption**. The term "opt-out" refers to the legislatively created process that applies specifically to the ELA and Math assessments. Parents may opt out of Math and ELA at their discretion by submitting the state-created opt-out form.

For all other assessments, OAR 581-021-0009: Exemptions allows parents to request that their student be exempted from testing based on disability or religion. Unlike the opt-out process for Math and ELA, parent requests for exemption for all other tests must satisfy the following conditions:

- Be submitted in writing to the district (there is no standardized form)
- Include reasons for request (disability or religion)
- Propose an alternative learning activity for the student
- Is subject to district review and determination whether to approve

Table 19 shows for each OSAS summative assessment whether it is subject to the opt-out process or the parent-requested exemption process.

Table 19: Opt-Out or Parent Request for Exemption

Assessment	Opt-Out or Parent Request for Exemption
ELA (online and Extended formats)	Opt-out
Math (online and Extended formats)	Opt-out
Science (online and Extended formats)	Parent request for exemption
ELPA Summative	Parent request for exemption

Please note that neither the opt-out nor the parent-requested exemption process precludes the federal and state requirements that hold districts accountable for testing all students. This means that students who do not test because of an opt-out or parent-requested exemption would be counted as non-participants in accountability calculations.

5.4 Providing for Students Who Are Not Testing

Non-participants. For *all* required assessments, students who are enrolled in school during the statewide test window who are not tested due to a parent-requested exemption must be counted as non-participants (see Appendix C: Accessing Student Scores Online for instructions on noting this in Assessment Record Updating Application (ARUA)

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 secure and 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.
- **Test items observed only by the student taking the test.** To protect the security of the test items, access to the test environment should be controlled to prevent anyone other than the student who is testing from being able to see the test items. When students who are not testing are present in the test environment, districts should arrange the test environment so that non-testing students are separated from those who are testing. This ensures both that the non-testing students cannot view their classmates' secure test items, and that testing students cannot access any non-allowable resources that their non-testing classmates may be using.

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.

6.0 PLANNING FOR TEST ADMINISTRATION

Note: *This section is required for all TAs administering an online assessment.*

6.1 Establishing Appropriate Testing Conditions

STCs and TAs will need to work together to determine the most appropriate testing option(s) and testing environment based on factors such as the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

Test administration should be conducted in a room that does not crowd students. Good lighting, ventilation, and freedom from noise and interruptions are important factors to consider when selecting a site.

Prepare rooms for test administration following the requirements for a secure test environment described in *Section 2 Test Security*. As a reminder, information that is displayed on bulletin boards, chalkboards or dry-erase boards, or charts and that might be used by students to help answer questions **must be removed or covered**. This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc. **Cell phones or other electronic devices are not allowed to be used during testing (i.e., turned off and put away).** It may be helpful to place a "TESTING—DO NOT DISTURB" sign on the door. It may also be helpful to post signs in halls and entrances rerouting hallway traffic, if necessary, in order to promote optimum testing conditions.

Appropriate seating arrangements must be used to discourage students from aiding one another. Students must be seated so that they cannot view the answers of others. To prevent confusion, arrangements for student seating must be completed prior to the test administration.

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may do after they finish the test. Additional guidance on providing for students who are not testing is included in *Section 5.4 Providing for Students Who Are Not Testing*.

6.2 Preparing for Test Administration

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

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year. (**Remember, TAs administering tests using the Braille Interface must receive both district-provided test administration and security training and ODE-provided training specific to the Braille interface**.)
- Review your notes from Test Administration training. Immediately contact your STC if you have not been trained **this year**.
- Review this **Test Administration Manual**, paying special attention to Sections 2 and 3, as well as Sections 6 - 12 for the applicable assessments you will administer.

- Review the **Oregon Accessibility Manual**, paying special attention to any designated supports or accommodations which your students will need.
- *If you are administering an online test (ELA, Mathematics, Science,* or *ELPA Summative)*, review the **Test Administrator User Guide** to ensure familiarity with both the TA and student interfaces of the online testing system.
- Locate and verify student information prior to testing online, including:
  - SSID
  - Student's legal name
  - Student's enrolled grade
  - Any embedded designated supports or accommodations to be assigned to the student in TIDE, including **text-to-speech**, **language**, **print size**, and **print-on-request** (see the Oregon Accessibility Manual)
  - Any non-embedded designated supports or accommodations to be administered to the student during the test, including **read-aloud** (see the Oregon Accessibility Manual)

IMPORTANT: Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update, once made, may take **up to 24 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the students not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

- Before administering ELPA Summative, ensure that the student's EL flag is set to "yes" in TIDE. Students will not be able to access ELPA Summative until this step has been done by the district.
- Check headsets to ensure they are properly installed and functioning correctly and that all headset and computer updates have been installed.
- Examine the test environment for non-allowable resources. Only those resources identified in the Oregon Accessibility Manual as a universal tool, designated support, or accommodation may be available for student access during testing.
- Review the verbatim student directions found in *Section 7* prior to testing.
- Plan time for make-up testing for students who are absent for any portion of the regular testing period. Every effort must be made to ensure that all students have an opportunity to complete the assessments.

IMPORTANT: When students move within the state, their data record must be updated at least 24 hours before the student begins testing in the new school or district. District personnel responsible for enrolling new students should be sure to confirm whether a new student already has an SSID before creating a new SSID. Failure to do so may result in multiple SSIDs being assigned to a student. Contact your Regional ESD Partner if you have questions.

6.3 Preparing Students for Testing

Sample and Training Tests

In preparation for testing, it is highly recommended that all students access the Sample Tests and Training Tests available online to become familiar with the functionality of the online testing system and the various item types they will encounter in the online tests. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the operational test.

- ODE provides sample tests (available through the OSAS Portal) to provide students experience with ELA, Mathematics, OSAS Online Science, and ELPA Summative testing environment. These sample tests include only a limited number of questions.
- Smarter Balanced Assessment Consortium provides an additional Training Test (available through the OSAS Portal).

Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test impropriety. For all Training Test sessions, use the TA Training Site, the Training Tests, and the Sample Tests.

It is ***highly recommended*** that **ALL** students access the sample tests before testing. The sample tests are especially beneficial for those students who have not previously participated in online testing, such as third graders and students taking the Science assessment. Teachers are encouraged to conduct a group walk-through with their students to promote familiarity with the testing format and basic test rules.

6.4 Pause Rules and Test Expirations

Basic test rules

- For the ELA and Mathematics assessments, students may not return to a test once it has been completed and submitted.
- Within each ELPA Summative test there may be segments. A student may not return to a segment once it has been completed and submitted.
- Students **must answer all test items on a page** before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page.
- Constructed response items are considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the spacebar, clicking anywhere on a Grid Item - Hot Spot item, etc.
- Students must answer all test items before the test can be submitted.
- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items that have already been answered within a segment prior to submitting their test for scoring.

Pause rules

To resume a test following a pause, students must log back into the student interface and receive TA approval to resume testing. When a student pauses the test for **fewer than 20 minutes**, the student can return to previous test pages and change the response to any question they have already answered. For segmented tests, students may only return to previous test pages within the current segment. Table 20 below identifies the effect of pausing for **20 minutes or more** for each online assessment.

Table 20: Effect of Pause of 20 Minutes or More

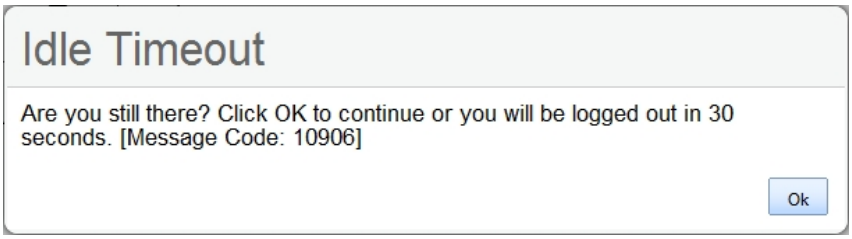
Assessment	Effect if test is paused for 20 minutes or more
Math	If the student had at least one unanswered question on the screen before pausing: • The student resumes on the same screen and may revise responses to any item on the screen • The student may NOT review or revise items on previous screens If the student had answered all questions on the screen before pausing: • The student resumes on the next screen • The student may NOT review or revise items on previous screens
ELA	If the student had at least one unanswered question on the screen before pausing: • The student resumes on the same screen and may revise responses to any item on the screen or in the same paginated group • The student may NOT review or revise items previous to the current paginated group If the student had answered all questions on the screen or paginated item group before pausing: • The student resumes on the next screen • The student may NOT review or revise items on previous screens
Science	If the student had at least one unanswered question on the screen before pausing: • The student resumes on the same screen and may revise responses to any item on the screen • The student may NOT review or revise items on previous screens If the student had answered all questions on the screen before pausing: • The student resumes on the next screen • The student may NOT review or revise items on previous screens
ELPA Summative	The student resumes on the first unanswered test item and may review and revise any previously answered test items

If a student pauses the test for **20 minutes or more**, highlighting and notes will remain available to students for items that the student has started but has not yet completed. In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Test timeout (due to inactivity)

As a security measure for all online tests, students are automatically logged out of the test after **20 minutes** of test inactivity. *Activity* is defined as selecting an answer or navigation option in the test (e.g., clicking [**Next**] or [**Back**] or using the **Past/Marked Questions** drop-down list to navigate to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the test, a warning message will be displayed on the screen. If [**Ok**] is not selected within 30 seconds after this message appears, the student will be logged out. Clicking [**Ok**] will restart the 20 minute inactivity timer.



Caution: As a security measure, TAs are automatically logged out after twenty minutes of user inactivity in the session, which will result in the closing of the test session.

Test expiration

A student's online summative test remains active until the student completes and submits the test or until the test expires, whichever occurs sooner. Authorized users may track test expiration dates through the participation reports in TIDE (review the TIDE User Guide or consult with your Regional ESD Partner for assistance if needed).

Table 21 below identifies the test expiration rule for each assessment.

Table 21: Test Expiration Rule

Assessment	Expiration Rule	Best Practice
Math	**45** calendar days after the student begins the test	Student completes the test within **5** calendar days of starting
ELA		
Science		
ELPA Summative		

A summary of recommendations for the number of sessions and session durations is provided in *Section 5.1 Testing Time and Recommended Order of Administration*.

Breaking up the Test

It may take some students more than the estimated time to finish each test. Therefore, you may wish to break students' testing into shorter sessions. These shorter testing periods may make their testing experience less stressful.

Breaking up a test requires great care to avoid breaches of test security. Please consider the following issues when breaking up a test:

- If you know you will be administering the test in multiple sessions, remind students before they begin that they will be resuming the test at another date/time.
- A student returning to an online test will start on the same number the student was working on previously. **Please note the pause rules described in *Section 6.4 Pause Rules and Test Expirations* above.**
- Any printed test items or stimuli (including reading passages) must be securely shredded and may not be retained for use across test sessions.
- When resuming a test, TAs must review the process and re-read the student directions.
- Minimize the amount of time between beginning and completing each test within a content area.

7.0 ADMINISTERING ONLINE SUMMATIVE ASSESSMENTS

Note: *This section is required for all TAs administering an online summative assessment (Math, ELA, Science, and ELPA Summative). It includes directions for administration and a script to use in the administration of Oregon's online summative tests.*

7.1 Assessment Administration Procedure

Students Log In

On the first screen, students enter the Session ID, and their legal first name and SSID. This must match a record in Consolidated Collections – SSID System, so be sure that the student uses the same first name as appears on the SSID file, not a nickname. If the student is unable to log in, the student will be prompted to try again and provided with a message describing the reason (an invalid SSID for example). If the student is still having difficulty, the TA can look up the correct information in the *Student Lookup*. Students are only imported in the OSAS online testing platform if their SSID record has been updated for the current school year. For other problems during the log-in process, please contact your Regional ESD Partner.

The second screen calls for verification of student information. TAs should confirm the information for younger students and any other students who need assistance. If the TA agrees that the student's information is incorrect, they should instruct the student to select "No" to exit the student login.

The student will now see a page indicating the test(s) the student is able to start as determined by the TA (who selects subjects when creating a session). If the session includes multiple subjects, the student must choose the appropriate test from those listed.

Approving Students for Testing

After students log in, the TA must verify that these are the correct students to take the test and approve the students' login requests. The upper right corner of the TA screen will always display a list of students who are awaiting approval at any time. **Please make sure the correct students have logged in.**

The TA should monitor students' test selection when sessions are open to multiple subjects. Once students begin appearing in the preview box, the TA can click [**Approvals (#)**] to open the Approvals pop-up window, shown below. Before approving students to test, TAs must review student test settings, including language, to ensure that they are correct. The TA can either click the green checkmark to approve each individual student (recommended) or, when satisfied that all students in the list can be approved, click [**Approve All Students**]. ***Reminder****: If any student's test settings are incorrect, the TA must NOT approve that student.*

After approving students, the TA should remind students to verify that their test subject and test settings are correct. ***Remember,*** *once a student starts a test, test settings may not be changed for that test.*

Prior to any test which requires headsets, TAs should verify that the headsets do not violate the construct or security of the test (for example, no headsets with recording capabilities, no headsets

which grant access to unapproved resources such as the internet). Specific attention should be given to make sure that students are using only headsets previously approved by the district. After verifying test subject and settings, the student will walk through a few simple steps to ensure that the headphones and microphone are working properly. If the student is having trouble, the TA should check the placement of the headphones and microphone and try the test again. If there is still trouble, the TA should check the connection of the headphones and microphone to the computer. Finally, if the system still does not work, the TA should contact their Regional ESD Partner.

Each student will be logging in at a different time. Monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

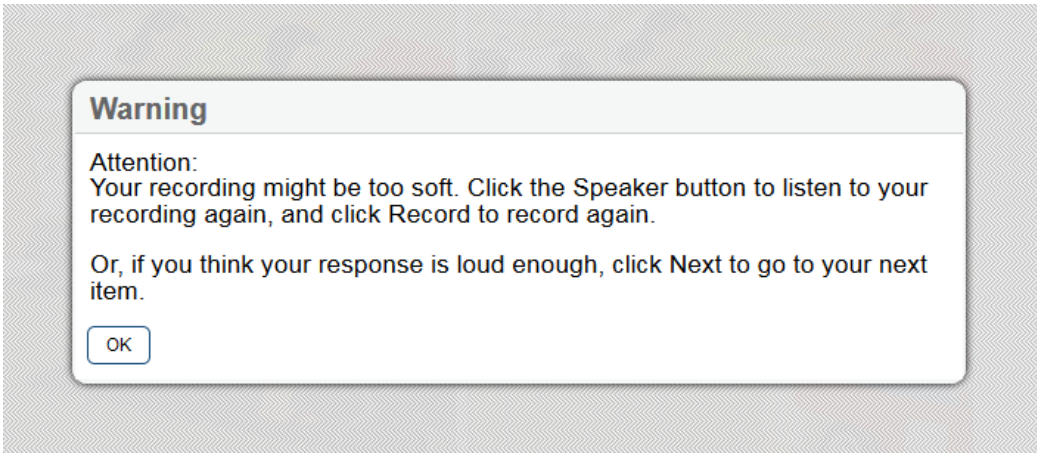
Monitoring Testing

Once students have started their tests, the TA circulates through the room to ensure that all conditions of test security are maintained in compliance with *Section 2 Test Security*. If the TA witnesses or suspects the possibility of a test impropriety, the TA must contact the STC and DTC immediately.

TAs should be aware that all students approach test taking differently, and even though a student may appear to be daydreaming, that student may actually be mentally working through a test item. Interactions between a TA and a student during testing must be kept to a minimum. Before approaching a student to remind them to stay on task, the TA should be sure to consider that student's individual needs and test-taking style.

You may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let you see how many items have been delivered to each student (e.g., question 24 of 40).

ELPA Summative "Too Soft" Recording Warning. When students record their speaking responses on the ELPA Summative, a "too soft" warning may appear on the student's screen. If this warning appears, the TA may instruct the student to listen to their recording to make sure the student can clearly hear their response. If the student has trouble hearing their response, either because the recording was too quiet or because of other distortions in the recording, have the student re-record their answer. If the recording sounds fine, instruct the student to click ok and move to the next test item. **The student does not need to re-record their answer if it sounds okay when they listen to it.**



End the test session and log out of the TA Site.

When there are approximately five minutes left for the test session, the TA should give students a brief warning.

After answering the last item in each segment, each student is presented with a screen prompting the student to review answers (marked and unmarked) for all items available to the student (presented after any pause taken) or to end the test. Tests can no longer be paused after the last item has been presented. TAs should closely review *Section 6.4 Pause Rules and Test Expirations*.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking [**REVIEW MY ANSWERS**] and then [**SUBMIT TEST**] once they are done reviewing. Once a student clicks [**SUBMIT TEST**], the student will not be able to review answers.

Once students have completed testing, the TA is responsible for closing out the testing session. Be sure students successfully log off from the secure browser, and also be sure to log out of *your* session AND close the browser used for monitoring the session. Collect any scratch paper or printed test materials for secure destruction consistent with *Section 2 Test Security*.

7.2 Student Directions for Administration

To ensure that students understand which test they are taking and correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. The directions are organized into the following stages: student directions for taking the test, full log-in directions, paraphrased log-in directions, and student directions during testing, and directions for ending the test. *(Note: For ELPA Summative, each stage of directions is provided in a simplified version for Kindergarteners and 1st grade students as well as a standard version for students in grades 2 – 12.)* Once students are comfortable with the log-in process, TAs may substitute the paraphrased log-in directions for the full log-in directions for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to Oregon's online testing system or who may continue to benefit from having the full log-in directions read to them at the start of each testing event. Translated Spanish student directions appear immediately following the English directions. The directions below may be translated to the student's preferred language and will count as a standard administration.

All directions that the TA must read to students are in boxes so they stand out from the regular text. TAs must read these directions exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again." Then read the direction again.

Student Directions (English)

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students prior to having students log into the test. Simplified K-1 directions for the ELPA Summative can be found at the end of this section.

> Today, you will take the [INSERT NAME OF TEST] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.
>
> [*Braille administration:*
> ***ELA:*** *Each question will be presented in Braille through your refreshable Braille display. Questions that include a table, chart, or graph will be embossed into Braille for you to read. You can also request to print any question, and it will be embossed into Braille for you to read. You will use your refreshable Braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable Braille display or keyboard, please raise your hand.*

Math and Science: Each question will be read aloud to you through your computer's screen reader and will be embossed into Braille for you to read. You will use your refreshable Braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable Braille display or keyboard, please raise your hand.]

You must answer each question on the screen before going on to the next one. Go ahead and give what you think is the best answer even if you are unsure and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session.

[Math CAT (grades 6 – 8 and 11): Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.]

You may pause at any point in the test by clicking PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.

[ELA CAT, Math CAT, and Science: If you pause your test for 20 minutes or more, you will no longer be able to go back and change your answers]

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have any device that could access the Internet, please raise your hand and I will come and collect it before the test begins.

*[ELPA Summative: When you record your speaking responses, a "too soft" warning may appear on your screen. If this warning appears, please listen to your recording to make sure you can clearly hear your response. If you have trouble hearing your response, please re-record your answer. If your recording sounds fine, click ok and move to the next test item. **You do not need to re-record your answer if it sounds okay when you listen to it**.]*

Full Log-in Directions

Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.

*[**ELA**: Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click I HEARD THE SOUND and then CONTINUE. If not, raise your hand.]*

*[**Science:** Next you should see a screen that prompts you to verify that the video on your computer is working. Click the play button. If you see the video , select I COULD PLAY THE VIDEO and then CONTINUE. If not, raise your hand.]*

*[**ELPA Summative:** Now we will test the microphone. First, press the microphone button to begin recording, and clearly say your name into the microphone. When you are done, press the red stop button to stop recording.*

Now press the green play button to listen to your recording. If you hear your voice clearly, press I HEARD MY RECORDING. If you do not hear your voice, press I DID NOT HEAR MY RECORDING, and raise your hand for help.

Next you will verify that the video and sound on your computer is working. Put your headsets on and click the play button. If you hear the chime and see the video , select I COULD PLAY THE VIDEO AND SOUND and then CONTINUE. If not, raise your hand.]

After I approve you to begin testing, you will see instructions and a help screen. You will be able to view a help guide and your test settings. Select VIEW TEST SETTINGS to make sure you have the right test and settings. If any settings are incorrect, please raise your hand.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Paraphrased Log-in Directions

Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.

Now click “Sign In.” Make sure that your personal information on the next screen is correct and click YES to continue.

On the next screen, select the [INSERT NAME OF TEST].

*[**ELA**: Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click I HEARD THE SOUND and then CONTINUE. If not, raise your hand.]*

*[**Science:** Next you should see a screen that prompts you to verify that the video on your computer is working. Click the play button. If you see the video , select I COULD PLAY THE VIDEO and then CONTINUE. If not, raise your hand.]*

> *[**ELPA Summative:** Now we will test the microphone. First, put your headsets on. Press the microphone button to begin recording, and clearly say your name into the microphone. When you are done, press the red stop button to stop recording.*
>
> *Now press the green play button to listen to your recording. If you hear your voice clearly, press I HEARD MY RECORDING. If you do not hear your voice, press I DID NOT HEAR MY RECORDING, and raise your hand for help.*
>
> *Next you will verify that the video and sound on your computer is working. Click the play button. If you hear the chime and see the video , select I COULD PLAY THE VIDEO AND SOUND and then CONTINUE. If not, raise your hand.]*
>
> After I approve you to begin testing, select VIEW TEST SETTINGS to make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand.
>
> If you have any device that could access the Internet, please raise your hand and I will come and collect it before the test begins.
>
> When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

> It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below **verbatim**.

> Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the Tutorial button available through the dropdown menu on the right side of the screen. You can send a comment about this item if you wish by clicking on the Comment button also available through the dropdown menu.

On the ELPA Summative, if during the Speaking segment a student receives a pop-up warning that their response may have been too soft, the TA may instruct the student in reviewing their response and determining whether they need to re-record by reading the script below **verbatim**.

> Please listen to your recording to make sure you can clearly hear your response. If you have trouble hearing your response, you can re-record your answer. If your recording sounds fine, click ok and move to the next test item. **You do not need to re-record your answer if it sounds okay when you listen to it.**

Directions for Ending the Test Session

We are nearing the end of this test session. Please finish the question you are working on now and do not start another one.

If you need additional time let me know.

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.

*[**ELA CAT, Math CAT, and Science**: Remember, if you are pausing your test for 20 minutes or more, you will no longer be able to go back and change your answers when you return to the test.]*

If you have answered all the questions on your test and have finished reviewing your answers, click END TEST. You will be asked to confirm that you are ready to end your test. Click YES, and after reviewing any marked answers, click SUBMIT TEST. You will be asked to confirm that you are sure you want to submit your test. Click YES. Click LOG OUT on the next screen. I will now collect any scratch paper or other materials.

Simplified K-1 ELPA Summative Student Directions

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to Kindergarteners and 1st grade students prior to having students log into the test.

Today, you will take a test called the ELPA Summative. You will be given a test session ID to start the test. Before logging in, let's go over some test rules.

You must answer each question on the screen before going to the next one. Give what you think is the best answer, even if you are not sure. If you aren't sure, you can mark it to review later. During this testing time, you can always go back and change your answers. Click NEXT to go to the next question.

You can pause the test by clicking PAUSE, but remember to ask permission first. Please raise your hand if you need a break during the test.

Your answers need to be only your work. Keep your eyes on your own test, and remember, no talking during the test.

Simplified K-1 ELPA Summative Log-In Directions

Now let's log in. Enter your legal first name, then your SSID number. Then type the test session ID. Raise your hand if you need help typing this information.

Now click "Sign In." You should see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

On the next screen, select "ELPA Summative". Please wait quietly while I verify each of your tests.

After I approve you to begin testing, you will see an instructions and help screen. You will be able to view a help guide and your test settings. Select VIEW TEST SETTINGS to make sure you have the right test and settings. If any settings are incorrect, please raise your hand.

Now we will test the microphone. Follow along with me. First, put your headsets on. Click the microphone button to begin recording, and say your name. Click the red stop button to stop recording.

Now press the green volume button to listen to your recording. If you hear your voice clearly, press I HEARD MY RECORDING. If you do not hear your voice, press I DID NOT HEAR MY RECORDING, and raise your hand for help.

Next we will verify that the video and sound on your computer is working. Click the play button. If you hear the chime and see the video, select I COULD PLAY THE VIDEO AND SOUND and then CONTINUE. If not, raise your hand.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions (Spanish)

Student Directions for Taking the Test

Hoy, va a tomar el examen de [INSERT NAME OF TEST]. Se le dará una identificación para la sesión del examen que es requerida para comenzar el examen. Antes de ingresar al sistema, vamos a repasar algunas reglas del examen.

[Administración en Braille:
ELA: *Cada pregunta será presentada en Braille a través del dispositivo Braille. Las preguntas que incluyan una tabla, un gráfico o gráfica serán grabadas en Braille para que las lea. También puede solicitar que le impriman cualquier pregunta, y será grabada en relieve en Braille para que la lea. Usted va a utilizar su dispositivo Braille o su teclado de la computadora para seleccionar su respuesta a cada pregunta y moverse a través del examen. Si necesita ayuda para utilizar su dispositivo Braille o el teclado, por favor levante la mano.*

Math y Science: *cada pregunta se le leerá en voz alta a través del lector de pantalla de su computadora y será grabada en relieve en Braille para que lo lea. Usted utilizará su dispositivo Braille o teclado de computadora para seleccionar su respuesta a cada pregunta y moverse a través del examen. Si necesita ayuda para utilizar su dispositivo Braille o el teclado, por favor levante la mano.]*

Debe responder a cada pregunta en la pantalla antes de pasar a la siguiente. Proporcione la respuesta que usted crea es la mejor, incluso si no está seguro, y márquela antes de pasar a la siguiente pregunta si desea revisar esa respuesta después. Puede regresar y cambiar la respuesta durante esta sesión del examen.

*[**Math CAT (grades 6 – 8 and 11):** Por favor tenga en cuenta que este examen está dividido en segmentos. Cuando llegue al final de cada segmento, se le pedirá que revise sus respuestas antes de continuar. Una vez que envíe sus respuestas y continúe al siguiente segmento, no podrá regresar al segmento anterior.]*

*[**Science:** A continuación, debe ver una pantalla que le pide que verifique que el video en su computadora está funcionando. Haga clic en el botón de reproducción en la pantalla. Si escucha un sonido y ve el video en la pantalla, seleccione PUDE REPRODUCIR EL VIDEO y luego CONTINUAR. Si no, levante su mano.]*

Puede hacer una pausa en cualquier momento del examen haciendo clic en PAUSE en lugar de NEXT después de responder a una pregunta. Por favor levante la mano si necesita un descanso y pida permiso antes de hacer clic en PAUSE.

*[**ELA CAT, Math CAT, y Science:** Si usted pone pausa al examen por más de 20 minutos, ya no podrá regresar y cambiar sus respuestas.]*

Sus respuestas deben ser su propio trabajo. Por favor mantenga sus ojos en su propio examen y recuerde que no debe hablar. Si tiene cualquier dispositivo que pueda acceder a internet, por favor levante la mano y pasaré a recogerlo antes de que comience el examen.

*[**ELPA Summative**: Cuando grabe su respuesta hablada, una advertencia de "too soft" (demasiado suave) puede aparecer en su pantalla. Si aparece esta advertencia, por favor escuche su grabación para asegurarse que está bien. Si tiene problemas escuchando su respuesta, por favor vuelva a grabar su respuesta. Si su grabación se escucha bien, haga clic en OK y pase a la siguiente pregunta del examen. **No necesita volver a grabar su respuesta si al escucharla suena bien.**]*

Full Log-in Directions

Ahora estamos listos para iniciar la sesión. Una vez que haya iniciado la sesión, tendrá que esperar a que yo apruebe el examen antes de que comience. Voy a revisar que haya ingresado correctamente la identificación de la sesión del examen y otra información.

Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen. Levante la mano si necesita ayuda para escribir esta información en su teclado.

Ahora haga clic en "Sign In". Una vez que haya iniciado su sesión exitosamente, verá una pantalla con su nombre y otra información sobre usted. Si toda la información en su pantalla es correcta, seleccione YES para continuar. Si cualquiera de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la siguiente pantalla, seleccione [INSERT NAME OF TEST]. Después de seleccionar su examen, verá una pantalla con una barra en movimiento y un mensaje diciendo que está esperando por la aprobación del Administrador del Examen. Por favor espere en silencio mientras verifico cada uno de sus exámenes.

*[**ELA**: A continuación, debe ver una pantalla que le pide que verifique que el sonido en su computadora está funcionando. Póngase sus audífonos y haga clic en el icono de las bocinas en el círculo para escuchar el sonido. Si usted escucha el timbre, haga clic en I HEARD THE SOUND y luego CONTINUE. Si no, levante su mano.]*

*[**Science:** A continuación, debe ver una pantalla que le pide que verifique que el video en su computadora está funcionando. Haga clic en el botón de reproducción. Si ve el video, seleccione PUDE REPRODUCIR EL VIDEO y luego CONTINUAR. Si no, levante su mano.]*

*[**ELPA Summative**: Ahora vamos a probar el micrófono. Primero, oprima el botón del micrófono para comenzar a grabar y diga claramente su nombre en el micrófono. Cuando termine, oprima el botón rojo debajo del micrófono para detener la grabación.*

Ahora presione el botón verde de inicio para escuchar su grabación. Si escucha su voz claramente, presione I HEARD MY RECORDING. Si no escucha su voz, presione I DID NOT HEAR MY RECORDING, y levante su mano para pedir ayuda.

A continuación, verificará que el video y el sonido en su computadora están funcionando. Póngase los audífonos y haga clic en el botón de reproducción. Si escucha un sonido y ve el video, seleccione I COULD PLAY THE VIDEO AND SOUND y después CONTINUE. Si no, levante su mano.]

Después de que apruebe dar inicio a su examen, usted verá una pantalla de ayuda. Podrás ver una guía de ayuda y su prueba. Seleccione VIEW TEST SETTINGS por asegurarse de que tiene el examen y la configuración correctos. Si alguna configuración es incorrecta, por favor levante la mano.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Paraphrased Log-in Directions

Ahora estamos listos para iniciar la sesión. Ingrese su nombre legal, no su apodo, seguido de su número de identificación SSID. Luego ingrese la identificación de la sesión del examen.

Ahora haga clic en “Sign In”. Asegúrese de que su información personal en la próxima pantalla está correcta y haga clic en YES para continuar.

En la próxima pantalla, seleccione [INSERT NAME OF TEST].

*[**ELA**: A continuación, debe ver una pantalla que le pide que verifique que el sonido en su computadora está funcionando. Póngase sus audífonos y haga clic en el icono de las bocinas en el círculo para escuchar el sonido. Si usted escucha el timbre, haga clic en I HEARD THE SOUND y luego CONTINUE. Si no, levante su mano.]*

*[**Science:** A continuación, debe ver una pantalla que le pide que verifique que el video en su computadora está funcionando. Haga clic en el botón de reproducción. Si ve el video, seleccione PUDE REPRODUCIR EL VIDEO y luego CONTINUAR. Si no, levante su mano.]*

*[**ELPA Summative**: Ahora vamos a probar el micrófono. Primero, pone sus audífonos. Luego oprima el botón del micrófono para comenzar a grabar y diga claramente su nombre en el micrófono. Cuando termine, oprima el botón rojo debajo del micrófono para detener la grabación.*

Ahora presione el botón verde de inicio para escuchar su grabación. Si escucha su voz claramente, presione I HEARD MY RECORDING. Si no escucha su voz, presione I DID NOT HEAR MY RECORDING, y levante su mano para pedir ayuda.

La siguiente pantalla pide que verifique el micrófono. Si usted no puede escuchar su grabación, por favor levante su mano.

A continuación, verificará que el video y el sonido en su computadora están funcionando. Haga clic en el botón de reproducción en la pantalla. Si escucha un sonido y ve el video en la pantalla, seleccione I COULD PLAY THE VIDEO AND SOUND. Si no, levante su mano.]

Después de que yo lo apruebe para que comience el examen, seleccione VIEW TEST SETTINGS para asegurarse de que tiene el examen y la configuración correctos. Si cualquier información del examen es incorrecta, por favor levante su mano.

Si tiene cualquier dispositivo que pueda acceder a internet, por favor levante la mano y pasaré a recogerlo antes de que comience el examen.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

Es importante que trate de hacer lo mejor que pueda. ¿Necesita hacer una pausa en el examen y tomar un descanso?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below **verbatim**.

Haga su mejor esfuerzo y elija la respuesta que tenga más sentido para usted. Si no está seguro acerca de cómo funciona una pregunta, usted puede revisar un tutorial haciendo clic en el botón Tutorial disponible a través del menú desplegable del lado derecho de la pantalla. Si lo desea, puede enviar un comentario acerca de esta pregunta haciendo clic en el botón de Comentario también disponible a través del menú desplegable.

If during the Speaking segment a student receives a pop-up warning that their response may have been too soft, you may instruct the student in reviewing their response and determining whether they need to re-record by reading the script below **verbatim**.

Por favor escuche su grabación para asegurarse que está bien. Si tiene problemas escuchando su respuesta, usted puede volver a grabar su respuesta. Si su grabación

se escucha bien, haga clic en ok y pase a la siguiente pregunta del examen. No necesita volver a grabar su respuesta si al escucharla suena bien.

Directions for Ending the Test Session

Nos estamos acercando al final de esta sesión. Por favor termine la pregunta que está trabajando ahora y no empiece otra.

Si necesita más tiempo, hágamelo saber.

Esta sesión del examen ha terminado. Si no ha terminado, haga clic en PAUSE, y podrá terminar en otro momento.

*[**ELA CAT, Math CAT, y Science**: Recuerde, si usted pone pausa a su examen por más de 20 minutos, ya no podrá regresar y cambiar sus respuestas cuando regrese al examen.]*

Si ha contestado a todas las preguntas en su examen y ha terminado de revisar sus respuestas, haga clic en END TEST. Se le pedirá que confirme que usted está listo para terminar su examen. Haga clic en YES, y después de revisar cualquier respuesta marcada, haga clic en SUBMIT TEST. Se le pedirá que confirme que está seguro de querer enviar su examen. Haga clic en YES. Haga clic en LOG OUT en la pantalla siguiente. Ahora voy a recoger el papel borrador u otros materiales.

Simplified K-1 Student Directions for Taking the ELPA Summative Test

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to Kindergarten and 1st grade students prior to having students log into the test.

Hoy tomará una evaluación llamada ELPA Summative. Se le dará una identificación de la sesión del examen para comenzar el examen. Antes de ingresar al sistema, vamos a repasar algunas reglas del examen.

Debe responder a cada pregunta en la pantalla antes de continuar con la siguiente. Dé la respuesta que usted crea que es la mejor, aunque no esté seguro. Si no está seguro, puede marcarla para revisarla después. Durante este tiempo de examen, puede regresar y cambiar sus respuestas. Haga clic en NEXT para la siguiente pregunta.

Usted puede ponerle pausa al examen haciendo clic en PAUSE, pero recuerde primero pedir permiso. Por favor levante su mano si necesita tomar un descanso durante el examen.

Su respuesta debe ser solamente su trabajo. Mantenga sus ojos en su propio examen y recuerde, no se permite hablar durante el examen.

Simplified K – 1 Full ELPA Summative Log-In Directions

Ahora vamos a iniciar la sesión. Escriba su nombre legal, luego su número de SSID. Luego escriba la identificación de la sesión del examen. Levante la mano su necesita ayuda para escribir esta información.

Ahora haga clic en "Sign In". Usted debe ver una pantalla con su nombre y otra información sobre usted. Si toda la información en su pantalla es correcta, seleccione YES para continuar. Si alguna de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la próxima pantalla, seleccione "ELPA Summative," y luego haga clic en START TEST para iniciar el examen. Por favor espere en silencio mientras verifico cada uno de sus exámenes.

Después de que apruebe su examen, usted verá una pantalla de ayuda. Podrás ver una guía de ayuda y su prueba. Seleccione VIEW TEST SETTINGS para asegurarse de que tiene el examen y la configuración correctos. Si alguna configuración es incorrecta, por favor levante su mano.

Ahora vamos a probar el micrófono. Siga junto conmigo. Primero, haga clic en el botón del micrófono para comenzar a grabar y diga su nombre. Haga clic en el botón rojo para detener la grabación.

Ahora presione el botón verde de la bocina para escuchar su grabación. Si escucha su voz claramente, presione I HEARD MY RECORDING. Si no escucha su voz, presione I DID NOT HEAR MY RECORDING, y levante su mano para pedir ayuda.

Cuando está listo para comenzar el examen, haga clic en BEGIN TEST NOW en la parte inferior de la página.

7.3 Testing Over Multiple Sessions or Days

For some tests, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. When administering the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. A summary of recommendations for the number of sessions and session durations is in *Section 5.1 Testing Time and Recommended Order of Administration*.

7.4 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon's assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. Report all test improprieties and irregularities in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities*

8.0 OREGON'S ENGLISH LANGUAGE ARTS AND MATHEMATICS ASSESSMENTS

Components

Oregon's statewide summative assessments in English Language Arts (ELA) and Mathematics are each comprised of computer-adaptive test (CAT) items. In an effort to shorten the summative assessment blueprints in 2020-21, the Performance Task (PT) has been removed from each assessment. Test blueprints for 2021-22 may include performance assessment components.

Important Recommendations:

- It is recommended that one content assessment (ELA or Mathematics) be completed before starting another content assessment.
- For planning purposes, the average student should complete the statewide summative assessments in ELA and Mathematics in 50-80 minutes each, across all grade levels.
- That the Performance Tasks have been removed from both summative content assessments does not intend to convey that such tasks are not important; performance assessment is best situated in classroom assessment, where teachers and students can work together to ensure that a comprehensive feedback loop around the tasks helps ensure understanding and agency.
- Educators are encouraged to utilize Oregon's Interim Assessment System, now provided to all Oregon districts at no additional cost. Interim assessments include PT items as well as items similar to those found in the CAT, and are designed to be used by teachers and students as part of the instructional process.

9.0 OREGON'S SCIENCE ASSESSMENT

Components

The Science Assessment contains questions aligned to the 2014 Oregon Science Standards (NGSS). Items are presented independently or as a cluster/task. Each cluster/task is designed to engage the test taker in a meaningful scientific activity aligned to the standard and contain: a phenomena to give context and engage student interest, background information and/or data, a task description, and multiple questions. Independent items are brief with a short phenomena statement and fewer number of questions. Clusters/tasks and independent items assess the multiple-dimensionality required of NGSS in observable fact or design problems. All clusters/tasks and independent items are computer scored. To ensure that students are prepared, a Science Sample Test is available on the OSAS Portal to help students gain familiarity with interaction types and test delivery system features before testing.

Important Recommendations

- Students should be given ample warning before the end of the testing session so that whenever possible students can complete the cluster/task item they are working on before pausing the test.
- Students who take the test in Spanish will utilize a Spanish 'toggle' button to change presentation from Spanish to English. Students should practice with the Science Sample test on the OSAS Portal with the Spanish presentation selected to build familiarity with the use of the Spanish toggle feature. Student responses are recorded in both languages so that when they answer in one language, the response is also visible when viewing and working in the other language.

Note: Science Assessments do not require headsets unless needed with the designated support of text-to-speech.

10.0 OREGON'S ELPA SUMMATIVE

Note: *For information regarding the ELPA Screener, please consult the appropriate resources on the Test Administration website (such as the ELPA Screener Assessment Manual).*

Components

Oregon's ELPA Summative is a required assessment within the OSAS. Additionally, federal law requires that states assess all students who are English learners to determine their English language proficiency. Currently this proficiency is determined based on individual performance in the four domain scores required in content areas by the Elementary and Secondary Education Act (ESEA)—listening, speaking, reading, and writing—within 6 grade bands: Kindergarten, 1, 2-3, 4-5, 6-8, and 9-12. A standard administration of ELPA Summative is comprised of one test with two segments, with the speaking domain administered as a segment at the end of the test.

ELPA Summative uses a diagnostic tool to verify that recording and playback capabilities are working properly on the computer. Although the diagnostic tool is run each time a student starts/resumes their test, TAs can take steps (such as checking for muted volume) to reduce technical issues that could delay a student from starting their test.

It is important to allow students sufficient time to fully complete the ELPA Summative. Only fully completed tests are scored; there is no partial scoring on the ELPA Summative.

Student Technology Skill Requirements

It may prove valuable for the TA to be able to speak the student's preferred language to better assist students in addressing the various formats found among test items. **While it is a violation of test security for a TA to translate individual items, it is an acceptable support for the TA to provide translation of the audio instructions** (see the Oregon Accessibility Manual).

In addition to properly configuring computer systems to run the ELPA Summative, school staff should ensure that students have the computer skills necessary to take the ELPA. For technology skill requirements for students participating in ELPA Summative, see the Oregon Accessibility Manual.

Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with administration of the ELPA Summative.

Exempting Domains for Students on an IEP or 504 Plan

Due to the nature of some students' disabilities, a student's IEP or 504 Plan might exempt the student from responding to a particular domain of ELPA Summative (reading, writing, speaking, or listening). For instance, students with a hearing impairment might have an IEP or 504 Plan that exempts them from the listening domain. **As an accommodation, district level users may code ELPA Summative domain exemptions in TIDE.** This accommodation will ensure that the student does not receive any items from the exempted domain when taking ELPA Summative. For students who test with this accommodation, the student's ELPA Summative score will be generated based on the administered domains.

No four-domain exemptions on ELPA Summative are allowed. Up to a total of three domains may be exempted, but only in very rare and documented circumstances. All exemptions must be reviewed and documented in the student's IEP or 504 plan **prior** to

the student beginning ELPA Summative. All cases of domain exemptions on ELPA Summative are subject to monitoring by ODE.

Note: *This accommodation may only be entered by the DTC or other district level users and must be entered* ***prior*** *to approving the student to start ELPA Summative. Once a student has been approved to start ELPA Summative, the district may no longer set this restricted resource for the student.* ***Should a TA approve a student to start ELPA without this accommodation in violation of the student's IEP or 504 Plan, the TA must pause the student's test immediately and report as an impropriety.*** *In addition to coding this accommodation in TIDE, districts must also ensure that the student's IEP code is entered correctly in Assessment Record Updating Application (ARUA) using the ELPA "Only" IEP test administration codes found in* Appendix C: Accessing Student Scores Online.

2020-21 ELPA Summative Data Delivery Schedule

Batch number	Test Completion Dates	Cambium Scoring Window	Data Extract	Data Delivery to ODE	Data Delivery to Districts
1	1/5 – 1/31	1/28 - 2/9	2/12	2/22	3/9*
2	2/1 - 2/28	3/1 - 3/16	3/22	3/29	4/6
3	3/1 - 3/31	4/2 - 4/15	4/16	4/23	5/4
4	4/1 - 4/9	4/12 – 4/23	4/27	5/7	5/21**

*Batch 1 date dependent upon batch calibration review.

**Batch 4 date dependent upon volume of tests in the batch. If volume is high, batch delivery to districts could be delayed.

11.0 OREGON'S EXTENDED ASSESSMENTS

Overview

Oregon's Extended Assessments (ORExt) are the state's alternate assessment based on alternate academic achievement standards (AA-AAAS) designed for students with the most significant cognitive disabilities. Students being served by an Individualized Education Program (IEP) whose team decides that this is the most appropriate assessment for the student's needs, consistent with established eligibility expectations, may take the ORExt. Two main assessment options exist for students experiencing disability: The team may decide (a) the student should be assessed with the General Education Assessment (possibly with accommodations selected from the Oregon Accessibility Manual), or (b) the student should be assessed with the ORExt.

The ORExt measures student achievement in the grade-level content in the subject areas of ELA, Mathematics, and Science. Student achievement is judged against alternate achievement standards that are set by the State Board of Education. Students on IEPs should only be considered for the ORExt when they are unable to participate in the general assessments under standard testing conditions, even with accommodations. To use this option, an Extended Assessment must be explicitly identified on the IEP as the most appropriate assessment. Online, paper-pencil, as well as Braille and Large Print are the available ORExt administration options.

For the subject areas of ELA, Mathematics, and Science each grade has a unique test in the following grade levels: ELA and Mathematics (3, 4, 5, 6, 7, 8, and 11*) and Science (5, 8, and 11*). Online, paper-pencil, as well as Braille and Large Print are available ORExt administration options. The Special Education flag must be set to Y in the SSID system in order for the student to participate in the ORExt.

NOTE: Because the ORExt is a specially designed test for students with the most significant cognitive disabilities, instruction, curricula, and assessments for this population is based on content standards that have been reduced in depth, breadth, and complexity. This means that these test results cannot be used to compare a child's performance to that of their non-disabled peers. **The information in this note is recommended for inclusion in any reports to parents on student performance on the ORExt.**

Student access to general assessments OR the ORExt. If a student's IEP indicates that the student must be assessed using the ORExt, that student must not have access to any of the general summative academic achievement assessments. Students who have not previously used the online ORExt system should use the sample tests to determine if the format of the online ORExt is appropriate for that student before testing begins. The sample tests may also be used as an additional tool to help identify accessibility options, including accommodations that might improve a student's access to the online testing system. In cases where the district administers a general assessment to a student whose IEP indicates the ORExt, the district must report this impropriety to ODE. The student must stop testing in the content area in which the incorrect administration occurred. ODE will then determine the most appropriate action, which may include invalidation of one or more tests.

Detailed information on administering the ORExt is available via the secure Oregon Extended Assessment Training & Proficiency website. Policy information and technical adequacy documentation is available on ODE's ORExt Assessment webpage.

Please contact your Regional ESD Partner or the ORExt HelpDesk at orextended@k12test.com or 800-838-3163 for assistance with the Training and Proficiency website. Contact Dan Farley at dan.farley@state.or.us with questions regarding ODE policy or ORExt technical adequacy.

12.0 ADMINISTERING THE NAEP

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, writing, U.S. history, and the arts. Under federal law, states and school districts that accept Title I-A funds must participate in the state level NAEP assessments of math and reading at grades 4 and 8.

From January 25 – March 19, 2021, NAEP will assess 4th and 8th grade students selected by the National Center for Education Statistics (NCES) to represent students throughout Oregon and the nation in mathematics and reading assessments. Each selected student will take either a mathematics or a reading test on a NAEP-owned tablet with a keyboard.

The results from NAEP are published as *The Nation's Report Card*. For 2020-2021, NAEP plans to report student performance for Oregon and the nation on the 4th and 8th grade mathematics and reading assessments. NAEP does not provide results for individual students, schools, or districts in Oregon.

For 2020-2021, NCES delayed district and school notification of selection for NAEP until Fall 2021 due to the COVID-19 pandemic. After school notification, NAEP will work directly with selected schools to identify a school coordinator to plan for NAEP and to schedule assessment dates. ODE recommends that principals name the school test coordinator (STC) as NAEP school coordinator.

The National Assessment Governing Board and NCES, not the Oregon Department of Education, establish testing procedures and training requirements for NAEP administration. This ensures that testing procedures are the same in every state to provide common measures of student achievement. NAEP will send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials and administering the assessment to students. This practice frees up the NAEP assessment time for principals, teachers, and counselors.

For 2020-2021, the NAEP team's top priority will be to protect the health and safety of students and school staff. NAEP will provide Assessment Administrators with personal protective equipment, including face masks, face shields, disposable gloves, hand sanitizer, and sanitizing wipes and spray. The Assessment Administrators will be tested for COVID-19 before assessments begin and weekly during the assessment window. All NAEP-owned tablets will be sanitized before each test session.

ODE works with schools selected for NAEP to prepare for the assessment. Schools participating in NAEP must notify the parents of the selected students that a student may be excused from participation for any reason, is not required to finish the assessment, and may skip any test question. ODE provides a template letter for schools to use in conducting parent notification. ODE verifies that each selected school has completed parent notification before the scheduled NAEP assessment day.

ODE also provides an optional online training for NAEP school coordinators. This training supports the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators must work with school staff members to update demographic data for selected students and to determine how students with disabilities and English Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English Learners will be included in NAEP. According to National Assessment Governing Board policy, only English Learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP with allowable accommodations.

Since some students may require accommodations in order to access NAEP and to demonstrate their knowledge and skills, NAEP offers most of the accommodations that Oregon allows. The NAEP 2020-2021 accommodations are described in detail in the Oregon Accessibility Manual. Please keep in mind that NAEP does not produce results for individual students or schools. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended to provide a picture of educational performance and progress at the state or national levels.

The NAEP Questions Tool provides teachers, students, and parents with sample questions from previous assessments. Additional NAEP materials, including assessment frameworks; item specifications; and the student, teacher, and school surveys administered along with NAEP are available from the ODE NAEP webpage.

Questions should be directed to Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us or 503-947-5836.

APPENDIX A: 2020-21 OREGON STATEWIDE SUMMATIVE TEST SCHEDULE

Statewide Summative Content Assessments

The test window for the statewide summative content assessments applies both to the online General Assessments and the Extended Assessment versions.

Assessment	Assessed Grades	Test Window
English Language Arts [1, 2]	3-8	3/4 – 6/4
Mathematics [A, B]	3-8	3/4 – 6/4
Science [A, B]	5, 8	3/4 – 6/4
English Language [A, B]	11 [C]	1/5 – 6/4
Mathematics [A, B]	11 [C]	1/5 – 6/4
Science [A, B]	11 [C]	1/5 – 6/4

Statewide Summative English Language Proficiency Assessment Test Window

Assessment	Assessed Grades	Test Window
ELPA Summative [A]	K, 1, 2-3, 4-5, 6-8, 9-12	1/5 – 4/9

National Assessment of Educational Progress Test Window

Assessment	Assessed Grades	Test Window
NAEP (Selected schools only)	4 8	1/25 – 3/19 1/25 – 3/19

[1] Online testing may be offline for scheduled maintenance from 5 p.m. PT on Friday – 7 p.m. PT on Sunday the third weekend each month, as well as from 11:59 p.m. PT on January 8 through 6 a.m. PT on January 10. Click here for a full schedule.

[2] Extended versions are available for download at the start of the respective test windows. Extended tests requiring Braille or Large Print format must be ordered during the order window: 11/10/20 – 1/08/21. If the data entry deadline is missed, students will be counted as non-participants.

[C] The High School grade of accountability is 11th grade. Although not required, 10th graders who have successfully completed advanced coursework and 12th graders who did not get their 11th grade opportunity may also test.

APPENDIX B: STUDENT INCLUSION

Most students will take grade level assessments under standard administration conditions. Standard administration conditions are those in which the student takes the test in a manner consistent with the policies and procedures contained in this Test Administration Manual and the Oregon Accessibility Manual. A score obtained under standard administration conditions is valid for determining whether a student does not yet meet, meets, or exceeds the achievement standard. The achievement standards, also called cut scores, are available through ODE's Educator Resources webpage.

Standard test administration is required. Non-standard test administration will result in tests that are invalidated and will not count for participation or performance.

All Students

"All students" includes (but is not limited to) students with disabilities, English Learners (ELs), students in special schools and programs (including public charter schools), students for whom tuition is paid to a public school by parents, and students enrolled in non-graded programs. Students in non-graded programs should be accounted for on the basis of their age at the beginning of the school year. Use Table 22 below to determine age/grade equivalencies:

Table 22: Age/Grade Equivalencies for Non-Graded Programs

Grade	Age on September 1	Grade	Age on September 1
3	8 years	8	13 years
4	9 years	9	14 years
5	10 years	10	15 years
6	11 years	11	16 years
7	12 years	12	17 years

Private school and home school students who receive their primary instruction in tested subjects at Oregon public schools are required to take the Oregon statewide assessment in those subjects. Private and homeschool students who *do not* receive primary instruction in a subject are exempt from taking the Oregon statewide assessment in that subject (e.g., students receiving supplemental instruction or instruction in a non-tested subject). Use test administration code 6 within the Assessment Record Updating Application (ARUA) to exclude students exempt from accountability reporting. (See *Appendix C: Accessing Student Scores Online* for more information.) Students in home school may make arrangements with a school district to take the Oregon Statewide Assessments under secure conditions. Although the State receives no funding and charges no fee for testing these students, the district providing this data-related service may charge a fee.

Students in Grades 3 – 8

All students enrolled in grades 3 – 8 and in high school must take the required OSAS assessments offered at their enrolled grade, including students re-enrolled in the same grade as in the prior year,

unless the student receives a parent-requested exemption as described in *Section 5.3 Parent Requests for Exemption from State Testing* of this manual.

Students in High School

In addition to students currently enrolled in grade 11, a grade 11 student is "a student who was first enrolled in grade 10 in the student's most recent previous year in school." This definition ensures that students who skip from grade 10 to grade 12 or repeat grade 10 will receive the high school assessment. It is the district's responsibility to determine whether a student is retained in grade 11. Any student submitted by the district as being enrolled in grade 11 (regardless of their prior grade) on the first school day in May must take the high school assessments.

Students in grade 12 who elect to participate in the grade 11 assessment(s)to see how they perform in relation to Oregon's grade 11 standards and/or for college placement purposes should be provided with an opportunity to do so. While retests are not mandatory, districts should make the option available for those students who wish to retest.

Targeted Assessment

A Targeted Assessment is an assessment at a higher level than is expected for the student's grade of enrollment but that is consistent with the level of instruction in which the student is engaged. **No assessment can be targeted to a lower grade level.** An electronic file must be submitted with student information one week prior to testing if the student is to take an assessment at a higher grade level than the grade of enrollment. This will be facilitated by your Regional ESD partner.

- **ELA and Mathematics:**
  - Students enrolled in grades 2 – 7 and grade 10 may target up one grade level, and the student does not need to also take the grade level assessment. Students enrolled in grade 2 receiving instruction in the content area at the grade 3 level may take the grade 3 assessment in that content area. However, these students must still take an assessment when they are officially enrolled in grade 3. *Targeted assessments taken by students in grades 2-7 are not banked*.
  - If a student enrolled **in grade 10** meets the high school level achievement standard, the score **will be banked** and will be reported in the student's grade 11 year. If a student enrolled in grade 10 takes the high school assessment and does not meet the high school achievement standard, the student must retest in the student's grade 11 year or the student will be counted as a non-participant in the student's grade 11 year.
  - Students in grades 8 and 9 may not target up to the grade 11 assessment.

- **Science:**
  - Students enrolled in grades K – 9 may not target up to a higher grade assessment.
  - Students in grade 10 may target up to the grade 11 assessment. If a student enrolled **in grade 10** meets the high school level achievement standard, the score **will be banked** and will be reported in the student's grade 11 year. If a student enrolled in grade 10 takes the high school assessment and does not meet the high school achievement standard, the student must retest in the student's grade 11 year or the student will be counted as a non-participant in the student's grade 11 year.
- **ELPA Summative** and **Extended** assessments may only be administered at grade level.

EL Students

Students eligible for English language development services under Elementary Secondary Education Act (ESEA) are referred to as English Learners (EL) (Sec 8010 – ESSA). All EL students are eligible to participate in the Oregon Statewide Assessments. Federal law and ensuing case law require that EL students be given equal opportunity to participate in and benefit from any program or activity

customarily granted to all students. Because EL students must be offered instruction at their grade level, they are *not eligible* to take an Extended Assessment unless they are on an Individualized Education Program (IEP).

Oregon Statewide Assessments offered in a student's language of origin are considered standard administration, and eligible student scores meeting the achievement standard count as meeting the standard in accountability calculations. Oregon currently offers a stacked Spanish/English test for Oregon's Mathematics Assessment, and an English/Spanish toggled test for Oregon's Science Assessment. These translated tests are available for any student consistent with the guidance included in the Oregon Accessibility Manual.

Each student must be considered individually for each assessment on the basis of what is in the best interest of the student, not on participation in a particular program or identification as an EL student. An instructional team consisting of the student's parent and/or the student; Title IC-Migrant, EL Staff, Bilingual Staff, or Title IA teachers; the student's classroom teacher; and other knowledgeable professionals should make the determination of whether to test the student under standard conditions including the accessibility options described in the Oregon Accessibility Manual. This team should be familiar with the individual student's abilities and areas of need and should weigh the following types of evidence:

- Samples of student work which would represent an appropriate English reading level
- The student's literacy in their preferred language
- The language spoken in the home, both by the student and by adults in the home
- Support programs, including first and second language development programs

EL students who are also on IEPs or 504s must follow the recommendations of their IEP/504 team, which may include administration of the test using accessibility options specific to the student's needs (see the Oregon Accessibility Manual).

English Language Proficiency Assessment (ELPA Summative) Requirements for All EL Students

All Oregon students eligible to receive English Language Development (ELD) services must take Oregon's English Language Proficiency Assessment (ELPA Summative). In accordance with federal Title I requirements, districts must administer ELPA annually to all students who are identified as eligible to receive ELD services in the current school year. *This remains true even when ELD services are waived by EL parents.* Students may remain eligible from year to year until the student is proficient and is exited on the Oregon's EL student data collections. Students must take ELPA in 2020-21 if they were exited from ELD services **after** November 20th of the current year *or* if they were eligible to receive ELD services in the current school year and were not exited from ELD services on or before November 20th of the current school year (including waived students). Participation requirements for Oregon's ELP assessment (ELPA) are addressed in Title IA federal law (section 1111).

EL flag Required to Access ELPA Summative. Only students whose EL flag is set to "Y" in the SSID record may access ELPA Summative. Districts should only set the EL flag to "Y" for students who are eligible for ELD services in the current school year as described above

Students eligible for ELD services must be tested in all required areas under the statewide assessment system in addition to ELPA Summative. Table 23 below shows the required tests for EL students by first enrollment date. **Note: the first enrollment date applies to enrollment anywhere in the United States, not just in Oregon or in your school.**

Table 23: Assessment Requirements for EL Students Based on Enrollment Date

Enrollment Timing	Date of First Enrollment in Any U.S. School	Tests Required this Year (2020-21)
Enrolled after May 1 this year†	5/4/21 – end of current school year	None
Enrolled "late" for ELPA this year†	3/25/21 - 5/4/21	Math** Science***
Enrolled "late" the preceding year or earlier this year.	5/2/20 - 3/24/21	ELPA* Math** Science***
Enrolled in previous years	Before 5/2/20	ELPA Math Science*** English Language Arts

† Participation requirements are addressed in Title IA federal law (Section 1111).
* counts for English Language Arts participation in accountability calculations, but students are excluded from ELA performance calculations.
** counts for math participation in accountability calculations, but students are excluded from math performance calculations.
*** Science is not administered in consecutive grades. The school year in which students will actually take these assessments will depend on their grade level. Please refer to the Test Schedule located in *Appendix A: Test Schedule* for the grades at which these assessments are administered.

Students with Disabilities

Both the Individuals with Disabilities Act of 2004 (IDEA) and OAR 581-022-2110 Exception of Students with Disabilities from State Assessment Testing require that individuals with disabilities be given equal opportunity to participate in and benefit from any program or activity customarily granted to all individuals with appropriate adaptations. Therefore, all students with disabilities are eligible to participate in the Oregon Statewide Assessment Program.

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

Student test records include an accommodations flag field. This flag is federally required for students with IEPs or 504 plans who take the general assessment with an accommodation from the Oregon Accessibility Manual. Use of this flag (recording "Y") indicates that the student received one or more accommodations (whether embedded or non-embedded). Authorized district or school staff may set the accommodation flag either through the student setting screen of the Test Information Distribution Engine (TIDE), or through the Assessment Record Updating Application (ARUA). Your Regional ESD Partner is trained on the ARUA and the management of student records.

Assessment Options for Students with Disabilities

- Students may take the general assessment with or without accessibility supports.

- Students may take the standard administration, Braille, and/or Large Print of the Extended Assessment in all subject areas required at the grade level (per the student's IEP): Extended ELA, Extended Mathematics, and Extended Science.
- Students eligible for English Language Development Services and served under an IEP may participate in ELPA Summative according to the options listed above.

Testing Homebound Students

Students who are homebound due to a medical condition and are unable to travel to a test environment with internet access may need to be tested at home. Prior to testing students in their homes, the district should coordinate with the district IT department to ensure that proper technical support is available for the test administration. Districts who need technical support testing homebound students should contact the OSAS Helpdesk.

The district must also provide for a TA to manage the test session and monitor testing. This can be accomplished by either providing a computer with internet connectivity for the TA to use in the student's home or sending one TA to the student's home to supervise testing and arranging for a second TA at district facilities to remotely set up and manage the test session. Under this second approach, the TA on location with the student would need to be in communication with the TA at the district facilities.

A small number of homebound students may need access to printed test items consistent with the guidance included in the Oregon Accessibility Manual. If so, the district would also need to provide a portable printer that could be used at the student's home to print requested items. Because all print requests are approved by the TA, the printer would need to be linked to the TA's computer.

In those rare instances where the district is unable to establish an internet connection in the student's home and the student is unable to travel to a location with internet access for the purpose of testing during the length of the test window, the student will be counted as a non-participant for the purpose of accountability calculations.

Braille Interface for Online Testing

The ELA, Mathematics, and OSAS Online Science assessments are available to students who use Braille through a Braille Interface. The Braille interface provides students who use Braille with access to the adaptive online tests. Districts should contact the Teacher of the Visually Impaired assigned to that student if they have questions regarding the administration of the online Braille Interface, or contact the AIR helpdesk at osashelpdesk@cambium.org or 1-866-509-6257.

ODE has coordinated with the Regional Special Education Districts and the Oregon Textbook and Media Center (OTMC) to provide the necessary software and equipment to those districts serving students who use Braille. For more information, see the Assistive Technology Manual.

Braille forms for ELPA Summative

The ELPA Summative is available to students who use Braille through a paper-pencil Braille format. To order Braille forms for the ELPA Summative, complete the ELPA Braille order form on ODE's Test Administration webpage by **October 1, 2020**. All embossed Braille print-outs, manipulatives, and Directions for Administration documents that include secure test items and stimuli are subject to the same security requirements for all printed test materials. *Section 2 Test Security* provides additional information on the requirements for securely handling printed test materials.

APPENDIX C: ACCESSING STUDENT SCORES ONLINE

Reporting Student Assessment Results to Parents

OAR 581-022-2270 Individual Student Assessment, Recordkeeping, and Reporting requires school districts to report student scores on all state and local assessments at least annually to parents for all students. Individual Student Reports (ISR), Combined ISRs, Class Rosters, and Class Summary reports are available in the Secure Assessment Reports 2.0 application on the ODE secure district website.

Accessing and Reviewing Assessment Records

The Assessment Record Updating Application (ARUA) allows a user in a district who has been granted access to view, edit, fix errors, download errors, and upload fixes to student test records that have been received by the Oregon Department of Education (ODE). The application is continuously accessible, and test records are editable until final accountability reports (such as school and district At-A-Glance Profiles and Accountability Details) are published.

ARUA is limited to district-editable fields. The entire test record, including the scoring and accountability fields, can be retrieved from the Accountability Warehouse Extract (AWE) application. There is a one-day lag for changes to test records in ARUA to be available in the AWE application which extracts records from the Student Centered Operational Data Store (ODS). Access to these applications is controlled by a District Security Administrator (DSA) in each school district. Those needing access to these applications should contact their DSA.

The Assessment Transactional file format (for downloading/uploading records in ARUA) is available online in Excel format and can be downloaded from the Collection File Formats page by following the *Assessment Transactional File Format* link. This file should be used as a reference for definitions of the editable fields on the test records. (See below for test administration codes available in ARUA to indicate student status.) The *Assessment Reporting File Format* (for downloading read-only records in the AWE) is available on the same Collection File Formats page.

There are two methods for modifying student records in ARUA on ODE's district Web site, either by using the Edit Posted Records link or by using the Download/Upload Adjustments file format option on the same page. Techniques for making these adjustments are described in the *Assessment Record Updating Application User Guide* available for download from a link by that name on the Assessment Record Updating Application Resources page.

More information can be found on the Accessing Student Test Scores Online page. You can also contact your Regional ESD Partner for assistance.

Administration Codes

Assessment Record Updating Application (ARUA) records should be adjusted directly to indicate any of several special statuses for individual students. These are coded in a field labeled CalcAdmnCd. Acceptable codes for this field, and the outcome of each code, are indicated in Table 24 below.

Table 24: Administration Codes

Administration Code	Definition	Participation Status	Performance Status
1	Absent (for an extended period of time) or Student Refusal = A student who is absent during the entire testing window and make-up testing period.	Non-participant	Not used
3	Modified – Language = A student who is non-literate in the language of the test and participates in the assessment under modified conditions.	Non-participant	Not used
5	Modified – Disability = A student with a disability who participates in the assessment under modified conditions.	Non-participant	Not used
6	Home Schooled Student, Foreign Exchange Student, or Out-of-State Student	Not used	Not used
7	Parent Request = A student whose parents request that the student not participate in testing for religious or disability related reasons.	Non-participant	Not used
8	Not Enrolled During Test Window = A student without a valid test score who was enrolled on the first school day in May but not during the school's testing window.	Not used[1]	Not used[1]
9	Medical Emergency = A student who cannot take the State assessment during the entire testing window, including the make-up dates, because of a significant medical emergency.	Not used	Not used
U	Invalidated test(s) with no opportunity to retest	Non-participant	Not used
X	Parent opt-out = A student whose parent(s) submitted an opt-out form requesting that the student not participate in ELA and Mathematics or Extended Math or ELA testing	Non-participant[2]	Not used[2]
Z	A first-year English Learner enrolled on the first school day in May who was not enrolled during the entire ELPA testing window and did not take the ELA assessment.	Not used	Not used

[1] For the English Language Proficiency Assessment (ELPA) Summative and the Oregon Extended Assessments, districts may use code 8 for students who enroll after the close of the statewide test window and who are enrolled on the first school day in May. Code 8 is not available for the ELA, Mathematics, or Science assessments.

[2] Districts must enter code X for all students for whom a parent opt-out form is received. However, a parent opt-out will only result in the student being counted as a non-participant in cases where there is no test record or where a test was started but has too few item responses to meet the threshold for participation.

Table 25: English Language Proficiency Assessment (ELPA Summative) "ONLY" IEP Test Administration Codes

Administration Code	Definition *(Refer to the domains required by ESEA and assessed by the ELPA Summative for academic readiness in each. See Appendix I for more information)*
A	No Reading per IEP team
B	No Reading & Writing per IEP team
C	No Reading, Writing & Listening per IEP team
D	No Reading, Writing & Speaking per IEP team
F	No Reading & Listening per IEP team
G	No Reading, Listening & Speaking per IEP team
H	No Reading & Speaking per IEP team
J	No Writing per IEP team
K	No Writing & Listening per IEP team
L	No Writing, Listening & Speaking per IEP team
M	No Writing & Speaking per IEP team
N	No Listening per IEP team
P	No Listening & Speaking per IEP team
Q	No Speaking per IEP team

Accommodation Codes

The statewide assessment accessibility supports (formerly the Accommodations Tables) are available to all students, although the decision to apply them must be based on an evaluation of individual student need. There are accessibility supports tables for the ELA, Mathematics, Science, OExt, and ELPA Summative assessments. These tables explain and regulate the allowable supports for all students during the administration of assessments.

Student test records include accommodation code fields with a drop-down menu to allow districts to identify up to six specific accommodations for any student from a list of unique 4-digit codes. Districts may select these codes for each test in addition to setting the flag indicating whether any accommodations were used. The list of codes is included in the Oregon Accessibility Manual, available on the Assessment Administration page.