

Test Administration Manual

2025-26 School Year



Mathematics

English Language Arts

Science

English Language Proficiency

**WITH POLICIES & PROCEDURES FOR NAEP
AND INFORMATION ON THE SEED SURVEY**



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1.0 OVERVIEW

1.1 Oregon Statewide Assessment System

This Test Administration Manual (TAM) outlines policies and procedures for components of the Oregon Statewide Assessment System (OSAS), as well as the National Assessment of Educational Progress (NAEP), to ensure both reliability and the related validity of uses and interpretations from classroom to classroom, teacher to teacher, school to school, and district to district. The TAM promotes:

- 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 tests are standardized, end-of-year **assessments of learning** whose results help guide systems-level decisions, including legislative investments. Standardized implementation, scoring, and reporting on these tests allows systems-level comparisons about instructional efficacy that can be disaggregated by student groups. Statewide summative assessment reports are publicly available, which maintains transparency and helps the adults in our education system to focus on the needs of our students from historically underserved populations. Summative tests are *not* designed as diagnostic tools for student placement, or to inform daily or seasonal instructional decisions in the classroom. Since summative tests are administered annually, the patterns they identify can only be reviewed on an annual basis.

Only a balanced approach to assessment can meet the differing informational needs of students, families, teachers, district and state administrators, and others. A more in-depth treatment of balanced assessment systems can be found in resources such as the [Right Assessment for the Right Purpose](#) guidance document.

Given the systems-level focus and purpose of summative assessment (school, district, and state), the annual OSAS summative tests should only be used as part of a larger collection of evidence regarding the academic needs of individual students. Summative test results should never be used as gatekeepers that limit individual student access to educational programs or opportunities (e.g., AP, IB, TAG, etc.).

The Oregon Statewide Assessment System includes the following core components:

- English Language Arts: general and Extended Summative test and Interim tests
- Mathematics: general and Extended Summative test and Interim tests
- Science: general and Extended Summative test and Interim tests
- English Language Proficiency Assessment (ELPA): Alternate (Alt) ELPA, ELPA Screener, and ELPA Summative
- The Oregon Observational Rating Assessment (ORORA)
- The Local Performance Assessment requirement

- The Student Educational Equity Development (SEED) Survey: general and Alternate (Alt) SEED
- The information gathering process at kindergarten governed by [OAR 581-022-2130](#)

This TAM principally covers administration of OSAS ELA, Math, Science, and ELPA Summative components. Other OSAS components—while mentioned in this manual where necessary or appropriate—are covered by different manuals:

- The [ELPA Screener Assessment Manual](#) includes an overview of the ELPA Screener, as well as training requirements and test administration directions.
- The [SEED Survey Administration Manual](#) contains necessary guidance and technical information to administer the [SEED and Alt SEED Surveys](#).
- The [Local Performance Assessment Manual](#) includes an overview and requirements for local assessment options, including requirements regarding development, administration, and scoring of assessments.



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 Summary of Changes

Changes from the previous Test Administration Manual include:

- Moved reference information from Section 1 to newly created Appendix E. Appendix E is optional for all users and may be consulted as needed.
- Added Local Performance Assessment Manual and Early Proficient guidance to required reading list for DTCs.
- Continued integration of the SEED Survey.
- Updated definition of “allowable” test supports and added an example.
- Added two references to [Executive Order 25-09](#).
- Added information to Section 10.0 about entering and correcting domain exemptions.
- Eliminated Full Log-In Directions (replaced with Paraphrased Log-In Directions). Minor changes to TA scripts.
- Added information on printing score reports using a student’s asserted name to Appendix C.
- Streamlining and clarification throughout as necessary and feasible.

1.3 User Roles and Responsibilities

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. If the district determines that the current DTC is no longer able to fill this role for any significant amount of time (perhaps due to extended illness, conflict of interest, or staffing changes), 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.

DTCs are responsible for:

- Managing administration of components of the OSAS. This involves collaboration with Title III Directors (Alt ELPA, ELPA Summative, ELPA Screener), Itinerant Teachers for students with visual impairments (braille administration), and Special Education Directors (Extended Assessment). DTCs also help coordinate administration of additional instruments such as the local performance assessment requirement, OSAS interim assessments, the nationally normed college entrance examination, and the SEED Survey, as well as participation in NAEP. For some DTCs, “all aspects” may include score reporting and communication of test results.
- 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 or other communication channels.
- Communicating assessment information, such as state updates, to appropriate district personnel.
- Facilitating the adoption of local district policies as needed to ensure test security.
- Managing user accounts for STCs and TAs, and other roles, as appropriate, in the Test Information Distribution Engine (TIDE).
- Verifying QTCs in the OR.K12test.com system.
- 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).
- Training, or ensuring the training of, STCs, TAs, TTs, QTCs, and QAs in their district. Managing Assurance of Test Security forms for all district personnel.
- Investigating test irregularities or improprieties. Reporting test irregularities or improprieties to ODE.
- Ensuring that the district has formal procedures for handling crisis alerts, including relevant staff, communication protocols, and timelines.
- Completing any required end-of-year assessment tasks (such as reporting or data validation).
- Submitting ORExt 1% Participation Reporting Requirement (additional information can be found in “Policies” on ODE’s [ORExt Webpage](#)).

School Test Coordinator (STC)

STCs are school personnel who monitor the assessment process, TAs, and the handling of 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 responsible 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 the Secure Browser is installed and any 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 who administer the components of statewide assessment system 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 may be assigned the TA role. Like all other TAs, they must first receive training as described in [Section 1.4 Training Requirements](#) of this manual. Since TAs can see test results for all students in the school, it may be preferable to assign volunteers the Test Technician role (described below).
- Per ESSA, it is allowable for staff 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 staff member fully funded by Title IA may administer state assessments. This is not considered supplanting, as the measurement for supplement not supplant is based in a district's methodology of distribution of state and local funds. However, if the school is operating under a Title IA Targeted Assisted Plan, this staff member 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 this is unavoidable, the district must notify their [Regional ESD Partner](#) of the relationship before the TA administers the test to the student.
- For the Alt ELPA, TAs must additionally hold an education certification and/or license from the state (see [Alt ELPA User Guide](#) for additional information and recommendations).

TAs administer **components of Oregon's statewide assessment system**. TAs are responsible for:

- Completing test administration training (see [Section 1.4 Training Requirements](#)) and reviewing all policy and administration documents prior to administering any statewide assessments.
- Ensuring that student test settings in TIDE are accurate.
- Ensuring the right student gets the right test.
- Administering components of the statewide assessment system.
- Reporting all potential test improprieties or irregularities to their STC and DTC.

Test Technician (TT)

Test Technicians can administer tests, but do not have access to student data (such as setting accommodations in TIDE or accessing students results in the Centralized Reporting System). For example, some districts might assign the TT role to paraprofessionals, volunteers, or technology staff who will be administering components of the OSAS.

TTs must meet the same training and responsibility requirements as the TA role.

Regional ESD (Education Service District) Partner

[Regional ESD Partners](#) are regional system administrators who provide help desk services for assessment, accountability, and data collection questions, and serve as liaisons with ODE and with ODE's testing vendors.

After the STC and DTC, Regional ESD Partners should be the next contact for all assessment and accountability related support, including questions regarding test administration, test ordering, test record management, data collection, federal accountability, and Oregon At-A-Glance Profiles. Before contacting your Regional ESD Partner, gather the following information:

- 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

Tools for Teachers – School (TFT_SC)

The TFT_SC user role provides school personnel who do not need to administer any assessments with access to the Tools for Teachers resources included with the Interim Assessment System.

- TFT_SC users may not log in to any assessment administration sites.
- The TFT_SC user role has no associated training requirements. Training for the Tools for Teachers platform can be found on ODE's [Formative Assessment](#) webpage.

Qualified Test Coordinator (QTC)

Qualified Test Coordinators are school staff who monitor the Oregon Extended Assessments. It is recommended that QTCs have previous experience with the ORExt. All school districts should have at least one QTC. QTCs are responsible for:

- Answering local questions regarding the ORExt
- Monitoring training for local Qualified Assessors (QAs)
- Managing QA [OR.K12test.com](#) accounts

- Maintaining awareness of, and communicating updates and changes
- Awarding training certifications (per district policy)

QTCs may administer the Oregon Extended Assessments if they also meet QA qualifications. The QTC role appears on the ORExt [OR.K12test.com](https://www.oregon.gov/education/assessment/orext/orext-test-com.aspx) site. It does not appear in TIDE.

Qualified Assessor (QA)

Qualified Assessors are licensed/certified school staff who administer the Oregon Extended Summative Assessments in accordance with policies and procedures outlined in the Test Administration Manual and the ORExt Training and Proficiency website. QAs are responsible for:

- Preparing materials and setting for individual administration of the ORExt
- Administering assessments directly to students
- Scoring student responses fairly (when QA scoring is required)
- Delivering scores to the online data entry systems (as needed)
- Interpreting results for student, family, or educational teams

The QA role appears in the ORExt Training and Proficiency site. It does not appear in TIDE.

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](https://www.oregon.gov/education/assessment/orext/orext-test-com.aspx), 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.

Per [OAR 581-022-2100: Administration of State Tests](https://www.oregon.gov/education/assessment/orext/orext-test-com.aspx), 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 another Oregon school outside of their resident district, the resident district may arrange 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 Oregon 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 and QAs.
- Providing students with access to components of the OSAS.
- 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, the resident district retains responsibility for recommending an outcome for a student’s test in the case of a test impropriety.

Districts entering into an agreement to delegate test administration responsibility to another Oregon 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.

1.4 Training Requirements

The training materials described below are available in on-demand formats. Districts may permit their personnel to complete required ODE training synchronously or asynchronously. Districts who permit asynchronous training remain responsible for all requirements in this manual, including but not limited to ensuring that the training was completed and that appropriate testing practices are carried out.

District Test Coordinator Reading and Training Requirements

Table 1: DTC Reading and Training Requirements

| Requirement | Description |
|-----------------------|---|
| Reading Requirements | <ul style="list-style-type: none"> The Test Administration Manual The Oregon Accessibility Manual (see OAM for role-specific reading requirements) The SEED Survey Administration Manual Other manuals and user guides (including the ELPA Screener Administration Manual and the Alt ELPA User Guide) that form central training elements for tests that will be administered in the district The Local Performance Assessment Manual Early Proficient Policy and Resources |
| Training Requirements | <ul style="list-style-type: none"> Review 2025-26 ODE-provided recorded training modules 1 – 8 (and modules 9 and 10 if the district will administer interim or remote tests) by November 4, 2025. <ul style="list-style-type: none"> Complete the Remote Test Administration Certification course if directly administering remote tests. On the OR.K12test.com site, complete Modules 1 & 6. Sign the DTC Assurance of Test Security Form. Complete the ODE-developed training survey (“fact finder”) by November 4, 2025. Register for one of the required ODE-facilitated Webinar sessions listed in the schedule below. |

DTCs must register annually with ODE (using the [DTC Designation Form](#) and accompanying [Superintendent Approval Form](#)), and attend the entirety of one of the annual ODE test security and administration trainings listed in Table 2 below. *DTCs who do not participate in ODE’s required 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 ODE-provided training modules prior to completing the ODE-developed DTC training survey (“fact finder”). The training survey checks for comprehension of the test security and administration requirements and provides an opportunity to submit questions for

the ODE-facilitated webinar sessions. The required ODE-facilitated webinar sessions address frequently missed training survey responses and answer DTC questions (both live and submitted through the training survey). ODE-facilitated webinar sessions are a required component of annual DTC training following independent review of ODE-provided training modules.

Table 2: 2025-26 Schedule of ODE-Facilitated Webinar Sessions

| Date | Time |
|----------------------------------|-------------------|
| November 4, 2025 | 3:00 – 4:30p PDT |
| November 5, 2025 | 9:00 – 10:30a PDT |
| November 6, 2025 | 3:45 – 5:15p PDT |

All DTCs must register for one of these scheduled ODE-facilitated webinar sessions by the second Friday in October.

Make-up Training Options

DTCs who are unable to attend a full ODE-facilitated webinar session must notify their Regional ESD Partner and arrange one of the following make-up training options before November 12, 2025. 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 make-up training as needed for incoming DTCs in cases where the outgoing DTC is not available to provide internal make-up training.
- **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 Requirements for District Level Users, District Report Viewers, and School Report Viewers. 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 Centralized 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). DLUs do not need to complete DTC-specific activities such as the DTC Fact Finder or ODE-sponsored DTC trainings.

Roles that do not interact with test material or testing students, such as District Report Viewers (DRVs) and School Report Viewers (SRVs), do not need to complete test security training but still need to observe data security and maintain confidentiality of student information. DTCs should ensure this is clear to any district personnel assigned a DRV or SRV role.

School Test Coordinator Reading and Training Requirements

Table 3: STC Reading and Training Requirements

| Requirement | Description |
|-----------------------|--|
| Reading Requirements | <ul style="list-style-type: none"> Test Administration Manual Sections 1 – 11 and Appendices A – C The Oregon Accessibility Manual (see OAM for role-specific reading requirements) Other manuals and user guides (such as the SEED Survey Administration Manual, ELPA Screener Administration Manual, and the Alt ELPA User Guide) that form central training elements for tests and surveys the STC will help administer or oversee |
| Training Requirements | <ul style="list-style-type: none"> Review 2025-26 ODE-provided training modules 1 – 8 (and modules 9 – 10 if the district will administer interim or remote tests). Complete the Remote Test Administration Certification course if directly administering remote tests. Sign the STC Assurance of Test Security Form. |

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. 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 Reading and Training Requirements

Table 4: TA Reading and Training Requirements

| Requirement | Description |
|-----------------------|--|
| Reading Requirements | <ul style="list-style-type: none"> Test Administration Manual Sections 1 – 7, and Appendix A <ul style="list-style-type: none"> Test Administration Manual Sections 8 – 11 and Appendix B, depending on the specific assessments that the TA will administer The Oregon Accessibility Manual (see OAM for role-specific reading requirements) Alt ELPA User Guide (for TAs who will be administering the Alt ELPA) SEED Survey Administration Manual (for TAs who will be administering the SEED Survey) |
| Training Requirements | <ul style="list-style-type: none"> Review 2025-26 ODE-provided training modules 2 – 4, and modules 5 – 10 per tests the TA will be administering: <ul style="list-style-type: none"> Module 5 (for TAs administering ELA or Mathematics assessments) Module 6 (for TAs administering the Science assessment) Module 7 (for TAs administering the ELPA Summative) Module 8 (for TAs administering the SEED Survey) Module 9 (for TAs administering OSAS Interim assessments) Module 10 (for TAs administering assessments remotely) Complete the Remote Test Administration Certification course if the TA will administer remote tests. Sign the TA Assurance of Test Security Form. |

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.

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.

The [ELPA Screener Administration Manual](#) details ELPA Screener training requirements.

Interim test groups

To be assigned the Interim test group, TAs must, at a minimum:

- **Read** Sections 1 – 4 and Appendix A of the Test Administration Manual
- **Read** the [Oregon Accessibility Manual](#) (see OAM for role-specific reading requirements)
- **Review** [ODE-provided training modules](#) 2 – 4, and 9

The previous year’s training or modules may be used to satisfy these requirements, but the current year’s training resources must be reviewed as soon as practicable.

Existing TAs: The Interim test group remains assigned until it is manually removed or the TA changes districts.

New TAs: A DTC or STC may assign the TA role and/or the Interim test group once the above minimum requirements have been completed (contacting their [Regional ESD Partner](#) for assistance or if they do not yet have access to TIDE). Note that the TA must complete any other applicable training requirements from Table 4 above to be assigned other test groups.

Qualified Test Coordinator Reading and Training Requirements

Table 5: QTC Reading and Training Requirements

| Requirement | Description |
|-----------------------|---|
| Reading Requirements | <ul style="list-style-type: none">• Sections 1 – 4, 11, and Appendix A of the Test Administration Manual• The Oregon Accessibility Manual (see OAM for role-specific reading requirements) |
| Training Requirements | <ul style="list-style-type: none">• Complete all 6 Oregon Extended training modules on or.k12test.com:<ul style="list-style-type: none">○ Module 1 - Overview of the ORExt○ Module 2 – General Test Administration○ Module 3 – Rostering and Monitoring○ Module 4 - Electronic Administration of the ORExt○ Module 5 - Paper/Pencil Administration of the ORExt○ Module 6 – Admin Training• Review Sign Language Training modules on or.k12test.com if administering using ASL Accommodation• Attend local district’s annual test security training and sign Assurance of Test Security Form |

Qualified Assessor Reading and Training Requirements

Table 6: QA Reading and Training Requirements

| Requirement | Description |
|-----------------------|---|
| Reading Requirements | <ul style="list-style-type: none"> Sections 1 – 4, 11, and Appendix A of the Test Administration Manual The Oregon Accessibility Manual (see OAM for role-specific reading requirements) |
| Training Requirements | <ul style="list-style-type: none"> Complete Oregon Extended training modules 1-5 on or.k12test.com: <ul style="list-style-type: none"> Module 1 – Overview of the ORExt Module 2 – General Test Administration Module 3 - Rostering and Monitoring Module 4 - Electronic Administration of the ORExt Module 5 - Paper/Pencil Administration of the ORExt Review Sign Language Training modules on or.k12test.com if administering using ASL Accommodation Attend local district's annual test security training and sign Assurance of Test Security Form |

QA Training must provide QAs with the opportunity to ask questions and receive clarification. Districts may choose to supplement ODE & BRT provided training materials with additional materials specific to local policies and protocols.

TAs or QAs who will administer braille assessments (either online or paper/pencil) must receive additional specialized training from ODE or its designee. Consult the Braille Interface Training accordion on the [Assessment Training Materials page](#).

2.0 TEST SECURITY

The security of statewide student assessments 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.



Note: The security requirements of the SEED Survey and Interim Assessments differ from those described here. Refer to the [SEED Survey Administration Manual](#) and [User Guides for Interim Assessments](#) for more information.

2.1 Testing Requirements to Produce Valid Test Results

ODE sets requirements for secure and valid testing 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:**

- OSAS tests must always be administered and supervised by a trained TA (or QA, for the ORExt).
- Anyone with a user role described in this manual must complete the training and reading requirements listed for that user role, as described in [Section 1.4 Training Requirements](#).
- Prior to administering the assessment, each TA must have a signed **Test Administrator Assurance of Test Security form** (available on ODE's [Assessment 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. **Any individual who will be interacting with students during testing is considered a TA. This includes QAs.**
- STCs, DTCs, and QTCs must have a signed **STC or DTC Assurance of Test Security form** (available on ODE's [Assessment Administration](#) webpage) on file at the District Office, valid for the current school year. STCs, DTCs, and QTCs must renew this form annually upon completion of training.
- 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 first sign a **Non-Administrator Assurance of Test Security form** (available on ODE's [Assessment Administration](#) webpage). This signed form must be kept on file at the District Office, valid for the current school year. **Parents or other adults who will be present in the test environment by prior arrangement with the district, or through use of the Comforting Presence support described in the [Oregon Accessibility Manual](#), must also sign this form.** Even after signing this form, however, the adult must be situated and comport themselves so that they do not distract testing students or interfere with test administration. If practicable, it is preferable that the adult watch the test through an

observation window. Consult the [Oregon Accessibility Manual](#) for instructions and recommendations for use regarding Comforting Presence.



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. This is a significant security breach and must be reported immediately.

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 perceive or access (including via technology). A violation of the security of the test environment may result in a test impropriety. See also [Section 3.0 Appropriate Test Preparation and Practices](#) for more information on the test environment and appropriate testing practices.

Table 7: Elements of a Secure Test Environment

| Requirement | Description |
|--|--|
| BEFORE TESTING | |
| Instructional materials removed or covered | Instructional materials are removed or covered, including but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards, dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.). |
| Student seating | Students' seating arrangements minimize opportunities to look at each other's work, whether through spacing, table-top partitions, or other visual barriers. |
| DURING TESTING | |
| Distraction-free environment | Provide an 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). Place appropriate signage (such as "TESTING—DO NOT DISTURB") where needed (e.g. on the door or in halls and entrances to reroute hallway traffic). |
| Student supervision | Students are actively supervised by a trained TA (or TAs). They do not have 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, devices with internet search capability, "smart" devices, and devices capable of capturing or recording information. Electronic devices that are necessary for health and safety (such as a smart device that monitors blood sugar) are allowed in the testing environment; the TA should watch for inappropriate use of secondary functions (such as ability to access the internet). |

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| Requirement | Description |
|---|---|
| Accessibility supports | 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 | Only authorized staff or other adults may 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. Administration procedures for a test or testing support may require exposure one or more items; however, even TAs and other trained staff may not actively review or analyze any item. |
| No answer key | No form or type of answer key may be developed for test items. |
| DURING AND AFTER TESTING | |
| No access to responses | DTCs, STCs, TAs, and other staff may only view student responses as required by test administration duties (e.g. Alt ELPA or ORExt). |
| No copies of test materials | Unless needed as a print-on-request, braille accommodation, or large print paper/pencil copy of the ORExt, no copies of the test items, stimuli, or reading passages may be made or otherwise retained. |
| No recording or reproduction of test materials | Test items, stimuli, reading passages, and writing prompts may not be recorded or retained. Similarly, these materials must not be discussed with or released to anyone via any media, whether digital or analogue. |
| No unauthorized retaining, reviewing, 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. Except where specifically required as part of the administration duties for a given test, DTCs, STCs, TAs, QAs, QTCs, and other staff may not review, discuss, or analyze test items, stimuli, or reading passages at any time. Student interaction during a test is limited to what is necessary for the purpose of supporting appropriate assessment. |
| Test materials are stored securely | Printed materials, scratch paper, and documents with student information must be kept in a secure location that is only accessible to 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 stored in a secure locked room or cabinet, or shredded as allowable in Table 11: Destruction of Printed Materials and Note Paper. See Section 2.4 Secure Handling of Printed Materials for details. |

The following standard testing conditions are available for all students:

- Dividing testing into several testing events, including providing students with extended time or 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 directions for participating in the ORExt are found on the [Training and Proficiency](#) website as well as within the online test administration tool.

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 general ELA, Mathematics, Science, ELPA Summative tests, and the Alt ELPA; the ORExt is accessed through the or.k12test.com system. Download and installation information for the Secure Browser is found on the [OSAS Portal](#). The Secure Browser disables hot keys, copy and screenshot capabilities, and other applications. However, approved 3rd party accessibility software can be enabled by activating permissive mode. The Secure Browser will not display the IP address or other URL for the site. 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 to exit the Secure Browser.

If technical difficulties require force quitting the Secure Browser, TAs should consult the [TA User Guide](#), or contact their [Regional ESD Partner](#) for further assistance.

During login, students confirm the last name associated with their SSID, their SSID, test, test language, and grade information. TAs may help students confirm this information.

After students log in, the TA uses the test monitoring screen to confirm and approve that these are the correct students to take the test and approve the students’ login request. The TA should review student last 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.

During testing, the student’s last 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 Delivery System, Test Information Distribution System (TIDE), or the Centralized Reporting System (CRS) of the OSAS. Under no circumstance may students access the Test Delivery System, TIDE, or the CRS. The [TA User Guide](#) provides additional information about student login and session monitoring.

QTCs and QAs may access secure ORExt materials after completing the required training modules, available at or.k12test.com, and having their credentials verified. Access to the ORExt electronic administration is provided through the following process:

- Account registration required first at or.k12test.com.
- Accounts-In-Training must complete the required training modules on or.k12test.com to become a Qualified Assessor (QA) or Qualified Test Coordinator (QTC).

- QA/QTCs must attend a district test security training and sign/file (with district) an assurance of test security form.
- Credentials for each account on or.k12test.com must be verified by a QTC.

Once verified, student identifiable data will become available and QA/QTC's will now be able to roster students to assess. Once the testing window opens, QAs and verified QTCs will have access to secure testing materials, data entry, and test monitoring.

2.4 Secure Handling of Printed Test Materials and Note Paper

All printed testing materials (e.g., test session management reports, materials with individual student information, and student score reports) for Oregon's statewide summative assessments must be kept secure. Contact your DTC with questions about secure materials. DTCs with questions should contact their [Regional ESD Partner](#).

Printing Individual Test Items, Passages, or Stimuli

The print-on-request tool is set in TIDE prior to test administration, based on individual student need. See the [Oregon Accessibility Manual](#) for additional information.



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 (especially if the printer is physically located outside the test environment).

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. Printed materials must either be securely destroyed or securely retained as indicated below.

Table 8: Destruction of Printed Materials and Note Paper

| Assessment | Must Immediately Destroy Securely | May Retain Securely |
|--|--|---|
| Math / ELA | Scratch paper from CAT (includes any paper written on by the student) Printed test items or stimuli | Notes from PT |
| Science / ELPA Summative | Printed test items or stimuli | Notes |
| Oregon Extended Printed (Large Print/braille) / Alt ELPA | Printed (completed) test items or stimuli, student notes and teacher materials | Not yet completed test items, stimuli, or teacher materials |

If notes will be securely retained, students will write their names (or other identifying information) on their notes. The TA will collect and inventory the notes at the end of each test

session. These materials must be stored securely between test sessions and securely destroyed upon completion of the test.

2.5 Student Confidentiality

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 results as directory information consistent with Family Educational Rights and Privacy Act (FERPA) guidelines; and
- 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 Identifiers (SSIDs) and other confidential personally identifiable student data must remain secure. Displaying student SSIDs with student names in a non-secure place or manner compromises the security of confidential student information. **Student body cards distributed to students are not secure. Districts are prohibited from including student SSIDs on student ID 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. For the Alt ELPA or ORExt, TAs may need to log in on behalf of some students.

Keeping Student Information Confidential

A transmission is "secure" if there is no reasonable expectation that a third party (i.e. someone other than the sender and intended recipient) will have access to the information transmitted.

Secure communication methods. The methods below have sufficient security to transmit both an SSID and personally identifiable information (such as name or date of birth). These are listed in order of ODE security preference; however, districts are free to choose any method(s) from the list.

1. Direct, in-person transmission (written or verbal)
2. A password-protected website or secure district parent and student interface
 - a. **Examples:** ParentVue or StudentVue
3. Sealed mail or package delivery
 - a. **Examples:** US Postal Service or other direct delivery service
4. 1:1 voice or video communication
 - a. **Examples:** telephone, single-person calls using voice/video applications (such as Google Voice, Google Meet, Zoom).
 - b. **Note:** private chat in a group call is non-secure.
5. Secure file transfer owned by district/ESD

- a. **Note:** ODE’s secure file transfer site is reserved for communications involving ODE.
6. Multi-step transmission: secure information is broken into “pieces” and transmitted through multiple communications
7. Encrypted or password-protected document sent via email
 - a. **Example:** Word doc or pdf with password protection

Non-secure communication methods. Any method other than those listed above is not secure and should not be used to transmit both an SSID and personally identifiable information.

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, the DTC should inform the [ODE Assessment Team](#). ODE will contact the parent to arrange a secure viewing of test items from their student’s test.

2.6 Sensitive Responses

Appropriately Handling Student Responses or Actions That Cause Concern

Throughout the test administration process, student safety is always the primary consideration. TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. Although TAs are not permitted to review student responses in the testing interface or students’ notes on scratch paper, it is also possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Topics that may require action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect
- Bullying

Collecting and Elevating Information

TAs should have a thorough understanding of school, district, and state policies regarding documentation of student actions or concerning responses during a secure test event. Should the TA encounter a sensitive situation, the TA should document as much information as possible in accordance with school, district, and state policies. The TA should immediately notify appropriate personnel in accordance with school, district, and state policies and procedures.

Crisis Alerts

Districts receive crisis alerts when ODE’s test vendor (Cambium, or CAI) identifies student responses with concerning content. An artificial intelligence engine initially flags these items, which are swiftly reviewed by human readers. All flagged items with concerning content are sent to the Secure File Center of the DTC for the student’s district. DTCs will receive an auto-generated notice for each alert, reminding them to locally download the information from the Secure File Center right away. Each day, ODE will also send a reminder message to districts who have received one or more new crisis alerts. Crisis alerts in the Secure File Center expire and are irretrievably deleted after 10 days.

DTCs must establish a formal process for addressing crisis alerts. The process should include relevant staff, communication protocols, and timelines for all responses. This process must be conducted according to the severity of the student’s response to ensure that students get the level of support that they need to maintain their safety and the safety of others. See [Appendix D: Crisis Alert Process](#) for more detail. Please contact ODE’s Director of Assessment and Student Reporting for additional support.

3.0 APPROPRIATE TESTING PREPARATION AND PRACTICES

Appropriate testing preparation and practices ensure that students have a fair and equitable opportunity to show what they know and can do, resulting in valid tests. Appropriate testing preparation and practices include two core requirements:

- Core Requirement 1: Students complete the correct test in a supervised, secure, and distraction-free test environment.
- Core Requirement 2: Students have access to necessary, allowable, and appropriate resources.

If either of these core requirements is compromised or absent, an impropriety or irregularity may have occurred and the incident must be reported to ODE.

3.1 Test Improprieties and Irregularities

Neglecting appropriate testing preparation and practices may result in an impropriety or irregularity, regardless of whether the action was intentional, accidental, student-initiated, or adult-initiated. TAs, STCs, or other individuals who have witnessed, been informed of, or suspect a test impropriety or irregularity that could potentially affect the integrity of the tests or the data must follow the steps outlined below in [Section 3.5 Reporting Test Improprieties and Irregularities](#).

Test improprieties are behaviors prohibited during test administration because they give students an unfair advantage or disadvantage, or compromise test security or validity.

Test irregularities are unusual circumstances that may potentially affect student performance on the test or interpretation of student scores. Test irregularities may impact single students, such as prolonged absences that lead to a test expiring before the student returns to complete testing. Test irregularities may also impact a group of students who are testing, such as a safety 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. Otherwise, the TA should evacuate and secure the test environment consistent with the school's evacuation policy, then pause all tests upon returning to the test environment (before students return to their stations). This helps to ensure test security and that students do not sit at the wrong computer by mistake.

3.2 Core Requirement 1

Per the first core requirement for appropriate testing preparation and practices, students must complete the correct test in a supervised, secure, distraction-free test environment.

- **Complete:** the student has a reasonable opportunity to respond to all questions on the test and submit the test when they have finished.
- **Correct test:** the student tests in the intended content area using the correct version of the instrument and at the correct grade level.

- **Supervised:** testing is overseen by authorized personnel who have completed all required training and have signed an Assurance of Test Security Form. Supervision includes appropriate administration of the test. Note that some accommodations and supports require increased supervision by TAs.
- **Secure:** secure information (such as specific items and/or stimuli, testing materials, student IDs and other demographic information, student-generated notes, etc.) is only available to authorized personnel, and used for appropriate testing purposes.
- **Distraction-free:** the test environment maximizes the opportunity for each student to demonstrate what they know and can do on the test.
- **Test environment:** human and non-human factors under district control. May include the location where the student tests, the equipment and resources the student uses to test, persons present in the test environment, and miscellaneous attributes such as the general atmosphere or ambience of the testing location. See [Section 2.2 Security of the Test Environment](#) for more information.

Table 9: Examples for Core Requirement 1

| Description |
|--|
| <ul style="list-style-type: none"> • The TA follows required, appropriate test administration procedures. <ul style="list-style-type: none"> ○ Example: If the test requires that physical materials be made available to a testing student at a given point in the test, the TA ensures that the right materials are made available at the right time. ○ Example: If the test requires that the TA locally score a test item, the TA exercises appropriate supervision to ensure that the student does not enter a score on their own behalf. |
| <ul style="list-style-type: none"> • Students are provided an opportunity to complete the test. <ul style="list-style-type: none"> ○ Students are provided with sufficient time to complete test items. ○ Students have a chance to review items prior to proceeding to the next segment or submitting the test. |
| <ul style="list-style-type: none"> • Students are administered the correct test. This includes: <ul style="list-style-type: none"> ○ Correct testing instrument (ex. ELA CAT vs. PT, general Math Summative vs. Extended Math Summative, ELPA Screener for students without EL status). ○ Correct grade level. ○ Correct version (ex. general vs. braille, in-person vs. remote). ○ Correctly honoring opt-outs (ELA and Math), parent requests for exemption due to disability or religion (Science and ELPA), or declined participation (SEED Survey). |
| <ul style="list-style-type: none"> • OSAS assessments are supervised by qualified, trained personnel at all times. <ul style="list-style-type: none"> ○ Adults who will be present in the testing environment for an extended period for reasons other than supervision (equipment maintenance, monitoring of testing procedures, prearranged observation, etc.) have agreed to uphold appropriate testing procedures and have signed the applicable Assurance of Test Security Form. |
| <ul style="list-style-type: none"> • Staff maintain confidentiality of student data as detailed in Section 2.5 Student Confidentiality. <ul style="list-style-type: none"> ○ TAs use a student's SSID or other secure student information only to help the student log in to their test. |
| <ul style="list-style-type: none"> • Students cannot easily perceive or interact with each other's tests. |

| Description |
|---|
| <ul style="list-style-type: none"> • There is adequate spacing between testing students, minimal sensory distractions, and minimal interruptions. |
| <ul style="list-style-type: none"> • Adults present in the testing environment minimize unnecessary interactions with actively testing students. • Students do not talk to or interact with each other during active testing. <ul style="list-style-type: none"> ○ Student talk constitutes an impropriety if it affects the result of an active test (by providing an unfair advantage or disadvantage, or by compromising test security or validity). ○ Other types of talk (such as by non-testing students after a test has been submitted, or by testing students “taking a break” to talk about topics entirely unrelated to the test) are prohibited, but should be dealt with through means other than the test impropriety reporting process. |
| <ul style="list-style-type: none"> • Test material is used for testing, and not for any other purpose. Only the student has access to test material for that student’s assigned test. <ul style="list-style-type: none"> ○ Test material is not used to deliver instruction, is not preserved or reproduced outside the test environment, and is not observed or reviewed by the TA. ○ Test material that needs to be stored between sessions (such as printed items, scratch paper, or similar) is stored securely. ○ Test material, including test items and stimuli, is not reviewed or discussed for any reason. |

3.3 Core Requirement 2

Per the second core requirement for appropriate testing preparation and practices, students have access to necessary, allowable, and appropriate resources.

- **Access:** student uses, consults, or otherwise benefits from the resource during testing.
- **Necessary:** the resource meets a need as documented in an IEP or 504 plan (for accommodations); or is indicated by an educator or team of educators (for designated supports); or meets a non-testing need (such as health and safety).
- **Allowable:** the resource is described in the [Oregon Accessibility Manual](#), or the resource’s presence in the test environment has been expressly authorized because it meets an important student need and necessary steps have been taken to confirm or ensure it does not compromise other facets of the core requirements.
- **Appropriate:** the resource equitably supports the student in fully and accurately demonstrating what they know and can do on the test.
- **Resource:** a source of information or help that is independent of the student.

Table 10: Examples for Core Requirement 2

| Description |
|--|
| <ul style="list-style-type: none"> • Student responses represent their own work. Students do not collaborate or help each other with active tests. <ul style="list-style-type: none"> ○ Examples: talking about test items, passing notes, explanations of test material. |
| <ul style="list-style-type: none"> • Any needed resources (such accommodations and supports) have been authorized, reviewed, and confirmed prior to testing by appropriate personnel. |

| Description |
|--|
| <ul style="list-style-type: none"> ○ Access to an unauthorized resource constitutes an impropriety if it affects, or there is reason to believe it affected, the result of an active test (by providing an unfair advantage or disadvantage, or by compromising test security or validity). Otherwise, the presence of a resource in the testing environment, while prohibited, should be dealt with through means other than the test impropriety reporting process (e.g., storing a device with internet search capability in a secure place during the testing session). ○ Resources meeting an important student need (e.g. medical equipment, visual schedules, communication devices for students with certain disabilities) are allowable in the test environment but may require increased supervision if there is a chance they could provide the student with an unfair advantage. ○ If in doubt whether a resource is allowable or appropriate, either remove it from the test environment or ensure that the student cannot benefit from it during testing (store it, cover it, power it down, monitor student interactions with the resource, or similar). |
| <ul style="list-style-type: none"> ● Students do not access the internet while actively testing. <ul style="list-style-type: none"> ○ Internet access constitutes an impropriety if it affects the result of an active test (by providing an unfair advantage or disadvantage, by or compromising test security or validity). Access to internet content unrelated to an active test, while prohibited, should be dealt with through means other than the test impropriety reporting process. |
| <ul style="list-style-type: none"> ● Adults provide appropriate verbal feedback and assistance to students, such as how to navigate the platform and encouragement to do their best. Adults do not coach or provide any other type of assistance to students that may affect their responses. <ul style="list-style-type: none"> ○ This includes both verbal cues (e.g., interpreting, explaining, paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, nodding head). ○ Adults do not lead students through instructional strategies such as Think Aloud, ask students to point to the correct answer, or require students to show their work. |
| <ul style="list-style-type: none"> ● Accommodations to be used on assessments are documented in a student’s IEP or 504 plan (IDEA, Sec. 300.160). <ul style="list-style-type: none"> ○ Such accommodations should mirror, to the degree possible, supports provided during instruction. ● Designated supports may be provided without being documented in an IEP or 504 plan; however, any designated supports documented in an IEP or 504 plan must be provided. <ul style="list-style-type: none"> ○ The expectation or hope that a given resource may or might benefit a student is insufficient to justify its use. Decisions to provide a support should be made on a student-by-student basis. Providing an unnecessary resource to a student, or wholesale to a group of students, may in fact impose an unfair disadvantage. |

3.4 Responding to Student Questions During an Assessment

Helping students with correct responses to test items violates the integrity and validity of the test. If a student asks for help related to the content of their test, the TA should remind the student to “do your best” using the verbatim student directions provided in [Section 7 Administering Online Summative Assessments](#). TAs 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.*

The [Oregon Accessibility Manual](#) outlines allowable changes in test administration. Accessibility supports documented in a student's IEP and/or 504 must be delivered, as these are legally binding documents.



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.

3.5 Reporting Test Improprieties and Irregularities

All potential test improprieties or irregularities must be reported to the DTC immediately, even if the exact situation is still unclear. *When a test impropriety or irregularity involves a student test, the student must discontinue 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 lead to invalidation of the student's test.

DTCs are responsible for investigating potential test improprieties and irregularities. If there is reason to believe the impropriety or irregularity provided an unfair advantage or disadvantage to a student, or violated test security or validity, the DTC must submit a report to ODE using the [Test Impropriety and Irregularity Report Form](#) immediately (within one day). Prohibited behaviors or other testing disruptions that do not result in an unfair advantage or disadvantage to a student, and do not violate test security or validity, should be handled locally rather than through the impropriety and irregularity reporting form. For example, if a cell phone or similar device is discovered during testing, but its use did not have an impact on any active test, there is no need to report the incident as an impropriety. Instead, follow the district's local procedures in compliance with [Executive Order 22-49](#). If there is any doubt as to whether an incident compromised one of the two core requirements, DTCs should report the incident.

If an impropriety report is submitted by someone other than the DTC, the form requests additional information to serve as confirmation that the DTC is aware of and has authorized report submission on their behalf. ODE will copy the DTC on all communications related to the impropriety. In rare cases where the DTC cannot investigate 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. The DTC should not pass along unread or unreviewed secondhand descriptions of events. 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. If the DTC is unable to provide requested information, ODE will approve an outcome for the test record(s) based on the information available, which may lead to invalidation. The DTC may request a letter of final determination from ODE if needed for formal documentation. Otherwise, ODE will provide the DTC with an email report summarizing the ODE-approved outcome.

The DTC’s responsibility for reporting testing improprieties extends beyond the close of the test window. Test records can no longer be changed in TIDE after the post-window test status change deadlines: 6/5/26 (ELPA Summative and Alt ELPA) and 6/18/26 (ELPA Screener, general and alternate SEED Surveys, and general ELA, Math, and Science). Tests may be invalidated in ODE data systems until the close of the yearly assessment data validation window in mid-August.

3.6 Consequences of Test Improprieties and Irregularities

ODE will determine appropriate action for a test impropriety or irregularity based on information provided by the district. ODE actions fall into six categories.

- **Invalidate:** Test results and student responses are omitted from the testing, reporting, and accountability systems. The student will not have the opportunity to retake that test.
- **Reset:** The test record is removed, as if the student had never tested. This includes resetting the test expiration period. The student may retest.
- **Reopen:** Grants the student access to items in a partially or fully completed test. A reopen may be used to grant student access to previous segments of a test. Reopening a test in progress does not change its expiration deadline. Reopening a submitted or expired test will start a new 10-day expiration deadline for tests that expire (e.g. ELA/Math CAT and PT, Science).
- **Restore:** Returns a test that was Reset to its prior state.
- **Reassign:** Transfers a test from one SSID to another.
- **Resume:** ODE will make no changes to the test record. There may still be action or instructions for the district (e.g., implement a support and continue testing, allow the test to expire, improve process for future testing).

In cases where Resetting or Reopening is allowable but not required, the district may choose to consult with a student or family to verify whether continued testing is desired. Any outcome permitting a student to retest, or return to and modify a test in progress, requires that district investigation support *all* the following:

- The student did not receive an unfair advantage or disadvantage that will persist into future testing.
- There are no test security concerns.
- Retesting does not pose the student potential harm or undue hardship.

Table 11: Outcomes of Test Improprieties and Irregularities

| Action | Example situations where action may be appropriate |
|-------------------|--|
| INVALIDATE | <ul style="list-style-type: none"> • A student should not have tested or should have taken a different test. <ul style="list-style-type: none"> ○ This includes opt-out (ELA and Math), parent requests for exemption (Science and ELPA), and declined participation (SEED Survey). • There is an attempt to use the test inappropriately (e.g. attempts to weaponize the Crisis Alert process). |

| Action | Example situations where action may be appropriate |
|----------|--|
| | <ul style="list-style-type: none"> The DTC/TA investigated an incident and found it likely that a student received an unfair advantage or disadvantage. Other outcomes are not possible or inappropriate. |
| RESET | <ul style="list-style-type: none"> A student completed, or proceeded past, one or more items without a needed accessibility support. Test administration involved inappropriate practices. A student needs to retest with appropriate administration practices. |
| REOPEN | <ul style="list-style-type: none"> A test expired due to an unanticipated excused absence, unanticipated school closure, or technological difficulty. A student unintentionally submitted a test. A student needs access to a prior segment on a test that was paused for more than 20 minutes (perhaps due to unanticipated interruption of the test session or some other factor that prevented the student from resuming a paused test). |
| RESTORE | <ul style="list-style-type: none"> A test was inadvertently or inappropriately reset. |
| REASSIGN | <ul style="list-style-type: none"> A student attempted or completed a test using the wrong SSID. |
| RESUME | <ul style="list-style-type: none"> A student did not receive a needed accessibility support, but the error was caught before the student completed, or proceeded past, one or more items where the support was needed, <i>and</i> the support can be provided or added to the test without the need for a Reset. A testing incident occurred, but DTC/TA investigation supports that the student was not provided with an advantage or disadvantage, and that test security or validity were unaffected. |

Per [OAR 581-022-2100](#), school districts must abide by ODE decisions regarding student assessment records, whether due to a test impropriety or any other circumstance bearing upon the validity of assessment results.

If a district fails to enter a student’s Oregon Extended Assessment (ORExt) score by the deadline identified in [Appendix A: Test Schedule](#) (i.e., the end of test window), 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) prevents the district from completing testing, districts may submit a *force majeure* exception request. This request should be submitted as soon as possible, as **it must be received by ODE prior to the close of the test window**. 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. Regardless of when the *force majeure* began or how long it lasted, its effects must be felt within the three business days prior to the close of the test window for an extension to be granted. Districts must apply for this extension starting on the first school day after normal operations resume. **Note: for a severe force majeure that prevents districts from completing testing over an extended period (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.



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.

Staff should work within district policy and the rules established by the TSPC when a test impropriety occurs. Per OAR 584-20-0041: Misconduct Reporting Requirements, districts must 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 district determines whether a test impropriety qualifies as gross neglect of duty.

3.7 ESSA Test Administration Monitoring

Per U.S. Department of Education requirements, ODE monitors test administration in districts (including ESDs) across the state. Monitoring follows a five-year rotation, during which each district and ESD will complete an online test administration self-assessment according to the schedule below. Districts complete this self-assessment once per rotation, although they are encouraged to incorporate it into their ongoing continuous improvement efforts. ODE uses district-provided information to confirm compliance and ensure test validity. In some cases, ODE may determine an on-site visit is needed.

Districts participate in required ESSA Test Administration Monitoring by region:

- 2025-26: Harney ESD, High Desert ESD, Jefferson ESD, Lake County ESD, Malheur ESD
- 2026-27: Grant County ESD, Intermountain ESD, North Central ESD, Region 18 ESD
- 2027-28: Clackamas ESD, Columbia Gorge ESD, Multnomah ESD, NW Regional ESD
- 2028-29: Douglas ESD, South Coast ESD, Southern Oregon ESD
- 2029-30: Lane ESD, Linn-Benton-Lincoln ESD, Willamette ESD

Full information can be found in the ESSA Test Administration Monitoring accordion on ODE’s [Assessment Administration page](#).

4.0 ACCESSIBILITY SUPPORTS

The [Oregon Accessibility Manual](#) provides information for all roles regarding the selection and administration of universal tools, designated supports, and accommodations for students who need them.

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. There is a critical connection between accessibility supports in instruction and accessibility 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](#), found on ODE's [Assessment Administration](#) webpage, includes the full list of universal tools, designated supports, and accommodations supported for all statewide assessments.

Review the Oregon Accessibility Manual thoroughly before test administration. Testing supports should be determined annually and reviewed again prior to student testing.

Embedded resources are part of the computer administration system. **Non-embedded** resources are provided outside of that system.

Table 12: Definitions for Universal Tools, Designated Supports, and Accommodations

| Type | Definition |
|----------------------------|---|
| Universal Tools | Accessibility 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 | Accessibility 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/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it. |
| Accommodations | Accommodations are changes in procedures or materials that increase equitable access during the 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 and need to be documented in those plans. |

5.0 SCHEDULING TEST ADMINISTRATION

5.1 Testing Time

Testing Time

The table below estimates how much time most students will need to complete components of the OSAS. This information is for scheduling purposes only, as the assessments are not timed. These estimates do not include time needed to start computers, load the Secure Browser, or log in students. TAs should work with STCs to determine precise testing schedules.

Table 13: Estimated Testing Times for Summative Tests¹

Times are listed in hours: minutes.

| Content Area | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------------------|------------|------------|------------|-------------|
| General ELA Computer Adaptive Test | N/A | 1:10 | 1:05 | 0:50 |
| General ELA Performance Task | N/A | 2:30 | 1:55 | 1:15 |
| General ELA Total | N/A | 3:40 | 3:00 | 2:05 |
| General Math Computer Adaptive Test | N/A | 0:55 | 0:50 | 0:40 |
| General Math Performance Task | N/A | 0:50 | 0:40 | 0:25 |
| General Math Total | N/A | 1:45 | 1:30 | 1:05 |
| General Science (Grades 5, 8, and 11) | N/A | 1:15 | 1:10 | 1:00 |
| Oregon Extended (all content areas) | N/A | 0:45-1:30 | 0:45-1:30 | 0:45-1:30 |
| ELPA Summative | 1:00 | 1:20 | 2:25 | 2:30 |
| Alt ELPA (per domain test) | 0:10 | 0:10 | 0:15 | 0:15 |
| SEED and Alt SEED Survey | N/A | 0:15 | 0:15 | 0:15 |

Duration and Timing Information for ELA and Mathematics

The scheduling/rules for each of the general ELA and Mathematics assessments are included below. The duration, timing, break/pause rules, and session recommendations vary for each content area. Minimize the amount of time between beginning and completing each content area assessment.

¹ Testing times are calculated at the 75th percentile. Numbers rounded. ELA = English Language Arts/Literacy; Math=Mathematics; ELPA=English Language Proficiency Assessment; SEED=Student Education Equity Development

Table 14: General ELA Assessment Scheduling

| | Computer Adaptive Test (CAT) | Performance Task (PT) |
|--|--|--|
| Number and Duration of Sessions | Recommendations: <ul style="list-style-type: none"> • <i>Schedule at least two sessions (recommended) and six sessions at maximum (rare/extreme)</i> • <i>Sessions last 40–60 minutes.</i> • <i>Administer the CAT before the PT.</i> | Recommendations: <ul style="list-style-type: none"> • <i>Administer PT Parts 1 and 2 in two different sessions.</i> • <i>Sessions last 60–120 minutes.</i> • <i>Schedule Part 2 with sufficient time for students to complete the full write in one test session.</i> |
| Breaks within Sessions | <p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student may not be able to go back to the items on previous screens.</p> <p>Recommendation: <i>No breaks longer than 20 minutes in a single test session. Instead, plan separate test sessions around extended breaks (e.g., lunch).</i></p> | <p>The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, they will not be able to review or revise items in Part 1.</p> <p>Recommendation: <i>Students complete Part 1 in one test session and Part 2 the next school day in a separate test session.</i></p> |
| Total Duration | <p>Once a student has started the CAT, it will be available for 20 calendar days.</p> <p>Recommendation: <i>Complete within five days.</i></p> | <p>Once a student has started the PT, it will be available for 20 calendar days.</p> <p>Recommendation: <i>Complete within 10 days.</i></p> |

Table 15: General Mathematics Assessment Scheduling

| | Computer Adaptive Test (CAT) | Performance Task (PT) |
|--|--|--|
| Number and Duration of Sessions | Recommendations: <ul style="list-style-type: none"> • <i>Administer in one session.</i> • <i>Session lasts 40–80 minutes (for most students).</i> • <i>Administer the CAT before the PT.</i> | Recommendations: <ul style="list-style-type: none"> • <i>Administer in one session.</i> • <i>Session lasts 40–80 minutes (for most students).</i> |
| Breaks within Sessions | <p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student may not be able to go back to the items on previous screens.</p> <p>Recommendation: <i>No breaks longer than 20 minutes in a single test session. Instead, plan separate test sessions around extended breaks (e.g., lunch).</i></p> | <p>Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.</p> |
| Total Duration | <p>Once a student has started the CAT, it will be available for 20 calendar days.</p> | <p>Once a student has started the PT, it will be available for 20 calendar days.</p> |

| | | |
|--|---|---|
| | Recommendation: Complete within five days. | Recommendation: Complete within five days. |
|--|---|---|

Important Reminders:

- The number of items may vary for each student’s test.
- The tests are not timed, so all the time estimates are approximated.
- 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.
- 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 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. School-level test windows for general and Extended ELA, Mathematics, and Science tests must last **at least four calendar weeks**.

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 are responsible for ensuring that all students who are enrolled as of the first weekday in May have tested. Except for students who are not tested due to a medical emergency, students

who are enrolled on the first weekday in May who are not tested will be counted as non-participants in 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 weekday in May.

[ESEA](#) Title I Part A, sec. 1111(b)(2)(B)(v), (vii) requires testing of all students annually. Additionally, testing students transferring from other Oregon districts is both a best practice (to ensure the performance of all eligible students is captured) and a professional courtesy to the district from which the student transferred. This helps everyone fulfill their participation responsibilities.

5.3 Student Participation in State Testing

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 how performance compares to the academic achievement standard. The academic achievement standards, which include achievement level descriptors of performance and cut scores that separate levels of performance, are available on [Assessment](#) page for each content area.



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

All Students

“All students” includes (but is not limited to) students with disabilities, students with English learner status (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. To determine grade equivalences for non-graded programs, subtract five from the student's age as of September 1. For example, a student who is 8 years old on September 1 is assumed to be in Grade 3.

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 in an Oregon public school do not take 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. (Consult [Appendix C: Accessing Student Scores Online](#) for more information.) Students exclusively served in home school environments or private schools may not participate in the Oregon Statewide Assessments.

Students in Grades 3 – 8 and High School

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 is opted out or receives a parent-requested exemption as described later in this section.

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 weekday 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.

Student Refusal or Non-Participation

Some students may stop making progress during statewide testing, or actively refuse testing. The district should attempt to understand and address any barriers to testing. If a good faith effort has been made, and it becomes clear there is no realistic expectation that the student will make further progress in the test, the test should be paused and the student excused. It should be made clear to the student that they may change their mind and resume testing at

any time during the remainder of the test window; otherwise, the test will eventually expire and will be treated like any other incomplete or unopened test. The district should not attempt to compel a student to test in the face of persistent refusal, or when testing would result in undue harm or hardship to the student. See the [Right Assessment for the Right Purpose](#) for discussion of student participation and a potential “inflection point” on general ELA and Math tests.

A parent, guardian, or student of any age may decline to participate in the SEED Survey at any time, for any reason. This may be done verbally or in writing.

Students with EL Status

Students eligible for English language development services under Elementary Secondary Education Act (ESEA) are referred to as English Learners (EL) (Sec 8010 – ESSA). All students with EL status are eligible to participate in the Oregon Statewide Assessments. Federal law and ensuing case law require that students with EL status be given equal opportunity to participate in and benefit from any program or activity customarily granted to all students. Because students with EL status 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) and meet the eligibility criteria outlined in ODE’s [Alternate Assessment Decision Making Guidance](#).

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 an English/Spanish toggle for Oregon’s general Math and Science tests. These translated tests are available for any student consistent with the guidance included in the [Oregon Accessibility Manual](#).

The needs of each student must be considered individually for each assessment based on what is in the best interest of the student, not on participation in a particular program or identification as a student with EL status. 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 decisions about student testing 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 that 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

Students with EL status 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 supports specific to the student’s needs (see the [Oregon Accessibility Manual](#)).

Students eligible for ELD services must be tested in all required areas under the statewide assessment system in addition to ELPA Summative. **Testing requirements are based on first**

enrollment date, which applies to enrollment anywhere in the 50 U.S. states or the District of Columbia, not just in Oregon or in your school.

Table 16: Assessment Requirements for Students with EL Status Based on Enrollment Date

| Enrollment Timing | Date of First Enrollment in Any U.S. School (50 U.S. states or D.C.) | Tests Required in 2025-26 |
|--|--|--|
| Enrolled after first weekday in May this year [†] | 5/2/26 – end of current school year | None |
| Enrolled “late” for ELPA Summative this year [†] | 3/23/26 - 5/1/26 | Math** Science*** |
| Enrolled “late” the preceding year or earlier this year | 5/2/25 - 3/22/26 | ELPA Summative/Alt ELPA* Math** Science*** |
| Enrolled in previous years | Before 5/2/25 | ELPA Summative/Alt ELPA Math Science*** English Language Arts |

ELA, Math, and Science references in this table include the general and Extended versions.

[†] Participation requirements are addressed in Title IA federal law (Section 1111).

*Counts for English Language Arts participation in accountability calculations; students are excluded from ELA performance calculations. The Alt ELPA has specific eligibility requirements. If student enrolls after the close of the ELPA Summative window but prior to 5/2, use administrative code 8.

**Counts for Math participation in accountability calculations, but students are excluded from Math performance calculations.

***Science performance is reported, but not used for accountability.

Not every test is administered in every grade level. Refer to [Appendix A: Test Schedule](#) for the grades at which various assessments are administered.

Students with Disabilities

Both the Individuals with Disabilities Education 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 or guardian, makes the decision regarding the most appropriate method for a student with disabilities to participate in testing. Each student must be considered individually and not merely based on the student’s disability category. If a student’s IEP specifies that a student should take an Extended Assessment or the Alt ELPA, then the district must provide the student with that test. 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 an 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 test 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 with disabilities may participate in required ELA, Math, Science, and ELPA assessments via a combination of the following:

- General or Extended/alternate (ORExt, Alt ELPA)
- Standard administration or with accessibility supports

Braille Interface for Online Testing

The general ELA, Mathematics, and Science assessments are available to students who use braille through a Braille Interface, which provides students who use braille with access to the adaptive online tests. Contact the Teacher of the Visually Impaired assigned to that student with questions regarding the administration of the online Braille Interface, or the Cambium helpdesk at osashelpdesk@cambiumassessment.com 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](#).

Opting Out of Statewide Math and ELA Assessments

ORS 329.479 establishes a Student Assessment Bill of Rights permitting parents/guardians (or adult students) to annually opt their student(s) out of statewide summative tests in English language arts and mathematics. This right applies to both the general and alternate (Oregon Extended) tests. In accordance with ORS 329.479, a school district must have a policy and practice that requires all students to participate in the statewide summative tests in English language arts and mathematics unless a parent/guardian or an adult student annually chooses to excuse the student from take the statewide summative tests by completing the form established by the Department of Education and submitting the completed form to the school district for the school that the student attends.

In addition, ORS 329.479 requires school districts and public charter schools to provide supervised study time for students who are opted 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 student 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 [Assessment 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 (also available through ODE’s [Assessment Administration](#) webpage), or a district-created form that exactly reproduces the language of the ODE-provided form. School districts and public charter schools must use the language of 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 **January 4, 2026**, and for students in Grades 3-8 by **March 1, 2026**.

Per [OAR 166-400-0060: Student Education Records](#) and [OAR 581-022-2270: Individual Student Assessment, Recordkeeping, and Reporting](#), districts must retain non-federally required student records, such as parent-submitted opt-out forms, for at least three years after the record was created.

It is ultimately the responsibility of the DTC to ensure that communication requirements regarding ORS 329.479 are fulfilled within their district.

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.

Table 17: Opt-Out Communications

| 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 |

Parent-Requested Exemptions for All Other Assessments

For all other required statewide assessments (general and Extended Science, Alt ELPA, ELPA Screener, and ELPA Summative), 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. 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 those chosen during testing are most appropriate and might address the parent’s concerns, allowing the student to participate in testing.

If the school approves the request, and the student has already begun or completed testing, this constitutes a testing irregularity and must be reported as such, even if the test was administered in good faith. All such irregularities will result in invalidation.



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 their student(s) out of statewide summative assessments in 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(s) 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 reason(s) for request (disability or religion)
- Propose an alternative learning activity for the student
- Is subject to district review and determination whether to approve

Table 18: Opt-Out or Parent Request for Exemption

| Assessment | Opt-Out or Parent Request for Exemption |
|---|---|
| General and Extended ELA / Math | Opt-out |
| General and Extended Science / ELPA Summative, Screener, and Alt ELPA | Parent request for exemption |

Neither the opt-out nor the parent-requested exemption process supersedes 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 are counted as non-participants in accountability calculations. Opt-outs and parent requests for exemption apply only to a single school year. If a student is to be opted out or exempted from testing in a subsequent year, a new request must be submitted.



Non-participants. For *all* required assessments, students who are enrolled in school during the statewide testing 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]).

Declining to Participate in the SEED Survey

Per [ORS 329.078](#), districts must make the SEED Survey available to students in Grades 3-11. Parents, guardians, and students of any age must be allowed to decline participation in the Survey at any time, verbally or in writing.

Preventing or Reporting Participation-Related Testing Irregularities

Parents, guardians, and adult students may request to opt out of testing, or request an exemption based on disability or religion, at any time prior to the end of the test window. This includes partially or even fully completed tests. **A discrepancy between student testing and an opt-out request or parent request for exemption always constitutes a testing irregularity and must be reported as such**, regardless of when the student tested, when the request was received, or if the test was administered in good faith. The ODE determined outcome for this type of irregularity will always be invalidation.

Opt-outs and parent requests for exemption **must be recorded** using the Parent Request for Exemption and Parent Opt-Out fields in TIDE, and tests associated with the opt-out or parent request for exemption **must be blocked**. A student record with a Parent Request for Exemption or Parent Opt-Out field flagged in TIDE cannot be saved until all tests flagged in those fields have been blocked. The [TIDE User Guide](#) contains instructions for blocking tests.

While several roles have permissions to block tests in TIDE, it is important to verify local procedures with the DTC first. Do not block tests based on a verbal statement of intent to opt-out or exempt; a signed, completed opt-out form, or a written request to exempt based on disability or religion, is *always* required.

To reduce the likelihood of error and inappropriate testing, ODE recommends taking the following steps for all opt-out requests or parent requests for exemption:

1. Upon receipt of signed, completed opt-out form, or after approving a written parent request for exemption, block all tests covered by the request in TIDE.
2. If the block was activated after the opening of the test window, verify which tests the student has already begun or completed. If one or more tests match tests covered by the request, notify the DTC, who will report the irregularity.
3. The DTC gathers and stores all signed opt-out forms in one or more safe locations.
4. The DTC ensures that opt-out and parent exemption administration codes are entered in TIDE and in ARUA. For students who do not test, a virtual record capable of accepting the code will be created in June.

5.4 Providing for Students Who Are Not Testing

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 acknowledges that providing alternative activities for non-testing students can present a challenge. 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

6.1 Establishing Appropriate Testing Conditions

STCs and TAs will need to work together to determine the most appropriate testing option(s) for students. Most students across Oregon will test in-person; however, some students may test remotely if remote testing aligns to the instruction that student receives.

- If a student predominantly receives *in-person instruction*, the student will test in person (even students who may receive some instruction remotely).
- If a student receives predominantly *remote or online instruction*, **the school may offer that student** summative assessments remotely. The following requirements for testing conditions assume in-person testing; they should also be implemented as feasible during remote testing.

Test environments must meet the requirements described in [Section 2 Test Security](#).

The testing environment should be prepared based on factors such as the number of computers available, the number of students in each tested grade, the estimated time needed to complete each test, and students' individual needs. Testing students in classroom-sized groups is preferable because it allows the TA to monitor and control a primary testing environment.

Test administration should be conducted in a space that does not crowd students, has freedom from distractions and interruptions, and meets the needs of individual students. 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.

Choose seating arrangements that discourage students from aiding one another. Arrange student seating prior to the test administration. Seat students so that they cannot view other students' tests.

Establish procedures to maintain a quiet testing environment, 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 students should go once they leave. If students will remain in the testing room, instruct them on what activities they may do after they finish the test. Consult [Section 5.4 Providing for Students Who Are Not Testing](#) for additional guidance.

Information or resources that might help students answer questions **must be removed or covered**. This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc. **Any devices with internet search capability (including but not limited to smartphones, smartwatches, tablets, and so on) that have not previously been approved as appropriate and allowable for the testing environment should be inaccessible during the student's test session (i.e., turned off and put away).**

6.2 Preparing for Test Administration

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

- 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 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 accessibility supports that your students will need.
- If you are administering an online general summative 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.
- Review your notes from Test Administration training.
 - Immediately contact your STC if you have not been trained **this year**.
- 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 tests.



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 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.

- Ensure that testing equipment such as computers and headsets are functioning correctly and have the most recent updates.
- Examine the test environment for non-allowable resources.
- Review the verbatim student directions found in [Section 7 Administering Online Summative Assessments](#) prior to testing.
- Locate and verify student information prior to testing online, including:
 - SSID
 - Name associated with student's SSID
 - Student's enrolled grade
 - Any accessibility supports to be assigned to the student in TIDE (see the Oregon Accessibility Manual)



Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update may take **up to 24 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the students testing without needed accessibility supports, which is a testing impropriety.

- Only students with an EL flag set to “yes” in TIDE can take the ELPA Summative.

- Only students with a special education flag set to “yes” in TIDE can take an Extended assessment. These flags must be set in ODE’s SSID system and cannot be edited in TIDE.

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/or Training Tests to become familiar with the testing interface, embedded accessibility supports, and item types they may encounter in the online tests.

- OSAS Sample Tests (available through the [OSAS Portal](#)) allow students to preview the grade-level content, format, and structure of the general ELA, Mathematics, Science, and ELPA Summative testing environments. Sample tests are for student practice only (not for classroom summative purposes). [Scoring guides](#) for some sample tests are available on the OSAS Portal.
- OSAS Training Tests (available through the [OSAS Portal](#)) allow students to practice interacting with the general ELA and Mathematics testing interface, including all CAT item response types and available accessibility tools and resources. The Training Tests include only a limited number of items. One Training Test is available for each grade band.



Use the TA Training Site, the Training Tests, and the Sample Tests for all training or practice sessions. **Using the live Student Interface or TA Interface for practice is a test impropriety.**

ALL students should be familiar with the testing environment prior to summative assessment administration. Teachers are encouraged to conduct a group walk-through with their students to promote familiarity with the testing format and basic test rules. The sample and training tests are especially beneficial for those students who have not previously participated in online testing, such as third graders and students taking the general Science assessment. Students and parents can access the sample tests to increase their familiarity with the testing platform and test item types.

Incentivizing or Dis-incentivizing Testing

It is permissible to offer minor incentives for testing (e.g., offering rewards or recognition to honor student effort or celebrate test completion). Districts choosing to use rewards or encouragements for test participation should remain within ethical and legal guidelines, including local school board policies. Districts should use incentives fairly and pay special attention to who does or does not receive a given reward. Districts should also take care to avoid unintended consequences such as publicly honoring a student against the family’s wishes (see [Section 2.5 Student Confidentiality](#)). Note that any use of incentives should take place outside of the testing environment to avoid the risk of testing improprieties.

It is not appropriate to use incentives to influence student testing behavior, including but not limited to: grading any facet of testing; linking rewards or punishments to (perceived) student effort; or preferential treatment of students who engage in a desired behavior.

It is not permissible to schedule whole-class testing sessions concurrently with periods of significant instruction and graded student work. Whether intentional or unintentional, this requires students to choose between their class performance and participation in state testing. Sufficient instruction- and classwork-free time should be set aside each year to provide every student with a reasonable opportunity to complete state testing. [Section 5.1 Testing Time](#) provides testing time estimates that may help with planning for equitable testing opportunities.

It is permissible (and sometimes necessary) to concurrently schedule testing and instruction for small groups of students (e.g. make-up testing, multi-grade classes, testing in content areas unrelated to the class content). However, it is not permissible to purposefully schedule instruction and classwork to discourage student participation in state testing.

6.4 Pause Rules and Test Expirations

Basic Test Rules

- Students may not return to a test once it has been completed and submitted.
- The ELPA Summative is administered as four separate domain tests. A student may take these tests in any order, including working on one while another is paused.
- For nearly all tests, 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.
 - Students may use the **Items** drop-down menu to return to marked or unmarked items within a segment prior to submitting their test for scoring.
- There is no pause option for the ORExt.

Pause Rules

Students may resume a paused test through the normal log in process. In the event of a technical issue (e.g., power outage or network failure), the system will log students out and pause their test.

If the test has been paused for **fewer than 20 minutes**, the student can view and modify all items they had access to before they paused.

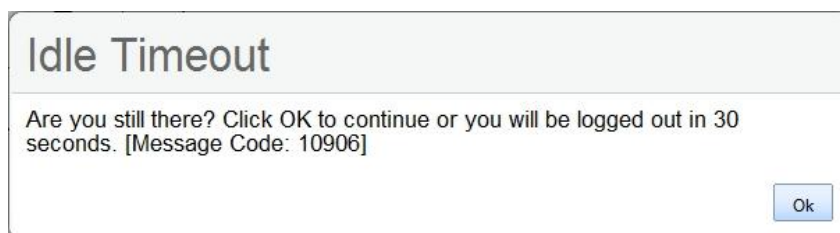
If a general ELA CAT, general Math CAT, or general Science test is paused for **20 minutes or more**, upon resuming the test the student will return to the first unanswered test item, and may only review or modify items on that screen and the following screens. If they paused partway through a group of items (e.g. a series of items all related to the same stimulus), they may return to and modify items in the group.

If a general ELA PT, general Math PT, Alt ELPA, ELPA Screener, ELPA Summative, or SEED Survey is paused for **20 minutes or more**, upon resuming the test the student will return to the first unanswered test item. They may return to and modify any item in the same test segment.

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* means 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).

Before the system logs the student out of the test, a warning message will be displayed on the screen. The student has 30 seconds to click **[Ok]**, which restarts the 20-minute inactivity timer.



Similarly, the TA will be logged out after 20 minutes of inactivity and the test session will automatically close.

Test Expiration

A student's online summative test remains active until the student completes and submits the test or until the test expires. Authorized users may track test expiration dates through the participation reports in TIDE (review the [TIDE User Guide](#) or contact your [Regional ESD Partner](#) for assistance).

- The general ELA CAT, ELA PT, Math CAT, Math PT, and Science assessments expire **20 calendar days** after the student begins the test.
- The ELPA Summative does not expire.

Consult [Section 5.1 Testing Time](#) for a summary of recommendations for the number of sessions and session durations.

Breaking up the Test

Some students may need more than the estimated time to finish testing. Therefore, you may wish to break students' testing into shorter sessions. ODE recommends that general assessments (ELA CAT, ELA PT, Math CAT, Math PT, Science, ELPA) be completed over 1 – 3 consecutive days.

Breaking up a test requires great care to avoid breaches of test security.

- Remind students before they begin that they will be resuming the test at another date/time.
- Minimize time between beginning and completing each test within a content area.
- Any printed test items or stimuli (including reading passages) must be securely shredded and may not be retained for use across test sessions.

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- When resuming a test, TAs must review the process and re-read the student directions.
- A student returning to an online test will start on the same number they were working on previously, per the pause rules described above.

7.0 ADMINISTERING ONLINE SUMMATIVE ASSESSMENTS



Note: The remote test experience may differ slightly from what is described here. TAs should refer to the specific guidance included in the [Remote Test Administration Certification](#) course and the [Remote Testing User Guide](#).

7.1 Assessment Administration Procedure

Students Log In

On the first screen, students enter the Session ID, the last name associated with their SSID, and their SSID. This must match a record in Consolidated Collections – SSID System, so the student must use their last name exactly as it appears in the SSID system. The TA should verify the correct SSID is used, as multiple students may share a last name. If the student is unable to log in, they will see a message describing the reason (an invalid SSID for example) and be prompted to try again. The TA can look up the correct information using *Student Lookup* in the TA interface. Students are only imported into the OSAS online testing platform if their SSID record has been updated for the current school year. For assistance with 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 students who need assistance (such as younger students). If the student's information is incorrect, instruct the student to select "No" to exit the student login.

Students who continue will now see a page where they can select from test(s) that the TA enabled when creating the session.

Approving Students for Testing

After students log in, the TA **verifies that these are the correct students** to take the test and approves the students' login requests. The upper right corner of the TA screen displays a list of students who are awaiting approval.

The TA should monitor students' test selection. The TA can click **[Approvals (#)]** to open the Approvals pop-up window. Before approving students to test, TAs must review student test settings, 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]**. *If any test settings are incorrect, the TA must NOT approve that student. If a test is approved by mistake, the TA should pause the student's test and contact their DTC immediately.*

After approving students, the TA should remind students to verify that their test subject and test settings are correct. *Note that once a student starts a test, some test settings can no longer be changed for that test.*

Any headsets to be used must not violate the construct or security of the test (for example, no headsets with recording capabilities, no headsets that grant access to non-allowable resources such as the internet). The TA should ensure that students are using only headsets previously approved by the district. After verifying test subject and settings, some tests will ask the

student to check that the headphones and microphone are working. If the student is having trouble, the TA should check headphones and microphone placement and connection to the computer. 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. The TA should monitor the session 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 test security is maintained (see [Section 2 Test Security](#)). If the TA witnesses or suspects a test impropriety, they should contact the STC or DTC immediately.

Students approach test taking differently. A student who appears to be daydreaming may 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 consider that student's individual needs and test-taking style.

The TA Interface also shows student testing progress. The interface will not show test items or scores but will display a count of 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. The TA may instruct the student to listen to their recording to make sure the student can clearly hear their response. The student may re-record their answer or move to the next test item if satisfied with their response. **The student does not need to re-record their answer if it sounds okay when they listen to it.**

Ending the Test Session and Logging Out of the TA Site

After answering the last item in each segment, the test prompts the student to review answers (marked and unmarked) for all available items, or to end the test. Tests can no longer be paused after the last item has been presented. Consult [Section 6.4 Pause Rules and Test Expirations](#) for more information. The TA should give students a brief warning approximately five minutes before the end of the test session.

Students may end their test after answering the last question. They may click [**REVIEW MY ANSWERS**] to review their answers first. Once a student clicks [**SUBMIT TEST**], the student will not be able to review answers.

The TA is responsible for closing out the testing session. Be sure students successfully log off from the Secure Browser, be sure to log out of the TA 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: (1) student directions for taking the test, (2)

log-in directions, (3) student directions during testing, and (4) 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.)* TAs should be attentive to the needs of individual students who are new to Oregon’s online testing system. 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. The person reading the translated directions must be approved by the school district and fluent in the language in question. Directions for remote testing can be found on the [Assessment Administration page](#), in the Remote Testing Resources accordion. Translated test directions for [ELPA Screener](#), [ELPA Summative](#), [Math and ELA Summative](#) and [Alt ELPA](#) can be found on the [state testing portal](#).

It is permissible to provide students a written copy of these directions, including translating them into another language. This should supplement existing supports and TA assistance, not replace them. The student should be literate in the language of presentation and there should be confidence that the provision of written instructions will be of benefit to the student (not a source of potential confusion or additional cognitive load). The district should also have plans in place for responding to any questions the student may have.

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 a general summative test for ELA, Mathematics, Science, or ELPA. This section includes simplified K-1 directions for the ELPA Summative.

Today, you will take the [INSERT NAME OF TEST] test. Before we discuss how the test process works, it’s important to ensure that you are calm, focused, and understand how the test results will be used.

We know that taking tests can be stressful or you may feel some anxiety, and it is okay to be having those feelings. Many students do. *[The following is optional text. TAs may substitute their own calming procedure if appropriate. “I want everyone to take a deep breath. Breathe in deeply and breathe out slowly. Feel your body calm down.”]*

Being calm will help you focus and do your best work.

[ELA, Math, and Science: This test will help Oregon educators understand where our class is strong and what your teachers might need to focus on next year. The results from tests like yours will help us improve teaching and learning for students across Oregon. Test results won’t be used to make decisions about individual students or individual teachers.]

[ELPA Summative: *This test will help your teacher know if you need to continue in the English learner program next year.]*

This test is a chance for you to show us all what you know and can do! In our normal classroom work, we all help each other, but here it is important that you demonstrate your own knowledge and skills.

Worrying during test-taking is understandable. It is okay to do what you need to do to take care of yourself during the test taking process.

Now I will explain how the testing process works. First, 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.]*

Give what you think is the best answer to each question even if you are unsure. Mark the question if you want to remember to review that answer later. You may go back and change the answer during this test session.

[ELA PT and Math CAT (grades 6 – 8 and 11): *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 by clicking PAUSE. Please raise your hand if you need a break and ask permission before clicking PAUSE.

[ELA CAT, Math CAT, and Science: *You must answer each question on the screen before going on. 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.

[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.***

Log-in Directions

TAs may assist students who need additional help logging in.

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

Now click “Join Session.” 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].

After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand.

*[**ELA:** Next you should see a screen that prompts you to check the sound on your computer. 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 check the video on your computer. 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.*

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 check the video and sound on your computer. 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.]

Devices that can access the internet are not permitted during testing. *[It may be appropriate to remind students of your school’s policy regarding [Executive Order 25-09](#) at this point.]*

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 by clicking on the Comment button also available through the dropdown menu.

On the ELPA Summative, if on a Speaking item 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 or Pausing the Test Session

We are about to stop 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.]

[ELA PT and Math PT: Remember, if you have not finished your Performance Task, use the PAUSE button in the top right corner. During the next testing session, you will be able to resume at the same place and finish your work.]

At the end of your test, you will see a SUBMIT TEST button. If you have finished reviewing your 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. Please do not share or discuss the test questions you saw today, or how to answer them, with others. Thank you for doing your best today!

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. Before logging in, let's go over some test rules.

Give what you think is the best answer to each question, 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

TAs may assist students who need additional help logging in.

Now let's log in. Enter your full last name, then your SSID number. Then type the test session ID. Raise your hand if you need help.

Now click "Join Session." You should see a screen with your last name and other information about you. If all the information on your screen is correct, select YES to continue. Otherwise, please raise your hand and show me what is incorrect.

On the next screen, select "ELPA Summative". Please wait quietly while I check 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. 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 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, we will check the video and sound on your computer. 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, vas a tomar el examen de [INSERT NAME OF TEST]. Antes de explicarte cómo funciona el proceso del examen, es importante asegurarnos de que estés tranquilo, concentrado y que comprendas cómo se utilizarán los resultados del examen.

Sabemos que tomar exámenes puede ser estresante y puede que sientas un poco de ansiedad. La ansiedad es una emoción natural y muchos estudiantes se sienten de igual forma. *[El siguiente es texto opcional. El TA puede sustituir su propio procedimiento calmante si es apropiado. “Quiero que todos respiren profundamente. Respira profundamente y exhala lentamente. Siente cómo tu cuerpo se calma”.]*

Estar tranquilo te ayudará a concentrarte y a hacer tu mejor trabajo.

[ELA, Math, y Science: Este examen ayudará a los educadores de Oregon a comprender dónde están los puntos fuertes de nuestra clase y cuáles son las áreas que podrían necesitar más enfoque para el próximo año. Los resultados de los exámenes como el tuyo nos ayudarán a mejorar la enseñanza y el aprendizaje para todos los estudiantes de Oregon. Los resultados no se utilizarán para tomar decisiones sobre estudiantes o maestros de forma individual.]

[ELPA Summative: Este examen ayudará a tu maestra/o a determinar si debes continuar en el programa “English learner” el próximo año.]

¡Esta es una oportunidad para que nos muestres todo lo que sabes y puedes hacer! En clase solemos trabajar en grupo y ayudarnos mutuamente, pero en este examen es importante que respondas por tu cuenta para reflejar tu propio nivel de conocimientos y habilidades.

Es normal sentir preocupación al tomar un examen. Está bien que tomes las medidas necesarias para cuidarte durante el proceso.

Ahora, hablemos de cómo funciona el proceso del examen. Antes de ingresar al sistema, vamos a repasar algunas de las 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 leas. También puedes solicitar que te impriman cualquier pregunta, y será grabada en relieve de braille para que la leas. Tú vas a utilizar tu dispositivo braille o tu teclado de la computadora para seleccionar tu respuesta a cada pregunta y moverte a través del examen. Si necesitas ayuda para utilizar el dispositivo braille o el teclado, por favor levanta la mano.

Math y Science: Cada pregunta se te leerá en voz alta a través del lector de pantalla de tu computadora y será grabada en relieve en braille para que lo leas. Utilizarás tu dispositivo braille o teclado de computadora para seleccionar tu respuesta a cada pregunta y moverte a través del examen. Si necesitas ayuda para utilizar el dispositivo braille o el teclado, por favor levanta la mano.]

Para cada pregunta, escribe o selecciona la respuesta que tú crees sea la mejor, incluso si no estás seguro. Marca las respuestas que quieras regresar y revisar.

[ELA PT y Math CAT (grades 6 – 8 and 11): Este examen está dividido en segmentos. Cuando llegues al final de cada segmento, se te pedirá que revises tus respuestas antes de continuar. Una vez que envíes tus respuestas y continúes al siguiente segmento, no podrás regresar al segmento anterior.]

[Science: A continuación, verás una pantalla que te pedirá verificar que el video en tu computadora funciona. Haz clic en el botón de reproducción en la pantalla. Si ves el video en la pantalla, selecciona PUDE REPRODUCIR EL VIDEO y luego CONTINUAR. Si no, levanta la mano.]

Puedes hacer una pausa en cualquier momento haciendo clic en PAUSE. Por favor levanta la mano si necesitas un descanso y pide permiso antes de hacer clic en PAUSE.

[ELA CAT, Math CAT, y Science: Debes responder cada pregunta en la pantalla antes de continuar a la siguiente. Si le pones pausa al examen por más de 20 minutos, no podrás regresar para cambiar tus respuestas.]

Tus respuestas deben reflejar tu propio trabajo. Por favor mantén la vista en tu examen y recuerda que no está permitido hablar.

[ELPA Summative: Cuando grabes tu respuesta de voz, puede aparecer una advertencia indicando “too soft” (demasiado suave) en tu pantalla. Si aparece esta advertencia, por favor escucha tu grabación para asegurarte que se oye bien. Si tienes problemas escuchando tu respuesta, por favor vuelve a grabar tu respuesta. Si tu grabación se escucha bien, haz clic en OK y pasa a la siguiente pregunta del examen. **No necesitas volver a grabar tu respuesta si al escucharla suena bien.**]

Log-in Directions

TAs may assist students who need additional help logging in.

Ahora estamos listos para iniciar la sesión. Ingresa tu apellido completo (no tu nombre), seguido de tu número de identificación SSID. Después, ingresa la identificación de la sesión del examen.

Ahora haz clic en “Join Session”. Verifica que tu información personal en la próxima pantalla está correcta y luego haz clic en YES para continuar.

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

Después de que yo apruebe el comienzo del examen, revisa que tienes el examen correcto y la configuración correcta. Si cualquier información del examen está incorrecta, por favor levanta la mano.

[ELA: A continuación, debes ver una pantalla que te pide verificar el sonido en tu computadora. Ponte tus audífonos y haz clic en el icono de las bocinas en el círculo para escuchar el sonido. Si tú escuchas el timbre, haz clic en I HEARD THE SOUND y luego CONTINUE. Si no, levanta la mano.]

[Science: A continuación, debes ver una pantalla que te pide verificar el video en tu computadora. Haz clic en el botón de reproducción. Si ves el video, selecciona PUDE REPRODUCIR EL VIDEO y luego CONTINUAR. Si no, levanta la mano.]

[ELPA Summative: Ahora vamos a probar el micrófono. Primero, pon tus audífonos. Luego oprime el botón del micrófono para comenzar a grabar y di claramente tu nombre en el micrófono. Cuando termines, oprime el botón rojo debajo del micrófono.

Después, presiona el botón verde de inicio para escuchar tu grabación. Si escuchas tu voz claramente, presiona I HEARD MY RECORDING. Si no escuchas tu voz, presiona I DID NOT HEAR MY RECORDING y levanta la mano para pedir ayuda.

En la siguiente pantalla, deberás verificar el micrófono. Si tú no puedes escuchar tu grabación, por favor levanta la mano.

Luego, verificarás el video y el sonido en tu computadora. Haz clic en el botón de reproducción en la pantalla. Si escuchas un sonido y ves el video en la pantalla, selecciona I COULD PLAY THE VIDEO AND SOUND. Si no, levanta la mano.]

Los dispositivos que puedan acceder a internet no son permitidos durante el examen. *[It may be appropriate to remind students of your school's policy regarding [Executive Order 25-09](#) at this point.]*

Cuando estés listo para comenzar el examen, haz 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 trates de hacer lo mejor que puedas. ¿Necesitas 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**.

Haz tu mejor esfuerzo y elige la respuesta que tenga más sentido para ti. Si tienes dudas de cómo funciona una pregunta, puedes revisar la guía haciendo clic en el botón TUTORIAL disponible a través del menú desplegable del lado

derecho de la pantalla. También puedes enviar un comentario sobre la pregunta haciendo clic en el botón de COMENTARIO que está 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, escucha tu grabación para asegurarte de que se oye bien. Si tienes problemas escuchando tu respuesta, puedes volver a grabar tu respuesta. Si tu grabación se escucha bien, haz clic en OK y pasa a la siguiente pregunta del examen. No necesitas volver a grabar tu respuesta si al escucharla suena bien.

Directions for Ending or Pausing the Test Session

Nos estamos acercando al final de esta sesión. Por favor termina la pregunta en la que estás trabajando y no comiences otra. Si necesitas más tiempo, por favor avísame.

Esta sesión del examen ha terminado. Si no has terminado, haz clic en PAUSE para poder continuar en otro momento.

[ELA CAT, Math CAT, y Science: Recuerda que si tú pones pausa al examen por más de 20 minutos, no podrás regresar para repasar ni cambiar tus respuestas.]

[ELA PT y Math PT: Recuerda que si no has terminado con tu “Performance Task”, haz clic en el botón PAUSE en la esquina superior derecha de la pantalla. En la siguiente sesión de evaluación, podrás reanudar en el mismo lugar y completar la prueba.]

Al finalizar de tu examen, verás el botón SUBMIT TEST. Si has terminado de revisar tus respuestas, haz clic en SUBMIT TEST. Luego, confirma que estás seguro de querer enviar tu examen haciendo clic en YES. En la siguiente pantalla, haz clic en LOG OUT.

Ahora voy a recoger el papel borrador y cualquier otro material.

Por favor, no compartas con nadie el contenido de las preguntas del examen de hoy ni cómo responderlas. ¡Gracias por tu esfuerzo hoy!

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 tomarás una evaluación llamada ELPA Summative. Antes de ingresar al sistema, vamos a repasar algunas de las reglas del examen.

Escribe o selecciona la respuesta para cada pregunta que tú pienses que es la mejor, aunque no estés seguro. Si quieres, puedes marcarla para revisarla

después. Durante este tiempo de examen, puedes regresar y cambiar tus respuestas. Haz clic en NEXT para pasar a la siguiente pregunta.

Si necesitas tomar un descanso durante el examen, levanta la mano y pide permiso antes de hacer clic en PAUSE.

Tus respuestas deben ser solamente tuyas. Mantén tus ojos en tu examen y recuerda que no se permite hablar durante el examen.

Simplified K – 1 Full ELPA Summative Log-In Directions

TAs may assist students who need additional help logging in.

Ahora vamos a iniciar la sesión. Escribe tu apellido completo, luego tu número de SSID. Luego escribe la identificación de la sesión del examen. Levanta la mano si necesitas ayuda.

Ahora haz clic en “Join Session”. Verás una pantalla con tu apellido y otra información sobre ti. Si toda la información en tu pantalla está correcta, selecciona YES. Si no, por favor levanta la mano y muéstrame lo que está incorrecto.

En la próxima pantalla, selecciona “ELPA Summative,” y luego haz clic en START TEST para iniciar el examen. Por favor espera en silencio mientras verifico cada uno de los exámenes.

Después de que yo apruebe tu examen, verás una pantalla de ayuda. Podrás ver una guía de ayuda y tu prueba. Revisa que tengas el examen correcto y la configuración correcta. Si alguna configuración está incorrecta, por favor levanta la mano.

Ahora vamos a probar el micrófono. Sigue junto conmigo. Primero, haz clic en el botón del micrófono para comenzar a grabar y di tu nombre. Haz clic en el botón rojo para detener la grabación.

Ahora presiona el botón verde de la bocina para escuchar tu grabación. Si escuchas tu voz claramente, presiona I HEARD MY RECORDING. Si no escuchas tu voz, presiona I DID NOT HEAR MY RECORDING, y levanta la mano para pedir ayuda.

A continuación, vamos a revisar el video y el sonido en tu computadora . Ponte los audífonos y haz clic en el botón de reproducción. Si escuchas un sonido y ves el video, selecciona I COULD PLAY THE VIDEO AND SOUND y después CONTINUE. Si no, levanta la mano.

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

7.3 Testing Over Multiple Sessions or Days

When administering the test over the course of multiple days for a student or group of students, it may be important for all students to pause after they reach a designated point. For most tests, nothing prevents students from progressing from one section to another. The TA should therefore give students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. This information 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 3.5 Reporting Test Improprieties and Irregularities](#).

8.0 OREGON’S GENERAL ELA AND MATHEMATICS ASSESSMENTS

8.1 Components

The general English Language Arts (ELA) and Mathematics assessments are each comprised of two separate testing events: the computer adaptive test (CAT) and the performance task (PT). ODE recommends that students take the CAT and the PT on separate days.

- A student should complete all items in one portion of the assessment (CAT or PT) before moving on to the other. ODE recommends opening only one assessment portion for any student at a given time.
- ODE recommends that students complete their entire ELA or Mathematics test before starting a different content area test.
- Students who take a Mathematics test using the dual language presentation (i.e., Spanish language toggle) can respond in Spanish or English. If they respond in Spanish, their response will be scored by a trained Spanish-speaking scorer. Responses in languages other than Spanish and English will not be scored.

English Language Arts and Mathematics Performance Tasks

Students must work independently on the secure performance task responses; instructions will be delivered to them in the Test Delivery System.

ELA

The ELA PT consists of two parts. ODE recommends that each part be administered on separate days. In Part 1, students will read sources and answer either one machine-scored or one short answer research question. During Part 2 (the full write), students will provide a written response using those sources. Only in Part 2 of the ELA performance task may students have access to a hard-copy (non-embedded designated support) or online (embedded universal tool) dictionary or online thesaurus.

Note 1: *If a hard-copy dictionary is provided to students as a designated support, it must be a commercially published dictionary in print form. Teacher- or student-created dictionaries are not allowed.*

Note 2: *Headsets are required for ELA CAT listening items. ELA PTs may require a headset for students who are using the text to speech designated support.*

Mathematics

The Mathematics PT should be administered in one session.

Note: *Mathematics PTs do not require headsets unless needed for specific accessibility features (e.g., Text-to-Speech [TTS] or Dictation [Speech-to-Text]).*

Challenging Up

Students may “challenge up” on the general ELA and Math Assessments (not the ORExt). See Appendix B for more detail on challenging up.

9.0 OREGON’S GENERAL SCIENCE ASSESSMENT

9.1 Components

The general Science Assessment contains questions aligned to the Oregon Science Standards (NGSS). Items are presented either as standalone or as a cluster. Each cluster engages the student in a meaningful scientific activity aligned to the standard and contains: (1) phenomena, to give context and engage student interest; (2) background information and/or data; (3) a task description; and (4) multiple questions. Standalone items have a short phenomena statement and fewer number of questions. Clusters and independent items assess the multiple-dimensionality required of NGSS in observable fact or design problems. All clusters and standalone items are computer scored. A Science Sample Test is available on the [OSAS Portal](#) to help students familiarize themselves with the interaction types and features of the test delivery system before testing.

Recommendations

- Students should be given sufficient warning before the end of the testing session so that they can complete the cluster or standalone item they are working on.
- Students who take the test in Spanish may use a Spanish “toggle” button to switch the presentation from Spanish to English. It is recommended that students 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. Refer to the [OAM](#) for additional details on the Spanish "toggle" feature.

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

Challenging Up

Students may “challenge up” on the general Science Assessment (not the ORExt). See Appendix B for more detail on challenging up.

10.0 OREGON'S ELPA SUMMATIVE AND ALT ELPA



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

10.1 Components

Oregon's ELP assessments (ELPA Summative and Alt ELPA) are required within the OSAS. Additionally, federal law requires that states assess all students with English learner status to determine their English language proficiency. Proficiency is determined based on individual performance in the four domains required 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 the ELPA Summative (remote or in-person) or the Alt ELPA consists of four separate domain tests (Reading, Writing, Listening, and Speaking). ELPA Summative and Screener results are reported by domain; Alt ELPA results are reported by modality (Receptive and Productive).

ELPA requires both audio recording and playback. For students testing on the ELPA Summative in a group setting, a headset and microphone may be necessary. For students testing in a separate setting, the system speakers and microphone on the testing device may be sufficient. For students using a tablet to complete any ELPA test that has constructed response items, an external keyboard may be useful.

Only attempted tests (meaning, tests where the student was presented with at least one item from all non-exempt domains) are scored.

The Alt ELPA measures the English proficiency of eligible English learners with the most significant cognitive disabilities in grades K-12. Alt ELPA is administered 1:1 by a trained TA. For more information on the Alt ELPA, consult the [Alt ELPA User Guide](#).

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 test 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 Summative. The [Oregon Accessibility Manual](#) lists technology skill requirements for students participating in ELPA Summative.

Choosing answers for a student is a test impropriety and will result in an invalid assessment.

English Language Proficiency Assessment (ELPA) Summative Requirements

In accordance with federal Title I requirements, districts must administer ELPA Summative annually to all students with EL status, *even when ELD services are waived by parents*. Students remain eligible from year to year until the student scores proficient and reported as exited on the Oregon's EL data collections. Students (including waived students) must take ELPA

Summative or Alt ELPA in 2025-26 if they exited EL status **after** September 19th of the current year *or* if they were eligible to receive ELD services in the current school year and did not exit EL status on or before September 19th of the current school year. Participation requirements for Oregon’s ELP assessment (ELPA) are addressed in Title IA federal law (section 1111).

Students may not “challenge up” on ELPA assessments. See Appendix B for more detail on challenging up.



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.

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 or Alt ELPA (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. Domain exemptions must be coded in TIDE as an accommodation **prior to opening any ELPA Summative or Alt ELPA domain test**. The student will not see the exempted domain as a selectable test. The student’s ELP assessment score will be based on the administered domains.



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. All cases of domain exemptions are subject to monitoring by ODE.



Note: Domain exemptions may be entered by (a) the DTC or other district level users until the start of the ELPA Summative test window, or (b) their Regional ESD Partner after the opening of the test window. Be sure that domain exemptions are finalized **prior** to approving the student to any ELPA Summative or Alt ELPA domain test. **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 administration 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](#).

Very rarely, an IEP team may consider a Speaking exemption inappropriate because the student produces speech that is scorable, but only understood by one or two adults who are familiar with the student’s speech patterns. Please reach out to the [ODE Assessment Team](#) to inquire about procedures for potential adult “Familiar Listener” transcription.

Domain exemptions on the ELPA Summative and Alt ELPA may be entered by the DTC prior to the opening of the ELPA test window. After the opening of the test window, districts will need to contact their [Regional ESD Partner](#) to add or adjust domain exemptions.

All domain exemptions must be set prior to opening any domain test on the ELPA Summative or Alt ELPA. Domain exemption errors must be reported using the [Test Impropriety and Irregularity Initial Report Form](#). Domain exemption errors which require a student to complete additional testing (i.e. testing on a domain that was erroneously exempted) can be corrected up to three weeks prior to the end of the test window. Domain exemption errors which do not

require a student to complete additional testing (i.e. removing a domain that the student completed, but should not have) can be corrected up to the ELPA test status change deadline.

Braille forms for ELPA Summative

The ELPA Summative is available in a paper-pencil braille format, which may be requested via the [braille ELPA order form](#) on ODE's [Assessment Administration](#) webpage. All embossed braille printouts, 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 (consult [Section 2 Test Security](#) for additional information).

10.2 ELPA Summative and Alt ELPA score reporting

Table 19: ELPA Summative and Alt ELPA Data Delivery Schedule

| Batch* | Test Completion Dates | Data Delivery to ODE | Data Delivery to Districts*** |
|--------|-----------------------|----------------------|-------------------------------|
| 1 | 1/13 – 1/31 | 3/4 | 3/13 |
| 2 | 2/1 – 2/28 | 4/1 | 4/7 |
| 3 | 3/1 – 3/31 | 5/1 | 5/11 |
| 4 | 4/1 – 4/11 | 5/22 | 6/1** |

* Batch 1 date dependent upon batch calibration review. Batch 3 and Batch 4 include remote ELPA Summative results.

** If volume is high, batch delivery to districts could be delayed.

***Includes Grade 7-12 tests carrying domains due to [Honoring Student Proficiency on the ELPA Summative and Alt ELPA](#).

11.0 OREGON'S EXTENDED ASSESSMENTS

11.1 Overview

Oregon's Extended Assessments (ORExt) are the state's alternate assessments based on alternate academic achievement standards (AA-AAAS) for students with the most significant cognitive disabilities. Students may take the ORExt if they are 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](#). The Individuals with Disabilities Education Act (IDEA) requires that parents are informed of any potential consequences for participating in the ORExt, including impacts on graduation and post-secondary opportunities.

The ORExt measures student achievement in grade-level ELA, Mathematics, and Science content. Student achievement is judged against alternate achievement standards 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, IEP teams must determine student eligibility based on the established [eligibility expectations](#). An Alternate (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. Students may not "challenge up" on the ORExt Assessments. Appendix B has more detail on challenging up.

There is a unique ORExt test in each of the following grade levels: ELA and Mathematics (3, 4, 5, 6, 7, 8, and 11) and Science (5, 8, and 11). **The Special Education flag must be set to Y in the SSID system for the student to participate** in the ORExt.

NOTE: Because the ORExt is specially designed for students with the most significant cognitive disabilities, instruction, curricula, and assessments for this population are based on content standards that have been significantly reduced in depth, breadth, and complexity. This means ORExt and general assessment results cannot be compared. **This information 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. **Districts can ensure this by blocking the relevant tests in TIDE.** Students who have not previously used the online ORExt system should use the practice tests to determine if the format of the online ORExt is appropriate for that student before testing begins. The practice 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, or vice versa, 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.

The Oregon Observational Rating Assessment (ORORA) includes scales for attention, basic math skills, and expressive/receptive communication. The ORORA is an additional, optional

(DTCs, STCs, QTCs, and QAs)

component to the ORExt, after the student has met minimum participation with the ORExt. The ORORA is to be completed by the adult who knows the student with significant cognitive disabilities best.

ODE and Behavioral Research and Teaching developed an Alternate-Student Educational Equity Development Survey (Alt-SEED Survey), which will be completed by the educator who understands the student and their learning environment best. The Alt-SEED Survey is made available through the Training & Proficiency website.

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.

12.0 ADMINISTERING THE NAEP

The [National Assessment of Educational Progress](#) (NAEP) is the largest nationally representative and continuing assessment of what U.S. students know and can do. The [National Center for Education Statistics](#) (NCES) within the U.S. Department of Education administers NAEP. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, civics, 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 26 – March 20, 2026, NAEP plans to administer state and national mathematics and reading assessments at grades 4 and 8 as well as national civics and U.S. history assessments at grade 8. NAEP may also conduct pilot tests in mathematics or reading or special studies at grades 4, 8, or 12.

Most sampled students will take assessments in mathematics and reading using district- and school-managed devices and Internet, while some students will take the assessments on NAEP-owned devices not connected to school Internet. All students selected for civics or U.S. history will take the assessment on NAEP-owned devices not connected to school Internet. Each sampled student will take an assessment in one subject only. Currently, NAEP does not administer assessments to students who participate only in distance learning.

The results from NAEP are published as [The Nation's Report Card](#). For 2025-26, NAEP plans to report student performance for the state and national assessments of mathematics and reading and the national assessments of civics and U.S. history. The [National Assessment Governing Board](#) will release the results approximately one year after administration of the assessments. The release of the state and national mathematics and reading results will be later than the usual NAEP release schedule to allow time to complete bridge studies between the NAEP frameworks from the NAEP 2024 assessments and the new frameworks in place for NAEP 2026.

The Oregon Department of Education notifies district superintendents, district test coordinators, and school principals when NCES selects district schools for NAEP in the upcoming school year. For NAEP 2026, districts selected for the mathematics or reading assessments will be asked to complete a School Technology Survey by the end of August. The School Technology Survey will determine whether a school can administer NAEP assessments on school devices. Most schools that meet NAEP's technical requirements will be assigned to school-device administration mode, but some will be assigned to NAEP-device administration mode as part of a comparability study.

In the fall, ODE asks the principals of selected schools to name a school coordinator to plan for NAEP. ODE recommends that principals name the school test coordinator (STC) as NAEP school coordinator. The NAEP school coordinator will receive a certificate awarding 16 hours of professional development units after the close of the NAEP testing window. The school coordinator will receive a NAEP assessment date in October and may work with the NAEP State Coordinator to request a new date if needed.

The National Assessment Governing Board and NCES establish testing procedures and training requirements for NAEP administration, not the Oregon Department of Education. 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 administering NAEP and for bringing the necessary materials based on the planned mode of assessment. The NAEP school coordinator is expected to be present on the NAEP assessment day to meet the NAEP team and answer their final planning questions. If the NAEP school coordinator cannot be present, they must work with the principal to designate another staff person to meet the NAEP team on assessment day.

ODE works with schools selected for NAEP to prepare for the assessment. For 2025-26, ODE will submit lists of students enrolled in the schools selected for the NAEP assessments for the initial round of sampling in November. For the lists, ODE includes students' preferred names, if that information is available in the state's data collection. If not, ODE includes students' legal names. NAEP school coordinators should review the list of sampled students carefully to determine if the names on the list are appropriate to use on NAEP materials that students will receive. If there is an issue with a name on the list, the NAEP school coordinator should contact the NAEP State Coordinator to resolve the issue.

Schools participating in NAEP must notify the parents or guardians 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/guardian notification. ODE verifies that each selected school has completed parent/guardian 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 to access NAEP and to demonstrate their knowledge and skills, NAEP offers most of the accommodations that Oregon allows. The NAEP 2025-26 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. The NAEP

(DTCs)

assessments provide a picture of educational performance and progress at the state or national levels. They 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. The [NAEP Survey Questionnaires](#) web page includes links to the NAEP surveys for students, teachers, and principals. Additional NAEP materials, including links to the assessment frameworks and item specifications are available from the ODE [NAEP](#) webpage.

Questions should be directed to [Beth LaDuca](#), NAEP State Coordinator, at 971-208-0091.

APPENDIX A: 2025-26 OREGON ASSESSMENT ADMINISTRATION SCHEDULE

| Assessment Component | Window (or Notes) |
|--|---|
| Statewide Summative Content Assessments | Online general: in-person or remote Extended (ORExt): in-person only |
| English Language Arts, Mathematics, and Science ^{A B} (Grade 11 ^C) | 2/3/26 – 6/12/26 |
| Science ^{A B} (Grades 5, 8) | 3/3/26 – 6/12/26 |
| English Language Arts, Mathematics ^{A B} (Grades 3 – 8) | 3/31/26 – 6/12/26 |
| English Language Proficiency Assessment | Grade bands: K, 1, 2-3, 4-5, 6-8, 9-12 |
| ELPA Summative and Alt ELPA | 1/13/26 – 4/10/26 |
| Remote ELPA Summative | 3/3/26 – 4/10/26 |
| ELPA Screener: Future/Early K | 3/3/25 – 1/12/26 |
| ELPA Screener: Grade K | 1/13/26 – 7/17/26 |
| ELPA Screener: Grades 1 – 12 | 8/1/25 – 7/17/26 |
| Interim Assessments | Grades 3 – 11 |
| English Language Arts, Mathematics, and Science ^A | 9/23/25 – 7/17/26 |
| Student Educational Equity Development Surveys | SEED survey: in-person or remote Alt SEED survey: in-person only |
| SEED and Alt SEED Surveys (Grades 3 – 11) | 2/3/26 – 6/12/26 |
| Community Informed Information Gathering Process at Kindergarten: ELTC Family Conversation ^D | Locally determined (contact ODE for assistance) |
| National Assessment of Educational Progress (NAEP) Grades 4, 8, and 12 (Selected schools only) | 1/26/26 – 3/20/26 |
| Nationally Normed College Entrance Practice Test: PreACT (Grade 10) | 9/30/25 – 4/10/26 (locally determined within this window) |

^A The assessment delivery system may be periodically [offline for scheduled maintenance](#).

^B ORExt data must be entered by 5:00 pm on the last day of the test window, or students will be counted as non-participants. ORExt paper/pencil test materials are available for download at the start of the respective test windows. Tests requiring Braille or Large Print format must be [ordered](#) at least four weeks prior to the desired testing date.

^C The High School grade of accountability is Grade 11. Grade 10 students who have successfully completed advanced coursework, and Grade 12 students who elect to retest, may also test.

^D The Early Learning Transition Check-In (ELTC) is not required statewide and is administered in volunteer classrooms only.

APPENDIX B: SPECIAL TESTING CONDITIONS

Challenging Up

“Challenging up” (formerly known as targeting up) means taking an assessment at a higher level than is expected for the student’s grade of enrollment. Challenging up decisions must be made at the individual student level and should be rare given the level of challenge already present in grade level summative assessments. Challenging up is appropriate (but not required) for students taking advanced courses or otherwise demonstrating significantly above-grade content knowledge and skills. **Challenging up never results in a student taking an assessment at a lower grade level.** To activate challenging up, submit student information to your [Regional ESD partner](#) one week prior to testing.

- Challenging up is available for the following tests.
 - **General ELA and Mathematics:** Students enrolled in grades 2 – 7 and 10 may challenge up one grade level. 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. *Scores from challenging up in grades 2-7 are not banked.* Students in grades 8 and 9 may not challenge up to the grade 11 assessment.
 - **General Science:** Students enrolled in grades K – 9 may not challenge up. Students in grade 10 may challenge up to the grade 11 assessment.
 - **ELPA and Extended** assessments may only be administered at grade level.
- If a student enrolled in **grade 10** challenges up and meets the high school level achievement standard, the score **will be banked** and will be reported in the student’s grade 11 year. If this student does not meet the high school achievement standard, they must retest in grade 11 or be counted as a non-participant.

Testing Students Remotely

Districts determine whether students test remotely in alignment with the primary instructional model the student participates in throughout the school year (in person or remote/online). Students who predominantly receive remote or online instruction may be tested remotely (at home or another agreed upon location). Districts may also offer remote testing to students who are homebound due a medical condition. “Remote test session” means a test session administered through an online system where either the student(s) or the test administrator/test examiner is not on-site.

Students participating in a remote or online instructional model may still need to test in person if any of the following are true:

- An appropriate remote testing environment cannot be created.
- There are significant technology limitations (i.e., limited broadband, hardware requirements, or assistive technology).
- Accessibility needs cannot be supported (i.e., Designated or Accommodation Supports).

(All Roles)

Prior to testing students remotely, the district should coordinate with the district IT department to ensure that proper technical support is available. Districts who need technical support testing students remotely should contact the [OSAS Helpdesk](#).

The district must also ensure the TA has completed all training requirements included in [Section 1.4 Training Requirements](#) of this manual and permission to test students remotely has been granted via a signed Parent/Guardian Remote Test Administration Agreement form.

In rare circumstances where the district is unable to test remotely or in person, the student will be counted as a non-participant for the purpose of accountability calculations.



Remote Test Administration. Most students across Oregon will test in-person. If a district/school is administering any of the Oregon statewide assessments remotely, they will need to obtain a signed Parent/Guardian Remote Test Administration Agreement form (available through ODE's [Assessment Administration webpage](#)) and communicate the technical requirements included in remote testing participation.

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. For Oregon’s statewide summative assessments, which include the general and Extended or alternate ELA, Math, Science, and ELPA tests, “at least annually” means no later than December 31 of the calendar year in which the test was taken. 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 Central Login application](#).

Accessing and Reviewing Assessment Records

District users with access to the Assessment Record Updating Application (ARUA) may 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 by district users until mid-August.

The 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. Changes to test records in the ARUA are available in the AWE application, which extracts records from the Student Centered Operational Data Store (ODS), after a one-day lag. Persons needing access to these applications should contact the [District Security Administrator \(DSA\)](#) for their district.

The Assessment Transactional file format (for downloading/uploading records in the ARUA) can be downloaded in Excel format from the [File Formats](#) page via the *Assessment Transactional File Format* link. This file provides definitions of the editable fields on the test records. (See below for test administration codes available in the 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.

Student records can be modified in the ARUA on ODE’s district Web site by (a) using the Edit Posted Records option, or (b) the File Upload option under Record Management. The *Assessment Record Updating Application (ARUA) User Guide*, available on the [Assessment Transactional System](#) page, contains instructions for making these adjustments. This information can be found on the [Accessing Student Test Scores Online](#) page. You can also contact your [Regional ESD Partner](#) for assistance.

Embargoed assessment data—such as preliminary school, district, or state results that are viewable by district users but not yet finalized in state data systems—may not be publicly released. Districts may discuss preliminary, whole system trends, as long as they indicate that these trends may change and have not been validated by ODE. Districts cannot convey preliminary data publicly in terms of participation nor performance, by content area, grade level, or student group, or any combination thereof, until those data are validated and made publicly available by ODE.



Note: ODE’s **hold harmless** commitment ensures that student scores on a test will never be lowered due to rescoring caused by factors outside the student’s control (e.g., unexpected item behavior, coding interactions, or similar).

Administration Codes

Test records in the ARUA should be adjusted directly to indicate any of several special statuses for individual students. These are coded in a field labeled CalcAdmnCd. The following table lists acceptable codes for this field and the outcome of each code.

Table 20: Administration Codes

| Code | Definition | Participation | Performance |
|------|---|------------------------------|-----------------------|
| 1 | Absent (for an extended period) or Student Refusal = Student was absent during the entire testing window and make-up testing period or refused to test. | Non-participant | Not used |
| 3 | Modified – Language = Student is non-literate in the language of the test and participated in the assessment under modified conditions. | Non-participant | Not used |
| 5 | Modified – Disability = Student with a disability who participated 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 = Student’s parents requested that the student not participate in testing for reasons of religion or disability. | Non-participant | Not used |
| 8 | Not Enrolled During Test Window = Student enrolled on the first weekday in May but not during the school’s testing window. | Not used ¹ | Not used ¹ |
| 9 | Medical Emergency = Student could not 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 = Student’s parent(s) submitted an opt-out form requesting that the student not participate in general or Extended ELA or Mathematics testing. | Non-participant ² | Not used ² |
| Z | A first-year English Learner enrolled on the first weekday in May who was not enrolled during the entire ELPA Summative/Alt ELPA testing window and did not take an ELA assessment. | Not used | Not used |

¹ For the English Language Proficiency Assessment (ELPA) Summative and Alt ELPA, districts may use code 8 for students who enroll after the close of the statewide test window and who are enrolled on the first weekday 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. Cases where students tested in ELA or Math even though there was a signed Opt-out form on file shall be reported as testing improprieties, and any tests started will be invalidated.

Table 21: ELPA Summative “ONLY” IEP Test Administration Codes

| Code | Definition |
|------|---|
| 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

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](#).

Using a Student’s Asserted Name on Score Reports

Districts may print ISRs using a student’s asserted name (rather than their legal name) via the Use Preferred Name on Student Report feature in TIDE. Setting this value will affect ISRs generated in the Centralized Reporting System and ISRs generated in ODE data applications (such as Secure Assessment Reports 2.0). Use Preferred Name on Student Report is set in TIDE individually by student.

Any decision to use an asserted name should be predicated on clear previous communication that involves the student. For a complete discussion of Use Preferred Name, including technical

details and recommendations for use, consult [Using a Student's Asserted Name on Assessment Score Reports](#) (on the [Supporting Gender Expansive Students page](#)).

Use Preferred Name must be set anew each school year. To suppress student names altogether from ISRs produced in ODE data applications such as Secure Assessment Reports 2.0, use the Hide Student Name feature.

APPENDIX D: CRISIS ALERT PROCESS

The following provides expanded detail on the crisis alert information in [Section 2.6 Sensitive Responses](#).

- 1. Oregon’s test vendor (Cambium Assessment, Inc., or “Cambium/CAI”) receives a report of a possibly concerning student response in an OSAS instrument.**
 - a. An artificial intelligence engine initially flags these items, which are swiftly reviewed by human readers.
- 2. Cambium sends a crisis alert to the Secure File Center of each user with a District Test Coordinator (DTC), District Level User (DLU), or Response Alert Viewer (RAV) role.**
 - a. “Crisis alert” means a notification of the concern, including a reproduction of the response that initiated the report.
 - b. The Response Alert Viewer (RAV) is a special role whose system access is restricted to their individual Secure File Center. This user role will see *only* crisis alerts and, rarely, files that are sent to all users in a district. Districts are not required to have any RAVs; the role provides districts with additional options for designating back-up personnel for processing crisis alerts.
 - c. Every district needs to decide how many users are needed to ensure crisis alerts are handled in a timely manner. Every district should have a DTC and at least one designated back-up person with DLU or RAV permissions. A district may have any number of RAVs (however, remember that a given email address may only be associated with one role).
 - d. Districts should designate an “order of responsibility” so that there is clear understanding who is responsible for processing alerts in case of absence or lack of availability.
 - e. Reviewing crisis alerts includes viewing sensitive and/or highly confidential student information, as well as secure test data. Proper precautions and procedures should be followed for handling these data, such as test security training for RAVs.
- 3. Cambium sends an email to all users who received a crisis alert, notifying them that they need to check their Secure File Center.**
 - a. This automatically generated email, sent from DoNotReply@cambiumassessment.com, uses different language from generic notifications regarding other files in the Secure File Center and has the subject line “Response Alert: Student Assessment Response Flagged”.
 - b. Users concerned that this email may be filtered out by district security or junk mail policies should contact their IT department.
 - c. One email is sent each time a crisis alert appears in the user’s Secure File Center.
 - d. Each user has their own Secure File Center.
 - e. Files in the Secure File Center expire and are irretrievably deleted after 10 days. Save a local copy to ensure reliable access to the information in the alert.
- 4. District personnel (chosen in step 2d above) process the crisis alert per the following steps. (See [sample](#) district process and supporting documents.)**

- a. Access the Secure File Center one of the following ways:
 - i. Log into the Test Information Distribution Engine (TIDE) or the Centralized Reporting System (CRS). Then click the Secure File Center link in the upper right header bar.
 - ii. Use the Secure File Center portal card on the Test Administrators or Test Coordinators page of the [OSAS Portal](#).
 - b. Listen to/read the crisis alert.
 - i. Consult the [Crisis Alert File Format](#) on the state portal for definitions.
 - ii. If the crisis alert includes an audio attachment (possible for tests such as the ELPA Summative or Screener), it will be bundled with the report spreadsheet in a single .zip file.
 - c. Forward to, and call, the building principal.
 - i. If the principal is implicated in the student's response, send information to, and call, the district superintendent.
 - ii. The notified administrator(s) should review the crisis alert.
- 5. District/Building Staff file a report with the Department of Human Services (DHS) as necessary.**
 - a. District policy should clearly delineate who makes reports to DHS and what procedures are followed.
 - b. See information on [mandatory reporting of child abuse or neglect](#).
- 6. Once a day, Cambium also provides ODE with a list of districts that have received a crisis alert notification in the previous 24 hours.**
- 7. ODE sends an email to district personnel with a DTC or RAV role.**
 - a. This email is in addition to the automatic notification from Cambium. It notifies district personnel that they must check the Secure File Center for crisis alerts and includes directions for how to process the crisis alert accordingly.
- 8. If ODE receives out-of-office replies or errors for all points of contact, ODE staff will work with Cambium to:**
 - a. Review the crisis alert.
 - b. Call DHS if necessary.
 - c. Inform district and building staff of the results of (a) and (b) above.

APPENDIX E: REFERENCE INFORMATION

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 Oregon’s adopted content 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 students with English learner status. 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, Screener, and Alt ELPA).

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 Oregon’s adopted Science Standards, also known as the Next Generation Science Standards (NGSS).

Cambium Assessment, Inc. 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 Distribution Engine (TIDE), the Test Delivery System (TDS), and the Centralized Reporting System (CRS).

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 (ORExt).

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 accessibility supports. We also want to be clear that Oregon teachers are involved in all test development activities. ODE does not use vendors when we discuss our assessments, as our statewide assessments are *Oregonized* to align to Oregon State standards. They are our assessments.

Glossary of Frequently Used Terms

Table 22: Glossary of 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 |

| Term | Definition |
|--|---|
| | 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) | 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 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 21 st 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 1.3 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, volcanic activity) that prevents a school from reasonable adherence to the current year’s test schedule. |
| Full write | A component of the ELA performance task in Oregon’s assessment system that requires the student engages in the full writing process to develop a multi-paragraph piece of writing. |
| Invalidation | Excluding test results and student responses from the testing and accountability systems. |
| 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 . |

| Term | Definition |
|--|--|
| Performance Task (PT) | The ELA and Mathematics assessments are comprised of two components: 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 | Removes a student’s prior work and allows them 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 1.3 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. |
| Segment | The ELA Performance Task (PT) is presented in two segments: one segment is aligned to the research item, and the second component contains the writing full composition portion. Students may not navigate between the two segments. Beginning in Grade 6, the Math CAT is administered in two segments: one where (embedded) calculator use is permitted, and one where it is not. |
| 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 1.3 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 3.5 Reporting Test Improperities . |
| 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 3.5 Reporting Test Improperities . |

| Term | Definition |
|------------------------|--|
| 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. |

Resources

Information in the Test Administration Manual is supplemented by the resources listed below.

Table 23: Manuals

The base text for the manuals in this table was generated by ODE.

| Resource | Description |
|--|--|
| Oregon Accessibility Manual | Describes the universal tools, designated supports, and accommodations available for Oregon’s statewide assessments. |
| SEED Survey Administration Manual | Contains necessary guidance and technical information to administer the SEED Survey. |
| ELPA Screener Administration Manual | Includes an overview of the ELPA Screener, as well as training requirements and test administration directions. |
| The Right Assessment for the Right Purpose | 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 24: User Guides

The base text for the User Guides in this table was generated by a vendor.

| Resource | Description |
|---|--|
| Alt ELPA User Guide | Contains necessary guidance and technical information to administer the Alt ELPA. |
| Test Administrator User Guide | Provides information about navigating the Test Delivery System and an overview of the student and TA Interfaces. Appendices provide supplemental information about the Secure Browser. |
| Remote Testing User Guide | Provides information on administering remote assessments or surveys included in the Oregon Statewide Assessment System. |
| Centralized Reporting System (CRS) User Guide | Provides instructions on how to view and understand the various reports available in the Centralized Reporting System. CRS provides online Score Reports and downloadable Individual Student Reports (ISRs) and Data Files. Note: The only sources for official scores are the ODE data applications Assessment Record Updating Application (ARUA), Accountability Warehouse Extract (AWE), and Secure Assessment Reports 2.0. Score data from the OSAS Centralized Reporting System should be considered preliminary, unofficial information. |

| Resource | Description |
|---|--|
| <u>Test Information Distribution Engine (TIDE) User Guide</u> | Provides information on how to manage user and student information for the online assessments. This user guide is organized based on the tasks available in TIDE. |
| <u>Quick Guide for Setting Up Your Online Testing Technology</u> | Explains 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. |
| <u>Configurations, Troubleshooting, and Advanced Secure Browser Installation Guides</u> | A companion document to the Quick Guide for Setting Up Your Online Testing Technology; provides step by step instructions for those who need them. Describes how to install the Secure Browser on multiple devices at once and includes troubleshooting section. A separate version of the document is available for each of the <u>Windows</u> , <u>Mac</u> , and <u>Chrome</u> operating systems. |
| <u>Assistive Technology Manual</u> | Provides technical specification information and additional configuration instructions for assistive technology tools available to students with special accessibility needs for online testing. 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. |
| <u>ELA and Mathematics Interim Administration Guide</u> | For staff who play a role in the administration of the ELA and Mathematics interim assessments. |
| <u>Quick Guide to Administering Interim Assessments Remotely</u> | Describes how to remotely administer the interim assessment and how students may access and participate in an interim assessment. |
| <u>Science Interim Assessments Quick Guide</u> | Describes the Science Interim Assessments, including the Assessment Viewing Application (AVA), Secure Browser, the TA interface, and the Centralized Reporting System (CRS). |
| <u>Assessment Viewing Application (AVA) User Guide</u> | The Assessment Viewing Application (AVA) is a component of the Online Testing System that allows authorized users to review assessments for administrative or instructional purposes. |

Table 25: Other Resources

| Resource | Description |
|------------------------------------|--|
| <u>DTC Roadmap</u> | Provides an overview of District Test Coordinator roles and responsibilities regarding statewide assessment and accountability. The DTC Roadmap supplements, but does not replace, manuals and other publications from the Oregon Department of Education (ODE). While appropriate for all DTCs, the Roadmap is particularly suited to DTCs new to their role. |

| Resource | Description |
|--|--|
| <u>Assessment Checklists</u> | The <u>Assessment Administration page</u> includes checklists at several levels of detail, found in the Checklists accordion. The Assessment and Accountability Checklist is the most comprehensive. |
| <i>Sample Tests</i> | Sample Tests, available for ELA, Mathematics, Science, and ELPA through the <u>OSAS Portal</u> , provide a comparable experience to the online summative assessments. Sample tests include similar content test items for each grade level and provide a preview of the item types included in the online assessments. |
| <i>Training Tests</i> | <p>ELA and Mathematics Training Tests help familiarize students and TAs with the format, functionality, and accessibility tools available within the ELA and Mathematics assessments. This resource is available via the <u>OSAS Portal</u> 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.</p> <p>For more on Sample, Training, and Interim tests, see this <u>at-a-glance document</u>.</p> |
| <i>Web Pages</i> | <ul style="list-style-type: none"> • <u>Accessibility Supports, ODE-Provided Allowable Resources, Promising Test Practices</u> • <u>Assessment Administration, OSAS Online User Guides, Test Administration Manual and Appendices Webpage</u> (includes remote testing resources) • <u>Assessment Home Page</u> • <u>Interim Assessment Resources</u> • <u>NAEP Resources</u> • <u>Oregon Administrative Rules</u> • <u>ORExt Assessment Webpage</u> and <u>Training & Proficiency Website</u> • <u>OSAS Online Portal</u> • <u>Regional ESD Partner Helpdesk</u> • <u>SEED Survey page</u> • <u>Training Modules</u> |