

Preliminary Draft – Test Administration Manual 2012-2013 School Year

(ODE will publish the final 2012-13 Test Administration by August 1, 2012)



Mathematics

Reading/Literature

Science

Social Sciences

Writing

English Language Proficiency

WITH POLICY AND PROCEDURE FOR ADDITIONAL ASSESSMENTS: PSAT/NMSQT® AND NAEP



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Online Resources

Accommodations Webpage: <http://www.ode.state.or.us/search/page/?=487>

AESRP Webpage: <http://www.ode.state.or.us/go/AESRP>

Assessment Home Page: <http://www.ode.state.or.us/go/assessment>

Assessment ESD Partner Helpdesk Info: <http://www.ode.state.or.us/go/assessmenthelp>

AYP Policy and Technical Manual: <http://www.ode.state.or.us/search/page/?id=218>

Braille Interface Webpage: <http://www.ode.state.or.us/go/braille>

District Test Coordinator Resources: <http://www.ode.state.or.us/search/page/?id=499>

Essential Skills Webpage: <http://www.ode.state.or.us/search/page/?=2042>

Essential Skills Toolkit: <http://estoolkit.orvsd.org/>

Extended Assessment Webpage: <http://www.ode.state.or.us/search/results/?id=178>

NAEP Resources: <http://nces.ed.gov/nationsreportcard/itmrls/>

OAKS Online Portal: <http://www.oaks.k12.or.us>

OAKS Online User Guides: <http://www.ode.state.or.us/search/page/?id=391>

ODE-Provided Allowable Resources: <http://www.ode.state.or.us/search/page/?=2346>

Oregon Administrative Rules: <http://www.ode.state.or.us/search/results/?id=47>

Promising Test Practices Webpage: <http://www.ode.state.or.us/search/page/?id=2444>

PSAT Resources: www.collegeboard.com

Test Administration Manual and Appendices: <http://www.ode.state.or.us/go/tam>

Training Modules: <http://www.ode.state.or.us/search/page/?id=2744>

Test Security Webpage: <http://www.ode.state.or.us/go/TestSecurity>

Work Samples Webpage: <http://www.ode.state.or.us/go/worksamples>

FOREWORD: OAR 581-022-0610

ADMINISTRATION OF STATE ASSESSMENTS

Administration of State Assessments (Adopted June 2011)

(1) Definitions. As used in this rule:

(a) “Accommodations” means practices and procedures in presentation, response, setting, and timing or scheduling that, when used in an assessment, provide equitable access to all students. Accommodations do not compromise the learning expectations, construct, grade-level standard, or measured outcome of the assessment as determined by the Oregon Accommodations Panel established by the Oregon Department of Education (ODE).

(b) “Allowable resources” means subject-specific resources identified as allowable in the Test Administration Manual that are made available to students by a test administrator during a testing event. Allowable resources are not student-specific, and their use does not invalidate test results. Allowable resources are the only resources that districts may give to students during administration of an Oregon Statewide Assessment.

(c) “District test coordinator” (DTC) means district personnel who ensure secure administration of Oregon Statewide Assessments as defined by Oregon Revised Statute, Administrative Rules, and the Test Administration Manual, including but not limited to supervising the work of the school test coordinators and test administrators.

(d) “Force majeure” means an extraordinary circumstance (e.g., power outage or network disturbance lasting at least one full school day) or act of nature (e.g., flooding, earthquake, volcano eruption) which directly prevents a school district from making reasonable attempts to adhere to the Test Schedule.

(e) “Impropriety” means the administration of an Oregon Statewide Assessment in a manner not in compliance with the Test Administration Manual, Oregon Revised Statute, or this rule.

(f) “Invalidation” means the act of omitting test results and student responses from the testing, reporting, and accountability systems for a given testing event for which the student may not retest.

(g) “Irregularity” means an unusual circumstance that impacts a group of students who are testing and may potentially affect student performance on the assessment or interpretation of the students’ scores. A force majeure is an example of a severe irregularity.

(h) “Modification” means practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment.

(i) “OAKS Online” means the secure web-based testing application used to deliver the Oregon Assessment of Knowledge and Skills (OAKS) and the English Language Performance Assessment (ELPA).

(j) “Oregon Statewide Assessments” means:

(A) The Oregon Assessment of Knowledge and Skills (OAKS) in:

(i) Reading/Literature;

(ii) Mathematics;

(iii) Science;

(iv) Social Sciences;

(B) The Writing Performance Assessment;

(C) The English Language Proficiency Assessment (ELPA); and

(D) The Extended Assessment in:

(i) Reading/Literature;

(ii) Mathematics;

(iii) Science

(k) "Reset" means the removal of student responses from the web-based testing application for a given testing event for which the student may retest.

(l) "School building" means facilities owned, leased, or rented by a school district, educational service district, public charter school, private school, or private alternative program.

(m) "School district" means:

(A) A school district as defined in ORS 332.002;

(B) The Oregon School for the Deaf;

(C) The Juvenile Detention Education Program as defined in ORS 326.695;

(D) The Youth Corrections Education Program as defined in ORS 326.695;

(E) The Long Term Care Program as defined in ORS 343.961; and

(F) The Hospital Education Programs as defined in ORS 343.261.

(n) "School test coordinator" (STC) means school personnel who provide comprehensive training to test administrators and monitor the testing process.

(o) "Test Administration Manual" means a manual published annually by ODE that includes descriptions of the specific policies and procedures that school districts are required to follow when administering any component of the Oregon Statewide Assessments. References to the Test Administration Manual refer to the edition in effect at the time of test administration and include appendices and any addenda published in accordance with ODE's revision policy.

(p) "Test administrator" (TA) means an individual trained to administer the Oregon Statewide Assessments in accordance with the Test Administration Manual.

(q) "Test Schedule" means the Test Schedule and Required Ship Dates published annually by ODE that includes the windows in which school districts must offer their students the Oregon Statewide Assessments and the deadline by which DTCs must ship or postmark test materials.

(2) (a) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this 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.

(b) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all resident students enrolled in a private alternative education program, regardless of whether the private alternative education program is located within the boundaries of the school district.

(c) The Oregon School for the Deaf must enforce the assessment policies described in this rule for all students enrolled in that school.

(d) The Juvenile Detention Education Program and the Youth Corrections Education Program must enforce the assessment policies described in this rule for all students enrolled in that program.

(e) The Long Term Care Program and the Hospital Education Programs must enforce the assessment policies described in this rule for all students enrolled in that program.

(f) School districts may delegate responsibility for enforcing the assessment policies described in this rule to another school district or education service district under the conditions specified in the Test Administration Manual.

(3) School districts must administer Oregon Statewide Assessments in accordance with the Test Administration Manual and Test Schedule published by ODE. School districts must use student assessment data in accordance with the Adequate Yearly Progress (AYP) Policy and Technical Manual published annually by ODE. The results of these assessments are used to satisfy the requirements specified in OAR 581-022-1670 and 581-022-0606 and as a method to evaluate compliance with OAR 581-022-1210.

(4) School districts must ensure that students are administered the proper Oregon Statewide Assessment and that the testing environment satisfies the following testing conditions:

(a) School districts must ensure that Oregon Statewide Assessments are administered by a trained TA who has signed an Assurance of Test Security form for the current school year on file in the district office;

(b) School districts must administer Oregon Statewide Assessments in a school building or in an environment that otherwise complies with the Test Administration Manual;

(c) School districts must apply the following criteria in deciding whether to provide a student with an accommodation during administration of an Oregon Statewide Assessment:

(A) School districts must decide whether to provide accommodations during an assessment on an individual student basis and separately for each content area to be assessed; and

(B) For students with an Individualized Education Plan (IEP) or 504 Plan, school districts must implement the assessment decision made by a student's IEP or 504 team and documented in the IEP or 504 Plan;

(d) School districts may only administer modifications to students with an IEP or 504 Plan and only in accordance with the assessment decision made by the student's IEP or 504 team and documented in the IEP or 504 Plan. Before administering an assessment using a modification, a student's IEP or 504 team must inform the student's parent that the use of a modification on an OAKS assessment will result in an invalid assessment;

(e) School districts must provide only those subject-specific allowable resources listed in the Test Administration Manual;

(f) School districts must ensure that students do not access electronic communication devices such as cellular phones or personal digital assistants (PDAs) during an assessment; and

(g) School districts must follow all additional testing conditions specified in the Test Administration Manual.

(5) Failure by a school district to comply with Section 4 of this rule constitutes an impropriety as defined in Section 1(e) of this rule. DTCs must report all potential improprieties or irregularities to ODE within one business day of learning of the potential impropriety or irregularity in accordance with the reporting procedures contained in the Test Administration Manual.

(6) The ODE may invalidate assessment results and student responses for assessments administered under conditions not meeting the assessment administration requirements specified in Sections 3 and 4 of this rule. In rare instances, ODE may reset a student assessment at the request of the school district if ODE determines that a reset would not compromise the security or validity of the assessment.

(7) ODE counts assessments that meet the following conditions as non-participants in ODE calculations of participation and does not include such assessments in ODE calculations of performance:

- (a) OAKS Assessments administered using modifications as defined in Section 1(h) of this rule;
- (b) Invalidated assessments;
- (c) Assessments administered outside the testing window specified in the Test Schedule; or
- (d) Assessments shipped or postmarked after the dates identified in the Test Schedule.

(8) ODE only allows extensions to the testing window or shipping deadlines identified in the Test Schedule in cases where a force majeure occurs within three days of the close of the testing window or shipping deadline and prevents a school district from meeting the deadline. Upon receiving a force majeure extension request from the school district, ODE may permit a one-day extension of the testing window or shipping deadline for each day of the force majeure, for up to five days. The force majeure extension begins on the first school day after normal operations resume and ends no later than the last school day in the month in which the testing window closes.

- (9) (a) School districts must use OAKS Online when administering OAKS and ELPA;
- (b) School districts may only assess students using the Extended Assessment instead of OAKS if the student has an IEP Plan and the student's Plan indicates separately for each content area to be assessed that the student requires the Extended Assessment.

(10) School districts may only provide students with access to printed test items or reading passages from OAKS Online if:

- (a) The TA administering the testing session approves the student's request to print a test item or reading passage;
- (b) The printer used to print test items or reading passages is monitored by staff who have received test security training and signed an Assurance of Test Security Form for the current school year;
- (c) Staff who have received test security training and signed an Assurance of Test Security Form for the current school year securely shred the printed test items or reading passages immediately after the testing session in which the test was administered in accordance with the Test Administration Manual.

(11) School districts must administer ELPA annually to all students determined by the school district to be eligible for English language development (ELD) services under Title III of the No Child Left Behind Act of 2001 (NCLB), regardless of whether an eligible student actually receives ELD services.

Stat. Auth.: ORS 326.051 and 329.075

Stats. Implemented: ORS 329.075 and 329.485

Hist.: 1EB 2-1985, f. 1-4-85, ef. 1-7-85; EB 14-1990(Temp), f. & cert. ef. 3-5-90; ODE 6-2002(Temp), f. & cert. ef. 2-15-02 thru 6-30-02; ODE 16-2002, f. & cert. ef. 6-10-02

PART I – INTRODUCTION

Oregon Statewide Assessments

Thank you for participating in the Oregon Statewide Assessments. The information in this Test Administration Manual applies to the 2012-2013 school year for Oregon’s Statewide Assessments. These include:

- The Oregon Assessment of Knowledge and Skills (OAKS) in Mathematics, Reading/Literature, Science, and the Social Sciences;
- The OAKS Writing Performance Assessment; and
- The English Language Proficiency Assessment (ELPA).

For OAKS, information is included for OAKS Online and Extended Assessment administration. For the OAKS Writing Performance Assessment, information is included for both paper-based and online test administrations. Information regarding administration of ELPA, the PSAT/NMSQT[®], and NAEP is also included. This Test Administration Manual outlines policies and procedures that will ensure both test reliability and validity from classroom to classroom, teacher to teacher, school to school, and district to district. It is designed to promote:

- Fair 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 administrators

Multiple measures should be used to help improve student achievement. Statewide test results may be used as one measure to provide students with feedback regarding the degree to which they have mastered the knowledge and skills described in the state content standards. Statewide test results also provide information to meet Federal and State reporting requirements, and inform districts, schools, parents, and other citizens regarding the effectiveness of instructional programs. Further, students may use OAKS assessments as evidence of their proficiency in the Essential Skills.

The Oregon Statewide Assessments are summative assessments, which are assessments of learning generally carried out at the end of an instructional period. Summative assessments are typically used for program accountability and to assign achievement level scores to students. Summative assessments are not designed as diagnostic tools for student placement or as formative assessments. Formative assessments are assessments for learning that are used while a student is still learning. Given the specific focus and purpose of summative assessments, the Oregon Statewide Assessments can only be used as part of a collection of evidence regarding the academic needs of individual students.

Test Administration Manual Requirements for Test Administrators, School Test Coordinators, and District Test Coordinators

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

<p>TEST ADMINISTRATION MANUAL REQUIREMENTS FOR:</p> <p>TEST ADMINISTRATORS, SCHOOL TEST COORDINATORS, & DISTRICT TEST COORDINATORS</p>	<p><u>Test Administrators</u> must read and understand Parts I – V and Appendices A & P of the manual, as well as all appendices pertaining to those specific assessments which the Test Administrator will be administering.</p> <p><u>School Test Coordinators</u> must read and understand Parts I – VIII and all appendices of the manual.</p> <p><u>District Test Coordinators</u> must read and understand Parts I – VIII and all appendices of the manual.</p>
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Summary of Changes from the 2011-12 Test Administration Manual

ODE has made several important changes to the 2012-13 Test Administration Manual compared to the 2011-12 Test Administration Manual. These changes are summarized below:

- Added specific training requirements for district test coordinators, school test coordinators, and test administrators (pp. 5 – 7)
- Clarified guidance on identifying accommodations ahead of time (p. 27)
- Added a reduction in testing opportunities for grades 3 – 8 (p. 29)
- Added criteria for collecting parental consent to retest students in grades 3 – 8 (p. 33)
- Updated the ELPA Test Window to close April 30, 2013 (Appendix A)
- Reorganized student directions for ease of reading (Appendices B, G, and H)
- Updated subject-specific allowable resource lists (Appendices C, D, E, F, G, and H)
- Added new Essential Skills assessment options (Appendix K)

PART II – TEST ADMINISTRATION ROLES

Test Administration Roles and Responsibilities

All school and district staff involved in administration of the Oregon Statewide Assessments are required to know and understand the relevant policies and procedures included in this manual and its appendices before administering any Oregon Statewide Assessment. Staff must adhere to these procedures to ensure valid test results.

There are several different roles involved in the administration of the Oregon Statewide Assessments. These roles include:

- **Test Administrator (TA):** District or school personnel, substitute teachers, or volunteers responsible for administering the Oregon Statewide Assessments in a secure manner in compliance with the policies and procedures in the Test Administration Manual. TAs can set up test sessions for online tests and administer tests in their schools.
 - Substitutes and volunteers are not prohibited from the TA role; however, districts using substitutes or volunteers to administer an Oregon Statewide Assessment must ensure that they first receive training as described in [Part IV – Test Security](#). In addition, the district must establish policies and procedures to address test improprieties initiated by substitutes or volunteers.
 - Districts must avoid having a TA administer an Oregon Statewide Assessment to a relative or other student with whom the TA shares a personal tie. In cases where the only available TA is related to or otherwise shares a personal tie with a student, the district must notify the Regional ESD Partner Helpdesk of the relationship before the TA administers the test to the student.
- **School Test Coordinator (STC):** School personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. STCs must ensure that all assessments are handled and administered in an environment that complies with the policies and procedures in the Test Administration Manual.
- **District Test Coordinator (DTC):** District personnel responsible for the overall administration of testing in a district. There may only be one recognized DTC per district at any given time. If the district determines that the current DTC is no longer able to fill this role, the district superintendent must notify ODE and provide ODE with the name and contact information for a replacement or interim DTC within one business day of learning of the need for a replacement. A district might determine that the current DTC is unable to fill the role for a variety of reasons, including extended illness, conflict of interest, or staffing changes. Depending on the circumstances, the replacement may be either temporary or for the remainder of the school year. The role of DTC encompasses training STCs and TAs administering any Oregon Statewide Assessment.
 - DTCs manage all aspects of online testing (OAKS Online, ELPA, and Online Writing). DTCs manage ELPA in conjunction with the Title III Directors. DTCs manage the Braille administration of OAKS in conjunction with the Itinerant Teachers for students with visual impairments.

- DTCs manage all aspects of paper testing (Writing and Extended Assessments) including ordering, receiving, distributing, and returning materials.
- DTCs are responsible for ensuring district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv.
- DTCs are responsible for facilitating the adoption of local district policies as needed to ensure all aspects of test security. This includes coordination of school-imposed test windows.
- DTCs investigate any potential test irregularities or improprieties. DTCs also report all potential test irregularities and improprieties to ODE.
- **Regional Assessment Support ESD Partner:** Regional Assessment Support ESD Partners are regional system administrators who provide help desk services for assessment and data collection questions, as well as liaisons with ODE and with ODE’s testing contractors.
- **Vendor Help Desk:** ODE’s test vendors are American Institutes for Research (AIR) for OAKS Online, ELPA, Online Writing, and the paper-based Writing Performance Assessment; and the College Board for the PSAT. The AIR helpdesk staff provide specific technical assistance for OAKS Online, ELPA, Online Writing, and the paper-based Writing Performance Assessment.
- **Braille Technology Vendor Help Desks:** Students who use Braille access OAKS Online using a Braille interface and supporting Braille technologies as described in [Part VIII – Students with Disabilities](#). Each supported Braille technology vendor will provide a technical support helpdesk. Contact information for these helpdesks is available online at <http://www.ode.state.or.us/search/page/?id=3373>.

District Responsibility for Enforcing Test Administration Policies

<p>DISTRICTS MUST ENFORCE ASSESSMENT POLICIES FOR PUBLIC CHARTER SCHOOLS AND ALTERNATIVE EDUCATION PROGRAMS</p>	<p>Under Section 2 of OAR 581-022-0610: Administration of State Tests, school districts must enforce the assessment policies described in that rule for all students enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district. The resident school district must enforce assessment policies for any of its students enrolled in an alternative education program.</p>
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OAR 581-022-0610: Administration of State Tests establishes which district has default responsibility for enforcing test administration policies for students enrolled in public schools, public charter schools, and alternative education programs. Under certain circumstances, the default district may make arrangements with another district to delegate test administration responsibility for students attending a specific school or program. For instance, the resident district may arrange to delegate responsibility for students attending an alternative education program located in another district to the district where the alternative education program is located.

Delegating test administration responsibility for students may entail delegating responsibility for the following test administration duties: training test administrators, providing students with access to the Oregon Statewide Assessments, ordering and returning appropriate paper-based tests, ensuring a

secure testing environment for students, and investigating test improprieties. Responsibility for recommending an outcome for a student’s test in the case of a test impropriety will remain with the default district.

Districts entering into an agreement to delegate test administration responsibility to another district must complete the District Testing Responsibility Delegation Form available online at www.ode.state.or.us/groups/supportstaff/districttestcoordinators/testingdelegationform.doc. 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.

Training Requirements

District Test Coordinator Training

DTCs must register annually with ODE using the DTC Designation Form located at <http://www.ode.state.or.us/search/page/?id=499> and participate in annual test security and administration training provided by ODE. DTCs who do not participate in annual test security and administration training may have their access to the OAKS system revoked on a case by case basis and may not receive important updates sent to the DTC listserv. The following table includes the 2012-13 schedule for the required annual ODE-provided test security and administration training. All training sessions will be conducted via WebEx.

TRAINING	DATE	TIME
New DTCs	Aug. 14, 2012	8:00a – noon PDT
Experienced DTCs	Aug. 16, 2012	9:00a – 11:00a PDT
New DTCs	Sept. 25, 2012	Noon – 4:00p PDT
Experienced DTCs	Sept. 27, 2012	2:00p – 4:00p PDT

ODE requires that all DTCs participate in one of these scheduled ODE-provided trainings. New district test coordinators who have not previously participated in an ODE-provided DTC training must attend one of the New DTC trainings; returning DTCs who have previously participated in an ODE-provided DTC training may attend either the New DTC or Experienced DTC training. To register for a training, DTCs must contact their [Regional ESD Partner](#) by August 1, 2012. DTCs who are unable to participate in one of these ODE-provided trainings must notify their regional ESD partner by September 15, 2012 and make arrangements to use one of the following make-up training options before assuming the duties of the DTC. These make-up training options are also available for interim or replacement DTCs appointed mid-year:

- **Recorded ODE-Provided Training Modules: Experienced** DTCs may watch the recorded training modules provided by ODE. To exercise this option, the district must notify its [Regional ESD Partner](#), including the date and time when the make-up training will occur.
- **ODE-Provided Training:** ODE or its authorized regional ESD partner will provide one make-up training session in January 2013 for incoming DTCs in cases where the outgoing

DTC is not available to provide internal make-up training. To exercise this option, the district must notify its [Regional ESD Partner](#) by December 14, 2012. ODE will schedule the specific date and time for the make-up training based on those districts who sign up by December 14.

- **Internal Training:** Districts may provide internal make-up training in cases where the outgoing DTC has received annual ODE-provided training. The outgoing DTC must train the incoming DTC using the recorded training modules posted to <http://www.ode.state.or.us/search/page/?id=2744>. To exercise this option, the district must notify its [Regional ESD Partner](#), including the date and time when the internal training will occur.

School Test Coordinator Training

STCs must receive annual training from the DTC on the test administration policies and procedures included in this Test Administration Manual. **New for 2012-13, to ensure consistent and valid administration of the Oregon Statewide Assessments, districts must use the ODE-provided 2012-13 training modules posted to <http://www.ode.state.or.us/search/page/?id=2744> when training STCs.** While districts may include additional materials in their STC trainings, at a minimum the following modules are required for all STCs:

- Module 2 – School Test Coordinators
- Module 3 – Test Administrators
- Module 4 – Accommodations
- Module 5 – Test Security
- Module 6 – Test Delivery System
- Module 7 – TIDE
- Module 9 – ELPA
- Module 10 – Writing

The following modules are recommended, but not required, for all STCs:

- Module 8 – Online Reports
- Module 11 – Essential Skills

In addition to the modules, STC training must provide STCs with an opportunity to ask questions and receive clarification.

Test Administrator Training

Any individual who will be interacting with students during administration of OAKS Online (including the Braille interface), the Writing Performance Assessment, the ELPA, or the Extended Assessment is a test administrator and must receive annual training from either the DTC or STC on the test administration policies and procedures included in this Test Administration Manual. **New for 2012-13, to ensure consistent and valid administration of the Oregon Statewide Assessments, districts must use the ODE-provided 2012-13 training modules posted to <http://www.ode.state.or.us/search/page/?id=2744> when training TAs.** While districts may

include additional materials in their TA trainings, at a minimum the following modules are required for all TAs:

- Module 3 – Test Administrators
- Module 4 – Accommodations
- Module 5 – Test Security
- Module 6 – Test Delivery System (required for TAs administering OAKS Online, including the Braille interface)
- Module 9 – ELPA (required for TAs administering the ELPA)
- Module 10 – Writing (required for TAs administering the Writing Performance Assessment)

In addition to the modules, TA training must provide TAs with an opportunity to ask questions and receive clarification.

TAs who will administer Extended Assessments must receive training specific to the Extended Assessment in addition to receiving the test administration and security training required for all TAs (see [Appendix I – OAKS Extended Assessment](#) for more information). Similarly, any TA who will administer OAKS Online through the Braille interface must receive training specific to the Braille interface in addition to receiving the test administration and security training required for all TAs (see [Part VIII – Students with Disabilities](#) for more information). For tips on practices that districts can use to ensure that all TAs receive the required training, see <http://www.ode.state.or.us/search/page/?=2444>.

Regional Assessment Support ESD Partners

After contacting your STC and DTC, your Regional Assessment Support ESD Partner should be your next contact for all assessment and accountability related support. Before contacting your Regional Assessment Support ESD Partner, it is helpful to have the following information available:

- State-provided institution ID Number and student SSID number (if applicable)
- District Test Coordinator's name and contact information
- District Technology Support's name and contact information

The Regional Assessment Support ESD Partner should be the DTC's first contact for all questions regarding test administration, test ordering, test record management, data collection, AYP, and Oregon School and District Report Cards.

Because phone numbers or staff assignments may change during the school year, the Regional Assessment Support ESD Partner contact information referenced above will be kept up to date at: <http://www.ode.state.or.us/go/assessmenthelp>.

PART III – STUDENT CONFIDENTIALITY

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

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

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

Only students may log in to their online testing session (e.g., OAKS Online, ELPA, or Online Writing). Test administrators or other staff or volunteers may not log in using a student’s SSID except when helping a student who is having problems logging in.

KEEP STUDENT INFORMATION CONFIDENTIAL	SSIDs associated with student names or other personally identifiable student data must not be sent in an e-mail or fax. If necessary, phone your Regional Assessment Support ESD Partner (e.g., to report a wrong name associated with a SSID number or to troubleshoot Online tests). If information is to be sent via e-mail or fax, include <u>only</u> the SSID, not the student’s name. Tips on securely transmitting confidential student information are located at http://www.ode.state.or.us/search/page/?id=2444 .
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PART IV – TEST SECURITY

Security Overview

Throughout Part IV of this Test Administration Manual, online testing refers to the following web-based tests: Oregon Assessment of Knowledge and Skills (OAKS) Online (including the Braille interface), the English Language Proficiency Assessment (ELPA), and the Online Writing Performance Assessment (Online Writing). Paper tests include the paper-based Writing Performance Assessment and the Extended Assessment.

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

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.
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Testing Requirements to Produce Valid Test Results

ODE sets requirements for secure and valid testing in order to ensure that each Oregon student has a fair opportunity to demonstrate his or her abilities and that school districts are fairly rated for state and federal accountability. **Requirements include but are not limited to:**

- All Oregon Statewide Assessments must be administered and supervised at all times by a trained Test Administrator (TA).
- Prior to administering any assessments, each TA must receive security training consistent with the requirements described on [p. 6](#) of this manual and have a signed **Test Administrator Assurance of Test Security form** (available at <http://www.ode.state.or.us/go/TestSecurity>) on file at the District Office, valid for the current school year (see page [21](#) of this manual). TAs must renew this form annually upon completion of the security training. All TAs must read and understand Parts I – V and Appendices A & P of the manual, as well as all appendices pertaining to those specific assessments which the Test Administrator will be administering. **Please note that any individual who will be interacting with students during testing is considered a test administrator.**

- STCs and DTCs must receive security training and have a signed **School Test Coordinator** or **District Test Coordinator Assurance of Test Security form** (available at <http://www.ode.state.or.us/go/TestSecurity>) on file at the District Office, valid for the current school year (see pages [23](#) – [24](#) of this manual). STCs and DTCs must renew this form annually upon completion of the security training. All STCs and DTCs must read and understand Parts I – VIII and all appendices of the manual.
- Any person (office staff, computer lab support staff, etc.) who has access to or participates in the handling of test materials but who does **NOT** interact with students during administration of the test must sign a **Non-Administrator Assurance of Test Security form** (available at <http://www.ode.state.or.us/go/TestSecurity>) prior to gaining access to the test materials. This signed form must be kept on file at the District Office, valid for the current school year (see page [22](#) of this manual). **Parents or guardians who make prior arrangements with the district to observe the testing environment must also sign this form. Even after signing this form, however, the parent or guardian must be seated far enough from students to prevent distraction or other interference with the test administration. If practicable, it is preferable to allow the parent or guardian to watch the test through an observation window rather than having the parent or guardian present in the test environment.**

In addition, ODE has identified the following practice as a standard testing condition available for all students:

- Dividing testing into several testing events, including providing students with extended time or frequent breaks as needed.

Oregon’s Accommodations Panel is currently reviewing the Accommodations Tables to identify additional accommodations that may be more appropriately defined as standard testing conditions.

Security of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing. The test environment includes what a student can see, hear, or access. The test environment also includes the electronic resources to which the student has access. **Requirements of a secure test environment include but are not limited to:**

- A quiet environment, void of talking or other distractions that might interfere with a student’s ability to concentrate or compromise the testing situation. Read-aloud accommodations for one student must not compromise the security of test items or interfere with other students’ test-taking environment.
- Visual barriers or adequate spacing between students’ seating.
- Student access to and use of only those allowable resources explicitly identified in the appropriate subject-specific Allowable Resource Tables located in Appendices [C](#) – [H](#) for each specific subject area.
- Observation of any assessment items by only the student taking an assessment and, to a limited extent, the trained TA.

- No electronic devices that allow students to access outside information, communication among students, or the photographing or copying of test content. This includes cell phones, personal digital assistants (PDAs), iPods, and electronic translation devices.
- Administration of OAKS Online testing only through the Secure Browser.

ALLOWABLE RESOURCES	The test environment must be void of any exposed posters, charts, or other classroom items not specifically included in the subject-specific Allowable Resource Tables located in Appendices C – H .
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Secure Handling of Printed Test Materials and Scratch Paper: Transmission, Printing, Storage, and Disposal

All test materials for paper tests must be kept in a securely locked room that can only be entered with a key or keycard. All test materials must remain secure, both prior to the testing event and following a testing event until testing materials are returned or securely shredded. All individuals with access to secure storage must sign an Assurance of Test Security form (see page [21–24](#)). Paper-based test materials must not be given to the TA prior to the date of the actual test administration. After testing is complete, the DTC must securely dispose of all unused Writing test booklets and unused Extended tests onsite.

SECURE STORAGE	All test materials must be returned to the STC on the day that testing is completed and kept in a secure area until all tests are completed.
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As a restricted resource, districts may allow students to print individual test items and stimuli from the OAKS Online Reading/Literature, Mathematics, Science, and Social Sciences assessments. Districts must make the decision on an individual student basis separately by content area. For students on an IEP or 504 Plan, the student’s plan must indicate that the student needs access to test items in paper format. For students not on an IEP or 504 Plan, the district must make the decision based on the individual student’s need. The district must maintain documentation of the student’s need on file in the district office, subject to audit by ODE. Consistent with orders for paper/pencil assessments from prior years, ODE expects that most districts will have no more than two students who need access to this restricted resource. To help ensure that districts are appropriately applying this restricted resource for individual students, this restricted resource may only be set in TIDE for individual students and may not be uploaded for multiple students at a time. Note: It is a testing impropriety to apply this restricted resource for a student without documentation of each student’s actual need.

Once a student is set to receive the printing of test items as a restricted resource, that student may submit a print request to the TA for individual test items (or item sets as they appear together on the screen) during testing. Before the TA approves the student’s request to print a test item, the TA must ensure that the test item is set to print on a printer that is monitored by staff who have received test security training and signed an Assurance of Test Security form for the current school year. **Printed test items, including embossed Braille print-outs, must be collected and**

inventoried at the end of each testing event and securely shredded immediately. DO NOT keep printed test items for future testing events.

Except as specifically noted below, the following test materials must be securely disposed of immediately following each testing event and may not be retained from one testing event to the next:

TEST MATERIALS TO BE SECURELY RECYCLED ONSITE
<ul style="list-style-type: none">• Reports or other documents that contain personally identifiable student information.
<ul style="list-style-type: none">• Scratch paper and all other paper handouts written on by students during online testing. (Note: allowable resources may be retained as long as students have not written on them.)
<ul style="list-style-type: none">• Hard copies of printed test items or OAKS Online Reading passages, including embossed Braille print-outs.

Item Security

Item security is of paramount concern because each item, stimulus, writing prompt, and reading passage is costly. In addition, the U.S. Department of Education requires Oregon to maintain a secure student assessment system in order for districts to receive ESEA funding. Oregon educators invest a lot of time and energy to develop test questions that are fair to students. The loss of these items is costly and devalues the work of Oregon teachers. Additionally, it takes up to two years to move an item through the development process. Given the amount of time it takes to develop new items to replace those compromised by breaches in security, it is possible to not have enough items due to security breaches. Further, due to the multiple dimensions of content requirements such as alignment to Oregon’s content standards, item difficulty, and depth of knowledge, a particular item serves several specific purposes and its loss can have an impact on content as well as volume. Finally, OAKS Online’s and ELPA’s adaptive algorithm electronically selects items for a student based on the student’s preceding answers. Any item that is lost from Oregon’s item pool due to a breach of security detracts from students’ future access to appropriate test items.

While test items must be kept secure, the Family Educational Rights and Privacy Act (FERPA) requires that parents have the opportunity to view their student’s most recent test booklets or a computer generated list of test items. If a parent requests to view the items on their student’s test, contact your DTC who will inform Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us. ODE will contact the parent to arrange a secure viewing of test items from their student’s test. For the Writing Performance Assessment and Extended Assessments, the DTC should work directly with the parents to arrange a local viewing of their student’s test. To maintain the security of the Extended Assessment, districts must follow the Parent Test Review protocol and have the parent sign the Parent Test Review Meeting form posted to <http://www.ode.state.or.us/go/testsecurity>. Districts must maintain a signed copy of the Parent Test Review Meeting form on file at the district office, subject to audit by ODE.

Many Oregon educators are involved in multiple reviews of the items that appear on tests. The best time for educators to be involved in the review of items is prior to when items appear on the tests. After that point, only students may provide feedback on the content of items.

Whether intentional or by accident, failure to comply with the following item security rules, either by staff or students, will constitute a testing impropriety. Item security rules include but are not limited to:

- 1) No copies of the test items, stimuli, reading passages, or writing prompts may be made or otherwise retained. This includes using any digital, electronic, or manual device to record or retain an item.
- 2) Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone. All printed test items, stimuli, and reading passages must be securely destroyed immediately following a testing session.
- 3) Test items, stimuli, reading passages, or writing prompts must never be sent over e-mail or fax, or replicated electronically.
- 4) Secure test items, modified secure test items, stimuli, reading passages, or writing prompts must not be used for instruction.
- 5) No review, discussion, or analysis of test items, stimuli, reading passages, or writing prompts before, during, or after the test is allowed by students, staff, or TAs.
- 6) A student must not have access to both OAKS Online and OAKS Extended. Students on Individualized Education Plans (IEPs) should use the Sample OAKS Online tests to determine if the format of OAKS Online is appropriate for that student. In cases where the district administers an OAKS Online test to a student whose IEP indicates OAKS Extended, the district must report the impropriety to ODE. ODE will then determine whether it is appropriate to invalidate the OAKS Online test.
- 7) Paper tests must be counted before distribution and upon conclusion of testing. Any discrepancy must immediately be reported to the DTC. At least two trained staff, including the STC, must be present when conducting any test inventory, whether before or after testing.
- 8) After completion of paper tests, the DTC must ship ALL assessment materials in need of scoring by the deadline to ship/postmark paper tests identified in the 2012-13 Test Schedule located in [Appendix A](#). Any assessments shipped after the deadline has passed will be counted as non-participants in ODE calculations of participation. Shipping errors are not an allowable basis for substantive appeals.
- 9) No form or type of answer key may be developed for test items.
- 10) In the rare instance when a modification is used on a statewide assessment, the applicable test administration codes located in [Appendix J - Accessing Student Scores Online](#) must be correctly coded in student centered staging to ensure that students' scores reflect actual test administration procedures.

The following sections provide descriptions and **examples** of adult-initiated and student-initiated testing improprieties which have been reported to ODE in previous school years. **These lists are not intended to be comprehensive.** For specific examples and tips on practices that districts can use to avoid common testing improprieties, see <http://www.ode.state.or.us/search/page/?=2444>.

Adult-Initiated Test Improprieties

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

EXAMPLES OF REPORTED ADULT-INITIATED TEST IMPROPRIETIES
<ul style="list-style-type: none"> • Failing to ensure administration and supervision of an Oregon State Assessment by qualified, trained personnel.
<ul style="list-style-type: none"> • Using a student’s SSID to log into an online test (e.g., OAKS Online, ELPA, or Online Writing).
<ul style="list-style-type: none"> • Giving out OAKS log-in information (username and password) to either other authorized OAKS users or to unauthorized individuals.
<ul style="list-style-type: none"> • Sending a student’s name and SSID together in an e-mail message.
<ul style="list-style-type: none"> • Giving students the wrong SSID during the log-in process, causing students to log in and test under another student’s SSID.
<ul style="list-style-type: none"> • Coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer.
<ul style="list-style-type: none"> • Providing a student access to another person’s work/responses.
<ul style="list-style-type: none"> • Providing students with non-allowable materials or devices during test administration. Subject-specific Allowable Resource Tables are included in Appendices C –H.
<ul style="list-style-type: none"> • Leading students through instructional strategies such as Think Aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
<ul style="list-style-type: none"> • Reclassifying students for the purpose of avoiding state testing or not testing all eligible students.
<ul style="list-style-type: none"> • Modifying student responses or records at any time.
<ul style="list-style-type: none"> • Administering an assessment in a manner that is inconsistent with a student’s IEP, including testing students using the wrong test format or grade level.

EXAMPLES OF REPORTED ADULT-INITIATED TEST IMPROPRIETIES
<ul style="list-style-type: none"> • Providing students with the restricted resource of print-on-request without documentation of individual student need.
<ul style="list-style-type: none"> • Allowing students to continue testing beyond the close of the testing window identified in the 2012-13 Test Schedule located in Appendix A.
<ul style="list-style-type: none"> • Retesting a student in grade 3 – 8 who has already met or exceeded the achievement standard without first receiving explicit consent from the student’s parent or guardian.
<ul style="list-style-type: none"> • Failing to submit Writing Performance Assessments or enter Extended Assessment scores by the deadline to ship/postmark paper tests identified in the 2012-13 Test Schedule located in Appendix A.
<ul style="list-style-type: none"> • Losing or otherwise failing to account for secure test materials and test development materials (e.g., item writing materials, field test materials, or pilot test materials).
<ul style="list-style-type: none"> • Taking paper test materials home or otherwise failing to securely store them.
<ul style="list-style-type: none"> • Allowing students to take home test items, reading passages, writing prompts, or scratch paper that was used during a statewide assessment.
<ul style="list-style-type: none"> • Copying or otherwise retaining test items, stimuli, reading passages, or writing prompts. This includes the use of photo-copiers or digital, electronic, or manual devices to record or communicate a test item without prior permission from ODE.
<ul style="list-style-type: none"> • Retaining or using test booklets or writing prompts from prior test windows.
<ul style="list-style-type: none"> • Using secure test items, modified secure test items, reading passages, or writing prompts for instructional purposes.
<ul style="list-style-type: none"> • Developing answer keys to test items and using them for instructional purposes or to give students input on their progress and test performance.
<ul style="list-style-type: none"> • Giving the media writing prompts, modified test items, and reading passages. Secure writing prompts have been published in newspapers and read on local radio.
<ul style="list-style-type: none"> • Reviewing or discussing the content of test items, stimuli, reading passages, or writing prompts, for any reason.

Student-Initiated Test Improperities

Student-initiated test improprieties are student behaviors prohibited during test administration because they can give students an unfair advantage or otherwise compromise the State’s standard test administration. This Test Administration Manual generally describes allowable actions. If the Manual does not explicitly allow an action, contact your DTC to determine whether such an action is allowable. The following table provides **examples** of student-initiated test improprieties that have been reported to ODE in previous school years. **This list is not intended to be comprehensive.**

EXAMPLES OF REPORTED STUDENT-INITIATED TEST IMPROPRIETIES
<ul style="list-style-type: none"> • Students cheating, including passing notes or giving help to other students during testing.
<ul style="list-style-type: none"> • Students talking during testing.
<ul style="list-style-type: none"> • Accessing or using electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
<ul style="list-style-type: none"> • Using a graphing calculator <u>to exchange information between students or store test items or answers.</u>
<ul style="list-style-type: none"> • Accessing the internet during a testing event.
<ul style="list-style-type: none"> • Accessing or using non-allowable resources, including other students’ work, during a test administration.
<ul style="list-style-type: none"> • Removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

Responding to Student Questions During an Assessment

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

STUDENT COMMENTS	<p>TAs must not review test items for any reason. If a student is concerned about an item on an online test, TAs may direct the student to enter the concern in Online Comments. For students taking a paper-based test, TAs may assist students in <u>communicating</u> their comments to ODE through their DTC. However, TAs must not initiate comments on test items. ODE reviews the student comments, and in extremely rare instances, ODE has removed certain items from the item pool as a result. In these instances, the students’ tests were re-scored and reported to the districts. <u>Except as expressly provided for above, TAs must not report concerns about test items. TAs may, however, immediately report system errors (e.g. ELPA or OAKS Online technology) to their DTC.</u></p>
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Review the Accommodations Manual located at <http://www.ode.state.or.us/search/page/?=487> to understand what is allowable in case a student requests an alteration in how a test is being

administered. In cases where a student’s IEP indicates that an accommodation should be used, review the student’s IEP as well as the Accommodations Manual.

Testing Irregularities

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

- Administration of test accommodations to a group of students or to an entire class without an investigation of individual student need
- Expiration of a migrant student’s ELPA test before the student completes testing
- A fire drill, a school-wide power outage, or a force majeure (e.g. a natural disaster)

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

Consequences of Testing Improprieties and Irregularities

If testing improprieties or irregularities occur during administration of an online test, ODE may invalidate impacted tests, although invalidation will not occur automatically. ODE will not invalidate a test until it verifies the facts associated with the alleged testing impropriety or irregularity with the DTC. If a test is invalidated, the test results and student responses will be omitted from the testing, reporting, and accountability systems (regardless of whether the impropriety or irregularity was initiated by an adult or a student). For OAKS Online, **invalidated tests will count toward one of the student’s testing opportunities**. In extremely rare instances, rather than invalidating a test, ODE may reset a student’s online assessment at the request of the school district if ODE determines that a reset does not compromise the security or validity of the assessment. If an online test is reset, the student responses will be removed, and the student may retest. For OAKS Online, **reset tests will not count toward one of the student’s testing opportunities**.

If testing improprieties or irregularities occur during administration of a paper test, ODE may refrain from scoring the student response. Alternatively, ODE may allow the student to retest at the request of the school district if ODE determines that the retest can be completed during the official testing window and allowing the student to retest will not compromise the security or validity of the assessment.

If a district fails to ship a student’s paper-based Writing Performance Assessment to ODE’s Designee or enter a student’s OAKS Extended Assessment score by the applicable deadline to ship/postmark paper tests identified in the 2012-13 Test Schedule located in [Appendix A](#), ODE will not score the student’s response and will not include the student’s score when calculating the district’s participation rate for accountability purposes.

In cases where a force majeure (including but not limited to power outages or network disturbances lasting for at least one full school day, floods, earthquakes, fires, or pandemics) occurs within three business days of a paper test administration deadline or the deadline to ship/postmark paper tests and prevents the district from meeting the deadline, districts may submit a force majeure exception request. Upon receipt of such a request, ODE may permit a one-day extension of the testing window or deadline to ship/postmark paper tests as applicable for each day of the force majeure, for up to five days. Districts must apply this extension starting on the first school day after normal operations resume. **Note: for extremely severe force majeure events that prevent districts from completing testing over an extensive period of time (e.g., more than 3 weeks), ODE will work with the U.S. Department of Education and the impacted districts to ensure valid and reliable accountability calculations. This may include a requirement to test students in the following school year based on their prior grade of enrollment.**

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

When a testing impropriety occurs, if the district determines that the testing impropriety qualifies as gross neglect of duty, then the district must also report it to TSPC. OAR 584-20-0041 Reporting Requirements requires that districts report to TSPC within 30 days the name of any educator who the district reasonably believes may have committed gross neglect of duty as described in OAR 584-20-0040 Grounds for Disciplinary Action. Section 4 of OAR 584-20-0040 defines gross neglect of duty as, “any serious and material inattention to or breach of professional responsibilities.” The determination of whether a testing impropriety qualifies as gross neglect of duty is made by the district.

<p>PRIVATE SCHOOLS & TESTING IMPROPRIETIES</p>	<p>ODE may deny access to OAKS for private schools that have testing improprieties.</p>
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Reporting Testing Improprieties and Irregularities

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

DTCs must then submit an initial report for all potential test improprieties to ODE within one day of learning of the potential test impropriety. Similarly, DTCs must report all test irregularities that impact either test security or test validity. DTCs must submit their initial report electronically using the form available at <http://www.ode.state.or.us/go/TestSecurity>. A copy of the form is located

below. DTCs must e-mail the completed form to Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us, along with any additional documentation.

Based on the initial report, ODE may request further investigation by the DTC, in which case the DTC must provide results to ODE within 30 calendar days. In regard to any potential teacher or administrator violation, DTCs should work within district policy and the rules established by the TSPC.

REPORT ALL POTENTIAL TESTING IMPROPRIETIES OR IRREGULARITIES IMMEDIATELY	Immediately report all suspected testing improprieties or irregularities to the DTC. All reported potential testing improprieties or irregularities will be handled immediately by the DTC as soon as the participants in the potential testing impropriety or irregularity are identified.
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Test Impropriety and Irregularity Initial Report Form

District Test Coordinators (DTCs) must use this form (available at <http://www.ode.state.or.us/go/TestSecurity>) to report all potential test improprieties to Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us. DTCs must submit their initial report within one day of learning of the potential test impropriety or irregularity. Based on the initial report, ODE may request further investigation by the DTC before providing the district with a Letter of Final Determination.

YOUR CONTACT INFORMATION:				
School District:		Date of Incident:		
DTC Name:				
DTC Telephone number:		DTC E-mail:		
INCIDENT INFORMATION:				
School/Institution:				
Test Subject and Grade:				
Student's Grade of Enrollment:		SSID #:	Result I.D.:	
NOTE: If the incident involved multiple students, please provide a supplemental sheet identifying the test subject, grade level, SSID #, and Result I.D. for each student. Result I.D.s will only apply to online tests and are located in the OAKS Participation Reports. Contact your Regional Assessment Support ESD Partner for help locating the Result I.D.				
Description of incident:				
School District Action:				
Requested ODE Action:				
Are any impacted students from a resident district other than the district submitting this report? If yes, please identify the resident district for each student.			<input type="checkbox"/> YES	<input type="checkbox"/> NO
Have all test administrators involved in the incident received test security training and signed a Test Administrator Assurance of Test Security form for the current school year?			<input type="checkbox"/> YES	<input type="checkbox"/> NO

Test Administrator Assurance of Test Security

I have read and understand Parts I – V and Appendices A & P of the 2012-13 Test Administration Manual, as well as all appendices pertaining to each mode and subject assessment which I will be administering (checked below). I have received 2012-13 Test Administration and Security Training.

MODES OF OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS (OAKS): ONLINE (APPENDIX B) BRAILLE INTERFACE (APPENDIX B PLUS ATTEND ADDITIONAL TRAINING) EXTENDED (APPENDIX I PLUS ATTEND ADDITIONAL TRAINING)
SUBJECTS: READING (C) MATHEMATICS (D) SCIENCE (E) SOCIAL SCIENCES (F) WRITING PERFORMANCE (G)
 ELPA (H)

I will make every attempt to assure that all students participate in testing. In accordance with the 2012-13 Test Administration Manual (Appendix J - Accessing Student Scores Online), I will use appropriate Test Modification codes to ensure that students' scores reflect actual test administration procedures. I will not make copies of the test items or otherwise retain them. I will immediately return or report any Oregon test items or test booklets from previous years to my School Test Coordinator.

I will administer all statewide assessments within my responsibility following the procedures in the 2012-13 Test Administration Manual, including but not limited to:

- Handling and administering the 2012-13 Oregon Statewide Assessments in a secure manner.
- Consistently using the Accommodations Manual (<http://www.ode.state.or.us/search/page/?=487>) to understand allowable administration in response to student requests or when the student's IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well I believe they are performing.
- Accessing student paper test materials only on the day of testing when tests are being administered to students or while processing and accounting for paper materials before returning them to the School Test Coordinator on the day of testing. The only test materials that I may keep are the Test Administration Manual, Periodic Table of Elements, Mathematics Formula Page, Mathematical Conversion Sheet, and the Writing Guide to Revision.
- Not reviewing test items, even if a student believes they are flawed.
- **I will notify the School Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

Name (print): _____

Signature: _____

E-mail Address: _____ School: _____ Training Received on (date): _____

Keep on file at the district office for one year
Disciplinary action by TSPC may result from violations of test security.

Non-Test Administrator Assurance of Test Security

Oregon Statewide Assessment test items, possible answers, and individual student information are confidential and secure documents. The integrity, validity, and confidentiality of test items, possible answers, and individual student information must be protected. Failure to maintain security severely jeopardizes district and state accountability requirements and the accuracy of student data. To ensure test security and confidentiality, district staff and volunteers who may observe or have access to secure test materials or student information must sign this statement of non-disclosure and assurance of test security before commencing any work exposing them to an Oregon Statewide Assessment.

Untrained district staff and volunteers must never be alone in a room with students during state testing. Only test administrators (teachers, classified staff, or volunteers who have received training) may supervise student testing. Untrained district staff must not agree to supervise student testing even for brief periods. Untrained district staff or untrained volunteers must not interact directly with students during state testing other than to determine the cause of a technology problem for the purpose of ensuring access to OAKS Online or ELPA.

Specifically, district staff and volunteers agree to the following:

- No student’s Secure Student Identification Number (SSID) will be used to log in to OAKS Online or ELPA by anyone except that student.
- The OAKS Online Secure Browser will be used solely for the administration of OAKS Online assessments. Any other access to OAKS Online will constitute a breach of test security.
- No digital, electronic, or manual device will be used to record or communicate either item or student information.
- No behavior that could assist with student testing or distract students in a testing environment will occur. This includes discussing test items among students or staff, giving students verbal or non-verbal cues, offering an opinion on how students may have performed on a particular item or on a test as a whole.
- To the extent possible, avoid viewing any test items in the course of work.
- Uphold the security of SSIDs and all other confidential personally identifiable student data and recognize that SSIDs must not be associated with an individual student’s name in an unsecured environment.
- SSID or test information cannot be associated with a student’s name or other personally identifiable information unless transmission is secure (e-mail and fax are not secure).
- Do not review test items, even if a student believes they are flawed.
- **I will notify the School Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

By signing this statement I agree that I will not disclose the test items, possible student answers, or any individual student information to anyone other than those authorized in writing by the Oregon Department of Education (ODE). I also certify that all confidential materials entrusted to me by ODE or its contractors will be kept in a secure environment at all times.

Name (print): _____

Signature: _____

E-mail Address: _____ School: _____ Date: _____

Keep on file at the district office for one year
Disciplinary action by TSPC may result from violations of test security.

School Test Coordinator Assurance of Test Security

I have read and understand Parts I – VIII and all appendices of the 2012-13 Test Administration Manual and have received Test Administration and Security training.

I will make every attempt to assure that all students participate in testing. In accordance with the 2012-13 Test Administration Manual (Appendix J - Accessing Student Scores Online), I will use appropriate Test Modification codes to ensure that students' scores reflect any Modification to test administration procedures. I will not make copies of the test items or otherwise retain them. I will immediately return or report any Oregon test items or test booklets from previous years to my District Test Coordinator.

I will instruct staff on test administration procedures, security, and Modification coding according to the 2012-13 Test Administration Manual, including but not limited to:

- Handling and administering the 2012-13 Oregon Statewide Assessments in a secure manner.
- Consistently using the Accommodations Manual (<http://www.ode.state.or.us/search/page/?=487>) to understand allowable administration in response to student requests or when the student's IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well they are performing.
- Accessing printed student test materials only on the day of testing when tests are being administered to students or during processing.
- Not reviewing test items, even if a student believes they are flawed.
- **I will notify the District Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

Name (print): _____

Signature: _____

School: _____

E-mail Address: _____

Training Received on (date): _____

Keep on file at the district office for one year

Disciplinary action by TSPC may result from violations of test security.

District Test Coordinator Assurance of Test Security

I have read and understand Parts I – VIII and all appendices of the 2012-13 Test Administration Manual and have received regional Test Administration and Security Training for the current school year.

I will instruct all School Test Coordinators in my district on procedures for Test Administration and Security Training. The printed test materials will be kept in a secure storage area. Only those staff members having a direct role in distributing, coordinating, or administering tests will have access to any secure test material.

I will make every attempt to ensure that all students in the district participate in testing. In accordance with the 2012-13 Test Administration Manual (Appendix J - Accessing Student Scores Online), I will ensure that appropriate Test Modification codes are used so that students' scores reflect actual test administration procedures. I will immediately return any Oregon test items or test booklets from previous years to Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us.

I will instruct School Test Coordinators on procedures, security, and Modification coding according to the 2012-13 Test Administration Manual, including but not limited to:

- Handling and administering the 2012-13 Oregon Statewide Assessments in a secure manner.
- Consistently using the Accommodations Manual (<http://www.ode.state.or.us/search/page/?=487>) to understand allowable administration in response to student requests or when the student's IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well they are performing.
- Restricting access to printed student test materials by TAs to the day of testing when tests are being administered to students or during processing.
- Not reviewing test items, even if a student believes they are flawed.
- **I will investigate and notify Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

All test materials given to me by the School Test Coordinator or the Oregon Department of Education will be accounted for and returned.

Name (print): _____

Signature: _____

E-mail Address: _____

School: _____

Training Received on date: _____

Keep on file at the district office for one year
Disciplinary action by TSPC may result from violations of test security.

PART V – ACCOMMODATIONS AND MODIFICATIONS

Accommodations

An accommodation is a practice or procedure in presentation, response, setting, and timing or scheduling that, when used in an assessment, provides equitable access to all students. State-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment. Testing with accommodations is considered a standard administration. In the state of Oregon, any student is eligible to use an accommodation, ***including both students with and without disabilities***. However, the decision to use accommodations must always be made on an individual student basis; accommodations must not be administered to a group of students or to an entire class without an investigation of individual student need.

Scores obtained under standard administration conditions, with or without accommodations, allow students to meet the Oregon content and achievement standards and will appear in school and district group statistics.

The Accommodations Manual is located at <http://www.ode.state.or.us/search/page/?=487>. It includes all state-approved accommodations organized into tables by assessment type. In addition, the Accommodations Manual describes how to appropriately identify and administer these accommodations for individual students. Accommodations appearing in the Accommodations Manual have been approved by the Oregon Accommodations Panel and do not change the content or performance standards of what is being measured by the Oregon Statewide Assessments (OAKS Online, the Writing Performance Assessment, and the English Language Proficiency Assessment (ELPA)).

Proposed accommodations are reviewed by the Oregon Accommodations Panel using a research-based decision-making process. To increase student access to the Oregon Statewide Assessment system, new accommodations go into effect immediately. The Panel's determination regarding proposals for new accommodations is published quarterly.

If you would like to propose new accommodations for State approval, please submit a recommendation form to Laura Petschauer, Office of Student Learning and Partnerships, Oregon Department of Education. The form may be submitted via e-mail to laura.petschauer@state.or.us or by mail to Laura Petschauer, Office of Student Learning and Partnerships, Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310-0203. The form can be found online at <http://www.ode.state.or.us/search/page/?=487>.

Guidelines to Accommodations

Administration of the Oregon Statewide Assessments using accommodations is considered standard administration, and results are included in accountability reporting without alteration.

- Only assessments administered as “Standard Administration” or administered according to the Accommodations Manual posted at <http://www.ode.state.or.us/search/page/?=487> will count for participation for accountability purposes.
- “Standard Administration” may include Braille or Side-by-Side translated tests in Spanish as available through OAKs Online. The decision to use either a Braille or Side-by-Side translated test must be made on an individual student basis, separately for each subject, and consistent with individualized instruction in the classroom.
- The decision to provide accommodations must be made based on individual student need and must be made separately for each content area to be assessed. School teams making educational decisions for students in either general or special education or who are English Language Learners are encouraged to document any discussion regarding accommodations in the student’s file. When documenting the consideration and recommendation for accommodations for students without IEPs, a record of meeting participants, including parents or guardians, and any decision made is strongly recommended.
- The use of accommodations is based on an identified need. Using accommodations allows an educational team to attempt to ensure that all students can participate productively in the general education curriculum.
- The identification of accommodations in advance of the testing event guards against test security concerns and resource challenges (including staff and technology) that schools might face when responding to student questions “in the moment.” Capturing this information in advance also ensures that decisions are made based on identified student needs. To ensure that students, parents, and teachers understand how to request an accommodation before testing begins, districts are encouraged to establish formal request protocols beyond students with IEPs. If a TA is faced with an “in the moment” request, or if a student asks for help, remind the student to “do your best” using the verbatim student directions provided in Appendices [B](#), [G](#), and [H](#), but do not initiate assistance or give any indication that you can help.
- For more information related to selecting accommodations, please review Step 3 – Select Assessment Accommodations for Individual Students and Step 4 – Administer Accommodations during Instruction and Assessment found on pp. 14 – 19 of the Accommodations Manual. In addition, Fact Sheet 7 – Dos and Don’ts When Selecting Accommodations for Assessment on p. 42 of the Accommodations Manual will provide additional guidance for decision-making teams.
- ALL accommodations offered to students must comply with the 2012-13 Accommodations Manual.
- Instructions for coding accommodations for students on an IEP are included in [Appendix J – Accessing Student Scores Online](#).

GUIDANCE ON THE USE OF ACCOMMODATIONS	<p>34 CFR Parts 200 & 300 Title I—Improving the Academic Achievement of the Disadvantaged; Individuals With Disabilities Education Act (IDEA): 300.160 (b)(2)The State’s (or, in the case of a district-wide assessment, the LEA’s guidelines) must (i) identify only those Accommodations for each assessment that do not invalidate the score; and (ii) Instruct IEP Teams to select, for each assessment, only those Accommodations that do not invalidate the score.</p> <p>Students taking a standard administration of an Oregon Statewide Assessment using any of Oregon’s approved Accommodations are counted in all state reports of accountability.</p>
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Modifications

Any change away from a standard administration that is not listed in the Accommodations Manual is considered a modification. A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accommodations Panel and listed on the state’s Accommodations Manual. Under extremely rare circumstances, a student’s IEP team may choose to use a modification to allow a student to take an Oregon Statewide Assessment with his or her peers. **Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports.** ODE maintains a list of modifications online at <http://www.ode.state.or.us/search/page/?id=540> In order for a student’s scores to count toward participation in an Oregon Statewide Assessment, IEP teams are instructed by IDEA to select for each assessment only state-approved accommodations, which do not invalidate the score of the assessment.

In those rare instances when modifications are used during administration of an Oregon Statewide Assessment, the 4-digit code (beginning with K) must be written in the box entitled “Modification codes” on the answer sheet. For OAKS Online, Test Administrators must report modifications to the District Test Coordinator to ensure that the test record is coded appropriately in Student Centered Staging before validation of the report card data.

Guidelines for Modifications

Oregon Statewide Assessments administered using modifications are counted as non-participants for accountability purposes. The Modifications Tables located at <http://www.ode.state.or.us/search/page/?id=540> provide examples of situations in which student testing does not provide comparable outcomes and therefore students are counted as non-participants for accountability purposes; this is not a complete or exhaustive list. Changes may occur in the Modifications Table based on review by the Oregon Accommodations Panel.

For OAKS Online, a modified assessment will be invalidated even if it was modified in error.

- Memorandum No. 001-2006-07 provides additional criteria that may affect decisions about Accommodations and Modifications. Memorandum No. 001-2006-07 is available at <http://www.ode.state.or.us/news/announcements/announcement.aspx?=1701>.
- Decisions about modifications must be documented by districts. Documentation is subject to audits by ODE.
- For more information on the interaction between assessment modifications and the Essential Skills requirement for students seeking a modified diploma, please refer to <http://www.ode.state.or.us/search/page/?id=2047>.

DRAFT

PART VI – STUDENTS AND ASSESSMENT OPTIONS

Preparation of SSIDs for Student Testing

For OAKS Online (including the Braille interface), Online Writing, and the ELPA, only students whose SSIDs that have been updated after June 30, 2012 will be able to test. Similarly, each student's SSID record must be correct prior to testing or the test data may be loaded with incorrect information attached. Districts should be aware that it can take up to 48 hours for an SSID update to be reflected in the OAKS Online System. Districts must order paper-based Writing Performance Assessments using the Test Information Distribution Engine (TIDE) of OAKS Online. Districts must order OAKS Extended Assessments using the test order application on ODE's District Web site. For specific deadlines, please visit the Schedule of Due Dates at <https://district.ode.state.or.us/apps/info/>.

Overview of Assessment Options

All eligible Oregon students must be given the opportunity to take the Oregon Assessment of Knowledge and Skills (OAKS). To provide each student with this opportunity, a number of assessment options are available. OAKS Reading and Mathematics are required assessments for students in grades 3 – 8 and 11. Science is a required assessment in grades 5, 8, and 11. Social Sciences is an optional assessment that districts may administer in grades 5, 8, and 11. Additionally, all English Language Learner (ELL) students ([Table 1](#)) grades K – 12 must take the English Language Proficiency Assessment (ELPA).

Online Tests

- OAKS Online (includes Reading, Mathematics, Science, and Social Sciences Assessments). **New for 2012-13**, each student in grades 3–8, contingent upon district policy, has up to **two** annual opportunities to take OAKS Online Reading, Mathematics, Science, and Social Sciences as available by grade. Contingent on district policy, students in high school have up to **three** annual opportunities in Reading, Mathematics, and Science, and **two** opportunities in Social Sciences. Side-by-side Spanish translations for the Mathematics, Science, and Social Sciences Assessments are available for ELL students. In addition, the Grade 3 OAKS Online Reading Assessment is available in Spanish. The Braille interface of OAKS Online provides students who use Braille with access to OAKS Reading, Mathematics, Science, and Social Sciences. For more information about OAKS Online administration, including through the Braille interface, see [Appendix B – OAKS Online Assessments](#) and [Appendices C–F](#) for subject specific administration requirements.
- Online Writing Performance Assessment. ODE offers an online writing option for high school. Each student has one opportunity to be assessed. Districts must choose whether to assess students either during the winter or the spring writing window. Similarly, students may either take the online assessment or the paper-based writing assessment but may not take both. For more information, see [Appendix G - Requirements for the OAKS Writing Performance Administration](#).

- English Language Proficiency Assessment (ELPA). All students eligible for services under Title III of the No Child Left Behind Act of 2001 (NCLB) must be tested annually to determine their level of English Language Proficiency. The English Language Proficiency Assessment (ELPA) is Oregon’s computer-delivered assessment testing student proficiency in listening, speaking, reading, and writing in English, grades K-12. For more information, see [Part VII – English Language Learners](#) and [Appendix H – Requirements for ELPA Administration](#).

Paper Tests

- Paper-Based Writing Performance Assessment. The Writing Performance Assessment is a required assessment for the general student population at grade 11. **Due to budgetary restrictions, the Oregon Legislature has determined that for 2012-13, the Writing Performance Assessment will only be available for students in grade 11 who have not already met the achievement standard.** The Writing Performance Assessment will not be offered at grades 4 or 7, or for high school students in grades 9, 10, or 12. Each grade 11 student has one opportunity to be assessed. Districts must choose whether to assess students either during the winter or the spring writing window. Similarly, students may either take the online assessment or the paper-based writing assessment but may not take both. At the district’s discretion, eligible students ([Table 1](#)) may respond to the Writing Performance Assessment in Spanish. For more information, see [Appendix G - Requirements for the OAKS Writing Performance Administration](#).
- OAKS Extended Assessments (include Reading, Writing, Mathematics, and Science). OAKS Extended Assessments are available options for students whose IEPs specify an alternate assessment. For more information, see [Appendix I – OAKS Extended Assessment](#).
- PSAT/NMSQT®. All high school sophomores must be given the opportunity to take the Preliminary Scholastic Achievement Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) unless the district has already received a waiver for the 2012-13 school year. Individual students enrolled in a public school operated by a school district may obtain a waiver from the school district for participating in this assessment upon request from the student or the student’s parent or guardian. **According to rules established by the National Merit Scholarship Corporation, students must take the PSAT/NMSQT® while in grade 11 to be eligible for certain scholarships.** While districts may choose to offer the PSAT/NMSQT® to additional students in grades other than grade 10, districts should note that the state will only fund PSAT/NMSQT® testing for students in grade 10. For more information, see [Appendix N – PSAT/NMSQT® Administration](#).
- NAEP. The National Assessment of Educational Progress (NAEP) is a national assessment of what America’s students know and can do in various subjects. In the 2012-13 school year, NAEP will be administered to students in grades 4, 8, and 12 only in schools selected by the National Center for Education Statistics to represent Oregon. For more information see [Appendix O – NAEP Administration](#).

<p>STUDENT ACCESS TO OAKS ONLINE OR OAKS EXTENDED</p>	<p>If a student’s IEP indicates that the student must be assessed using OAKS Extended, that student must <u>not</u> have access to OAKS Online. Students who have not previously used the OAKS Online system should use the Sample OAKS Online tests to determine if the format of OAKS Online is appropriate for that student before testing begins. The Sample OAKS Online tests may also be used as an additional tool to help identify accommodations that might improve a student's access to the OAKS Online system. In cases where the district administers an OAKS Online test to a student whose IEP indicates OAKS Extended, the district must report the 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.</p>
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Standard Test Administration

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 those accommodations identified in the Accommodations Manual. A score obtained under standard administration conditions is valid for determining whether a student does not yet meet, meets, or exceeds the achievement standard. The achievement standards, also called cut scores, are at <http://www.ode.state.or.us/search/results/?id=223>.

<p>STANDARD TEST ADMINISTRATION IS REQUIRED</p>	<p>Non-standard test administration will result in tests that are invalid.</p>
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Oregon’s OAKS Online assessment is an adaptive assessment, which means that the items presented to the student vary in difficulty based on the student’s performance on the previous item. Therefore, the state creates a grade-level item pool rather than a single pre-made test for each grade level. The computer selects questions based on the answer a student gives to a test item, which in turn determines the difficulty of the next item that the computer will select. Because the computer “pushes” students to find out their highest ability, OAKS Online tests will appear to be difficult to virtually every student. All items are presented at the student’s appropriate grade level via the online system (OAKS Online). References to a Standard Administration include OAKS Online (including side-by-side English-Spanish tests or tests administered through the Braille interface) and OAKS Extended. For students potentially requiring assessment other than through OAKS Online, the appropriate test(s) should be determined by each student’s Limited English Proficient (LEP) and/or

IEP teams as applicable, on an individual student basis for each subject. For ELL students who use Braille, districts may contact ODE to order OAKS in a paper-based Braille format.

Parent Requests for Exemption from State Testing

Parents may request that their student be exempted from state testing based on either disability or religion. OAR 581-022-1910 allows school districts to excuse students from a state required program or learning activity, including state testing, to accommodate a student's disabilities or religious beliefs. In order for a school district to excuse a student from testing under this rule, the student's parent must submit a written request to the school district, listing the reasons for the request and proposing an alternative individualized learning activity for the student that meets the same goals that would be accomplished by participation in state testing. Appropriate school personnel must evaluate and approve the parent request.

When reviewing a parent's request for exemption, school district personnel should first discuss the use of accommodations with the parent to determine whether the use of any appropriate accommodations during testing might address the parent's concerns and allow the student to participate in state testing. **Students who are enrolled in school during the statewide test window who are not tested due to a parent-requested exemption must be counted as non-participants (see p. J-1 for instructions on noting this in Student Centered Staging).**

School-Imposed Test Windows

Because districts have to allocate resources toward testing, and it may be difficult for districts to ensure access to these resources throughout the entire statewide OAKS test window, districts may choose to allow schools to impose school-level test windows for OAKS Assessments, including the Writing Performance Assessment and tests administered through the Braille interface. Schools may not impose school-level test windows for ELPA or the Extended Assessments. School-imposed test windows may be set for specific content areas and grade levels. Schools should coordinate with the District Test Coordinator to establish the duration of the school-imposed test window based on the number of enrolled students the school projects will be eligible to test. Once set, the school must abide by that test window and may not extend once testing is in progress. ODE may invalidate tests if school-imposed test windows do not meet each of the following criteria.

School-imposed test windows for the OAKS Online Assessments (including tests administered through the Braille interface) must:

- Begin no later than the first school day in April;
- End no later than the end date for the statewide OAKS Online test window identified in the 2012-13 Test Schedule; and
- Last for at least four calendar weeks.

School-imposed test windows for the Writing Performance Assessments (both Online and Paper/Pencil) must:

- Begin no earlier than the start date for the applicable statewide Writing Performance test window identified in the 2012-13 Test Schedule;

- End no later than the end date for the applicable statewide Writing Performance test window identified in the 2012-13 Test Schedule; and
- Last for at least two calendar weeks.

Schools must not test any students after the end of the school-imposed test window. For students who do not test because they are not enrolled in the school during the school’s testing window even though they are enrolled on the first school day in May, the school may enter Administration Code 8 on the virtual record for the student in Student Centered Staging. Virtual records for students to which Administration Code 8 was assigned will not be used in calculations of either AYP Participation or Performance.

In contrast, a school must count as non-participants all students who are enrolled in the school during the school-imposed test window but who do not test in the appropriate grade. If a school continues to test any students after the school-imposed test window has ended, ODE may not honor the school-imposed test window and may disallow the use of Administration Code 8. **The Best Practices Guide for Administering OAKS provides guidance to help inform districts’ development of appropriate school-imposed test windows (located at <http://www.ode.state.or.us/go/tam>).**

Students

All Students in Identified Grades Will Be Included

“All students” includes (but is not limited to) students with disabilities, English Language Learners, students in special schools and programs (including public charter schools), students for whom tuition is paid to a public school by parents/guardians, and students enrolled in non-graded programs.

All students enrolled in grades 3 – 8 and in high school must take the required Oregon Statewide Assessments offered at their enrolled grade, including students re-enrolled in the same grade as in the prior year, unless the student receives a parent-requested exemption as described above. Districts may not retest students in grades 3 – 8 who have already met or exceeded the achievement standard unless the district first receives explicit consent from the student’s parent or guardian for the current school year. Districts must meet the following criteria in receiving explicit consent:

- The district must communicate with parents prior to retesting students. Districts may communicate with parents using existing communication protocols, including but not limited to fall registration materials, parent conferences, electronic media, or letters home.
- The district must receive a signature from the student’s parent or guardian authorizing the retest; districts may collect signatures either in hard copy or electronically.
- The district must receive approval each year; districts may not apply approval given in one school year to subsequent years.

Retesting a student in grade 3 – 8 who has already met or exceeded the achievement standard without first receiving explicit consent from the student’s parent or guardian as outlined above is considered a testing impropriety and may result in the invalidation of student tests. **The Best Practices Guide for Administering OAKS provides guidance to help districts identify when it**

is appropriate to retest a student who has already met or exceeded the achievement standard (located at <http://www.ode.state.or.us/go/tam>).

Students enrolled in grade 11 who took the high school assessment while enrolled in grade 8, 9, or 10 and have already met the high school achievement standard are not required to be retested. In cases where the achievement standard has changed, students who have already passed an OAKS assessment with a previously approved achievement standard will be “grandfathered” in and counted as meeting even if their score is below the new achievement standard for accountability reporting purposes. However, students enrolled in grade 11 who took the high school assessment while enrolled in grade 8, 9, or 10 and have not yet met the high school achievement standard are required to be retested. In addition to students currently enrolled in grade 11, for the purposes of OAKS, a grade 11 student is “a student who was first enrolled in grade 10 in the student’s most recent previous year in school.” This definition ensures that students who skip from grade 10 to grade 12 or repeat grade 10 will receive the high school assessment. It is the district’s responsibility to determine whether a student is retained in grade 11. Any student submitted by the district as being enrolled in grade 11 (regardless of their prior grade) on the first school day in May must take the high school OAKS assessments. For the Writing Performance Assessment, due to legislative action, eligibility is restricted to those students currently enrolled in grade 11 who have not already met the achievement standard.

Students in non-graded programs should be accounted for on the basis of their age at the beginning of the school year. Use the following table to determine age/grade equivalencies:

GRADE	AGE ON SEPTEMBER 1	GRADE	AGE ON SEPTEMBER 1
3	8 years	8	13 years
4	9 years	9	14 years
5	10 years	10	15 years
6	11 years	11	16 years
7	12 years	12	17 years +

Students in grade 12 who have not yet met the achievement standard may retest in the Oregon Statewide Assessments (with the exception of the Writing Performance Assessment), although they are not required to do so. While retests are not mandatory, districts should have testing opportunities available for those students who wish to retest.

Students in home school or private school may make arrangements with a school district to take the Oregon Statewide Assessments under secure conditions. Although the State receives no funding and charges no fee for testing these students, the district providing this data-related service may charge a fee.

Testing Homebound Students

Students who are homebound due to a medical condition and are unable to travel to a test environment with internet access may need to be tested at home. Prior to testing students in their homes, the district should coordinate with the district IT department to ensure that proper technical support is available for the test administration (a computer and an internet connection). If the student's home does not have an established internet connection, districts may provide one by using 3G or 4G technology through devices such as smart phones and netbooks with built-in 3G or 4G modems. If a district does not have access to such devices, districts may check out a netbook with a built-in 3G modem from ODE after signing a form certifying that the netbook will only be used for the purpose of state testing.

The district must also provide for a test administrator to manage the test session and monitor testing. This can be accomplished by either:

- Providing a computer with internet connectivity for the test administrator to use in the student's home; or
- Sending one test administrator to the student's home to supervise testing and arranging for a second test administrator at district facilities to remotely set up and manage the test session. Under this second approach, the test administrator on location with the student would need to be in communication with the test administrator at the district facilities.

A small number of homebound students may need access to the restricted resource of printed test items. If so, the district would also need to provide a portable printer that could be used at the student's home to print requested items. Because all print requests are approved by the test administrator, the printer would need to be linked to the test administrator's computer.

In those rare instances where the district is unable to establish an internet connection in the student's home even with a 3G or 4G device and the student is unable to travel to a location with internet access for the purpose of testing during the length of the test window, the student will be counted as a non-participant for the purpose of accountability calculations.

Targeted Assessment

A Targeted Assessment is an assessment at a higher level than is expected for the student's grade of enrollment but that is consistent with the level of instruction in which the student is engaged.

While targeting is available for Mathematics and Reading, the Science, Social Sciences, and Writing assessments can only be administered at grade level. No assessment can be targeted to a lower grade level. In situations where a lower grade level assessment appears to be the most appropriate assessment option, a student's instructional team should consider accommodations or possibly the use of the Extended Assessment instead. For more information on the Extended Assessment, see [Part VIII – Students with Disabilities](#) and [Appendix I – OAKS Extended Assessment](#).

For OAKS Online, an electronic file must be submitted with student information one week prior to testing if the student is to take an assessment at a higher grade level than the grade of enrollment. This will be facilitated by your [Regional Assessment Support ESD partner](#).

For students enrolled in grades 3-7, an assessment appropriately targeted to a higher grade level can meet the participation requirement for the required content areas, and the student does not need to also take the grade level assessment. Students enrolled in grades K-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.

High School

As part of a well planned assessment system, it may be appropriate to administer the high school level OAKS earlier than the high school grade of accountability (i.e., prior to 11th grade or a student's 3rd year in high school). **The Best Practices Guide for Administering OAKS provides guidance to help districts successfully identify which students should take the high school level assessment prior to the high school grade of accountability (located at <http://www.ode.state.or.us/go/tam>).**

8th Grade

Districts may only elect to administer a high school assessment to a student in grade 8 if the student has received instruction at the full depth and breadth of the high school content standards and has demonstrated proficiency in the high school content standards as measured through classroom derived evidence. If a student enrolled in grade 8 takes a high school level test, that student must first complete the grade 8 test to be counted as a participant in their grade 8 year. The grade 8 score will be reported in the students' grade 8 year. If a student enrolled in grade 8 meets the high school level achievement standard, the score will be **banked** and will be reported in the student's grade 11 year. If a student enrolled in grade 8 takes the high school assessment and does not meet the high school achievement standard, the student must retest in the student's grade 11 year or the student will be counted as a non-participant in the student's grade 11 year.

9th and 10th Grade

Districts may elect to administer a high school OAKS assessment to a student enrolled in grade 9 or 10. If a student enrolled in grade 9 or 10 meets the high school level achievement standard, the score will be **banked** and will be reported in the student's grade 11 year. If a student enrolled in grade 9 or 10 takes the high school assessment and does not meet the high school achievement standard, the student must retest in the student's grade 11 year or the student will be counted as a non-participant in the student's grade 11 year.

Due to budgetary restrictions, the Oregon Legislature has determined that for 2012-13, the Writing Performance Assessment is only available for students enrolled in grade 11. This means that districts may not administer the Writing Performance Assessment to students enrolled in grade 9, 10, or 12.

Note: Eligibility for testing at the high school level and the number of high school-level testing opportunities available to students prior to the high school year of accountability may change in 2013-2014 as ODE collaborates with districts to prepare for the Common Core Standards and implementation of the SMARTER Common Assessment.

PART VII – ENGLISH LANGUAGE LEARNERS

Students eligible for services under Title III of the Elementary Secondary Education Act (ESEA) are referred to as Limited English Proficient (LEP) students in federal legislation. State documentation typically refers to such students as English Language Learners (ELL). All ELL students are considered eligible to participate in the Oregon Statewide Assessments. Federal law and ensuing case law require that ELL students be given equal opportunity to participate in and benefit from any program or activity customarily granted to all students. Because ELL students must be offered instruction at their grade level, they are not eligible to take an Extended Assessment unless they are on an Individualized Education Program (IEP).

Oregon Statewide Assessments offered in a student’s language of origin are considered standard administration, and eligible student scores meeting the achievement standard count as meeting the standard in accountability calculations. Oregon currently offers side-by-side English-Spanish tests for OAKS Mathematics, Science, and Social Sciences. These side-by-side tests are available for any student as an accommodation and are considered standard administration. In addition, ODE offers a Grade 3 Spanish Reading Assessment and the option to respond to the Writing Performance Assessment in Spanish as native language assessments. ODE considers these native language assessments to be standard administration for eligible students (see Table 1 below for criteria used to determine eligibility). For information about the available language options for specific assessments, see [Part VI – Students and Assessment Options](#).

TABLE 1

For assessments that ODE provides in a student’s language of origin as outlined in [Part VI – Students and Assessment Options](#), under ESEA Section 1111(b)(3)(C)(ix-x) students are eligible to test in their language of origin:

- if the student has been educated in the United States for three or fewer consecutive years, and the student’s level of English Language Proficiency is insufficient to produce a valid and reliable score when tested in English;
- if the student has been educated in the United States for up to an additional two years, and local evaluations determine that the student’s level of English Language Proficiency remains insufficient to produce a valid and reliable score when tested in English.

Each student must be considered individually for each assessment on the basis of what is in the best interest of the student, not on participation in a particular program or identification as an English Language Learner. An instructional team consisting of the student’s parent or guardian and/or the student; Title IC-Migrant, ESL, Bilingual, or Title IA teachers; the student’s classroom teacher; and other knowledgeable professionals should make the determination of whether to test the student under standard conditions including the accommodations located at

<http://www.ode.state.or.us/search/page/?=487>. This team should be familiar with the individual student's abilities and areas of need and should weigh the following types of evidence:

- Samples of student work which would represent an appropriate English reading level
- The student's literacy in his/her language of origin
- 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

Assessment Options for All ELL Students

- ELL students may take a standard administration with or without accommodations.
- ELL Students may take English-Spanish side-by-sides versions of OAKS Online. These are standard administration.
- ELL Students who are also on IEPs should follow the recommendations of their IEP team, which may include administration of the test using accommodations specific to the student's needs (see the Accommodations Manual located at <http://www.ode.state.or.us/search/page/?=487>).
- Eligible students ([Table 1](#)) may respond in Spanish on the writing assessment. This is a standard administration.
- Eligible students ([Table 1](#)) may take the Grade 3 Spanish Reading assessment through OAKS Online. This is a standard administration.

Spanish Responses to the Writing Performance Assessment

To achieve the goal of including all students in the Oregon Statewide Assessments, eligible students ([Table 1](#)) have the option of responding in Spanish to the Writing Performance Assessment as a standard administration for report card purposes (note: the writing assessment is not currently included in accountability calculations), regardless of whether the Writing Performance Assessment was administered in English or English-Spanish side-by-side format.

OAKS Online Grade 3 Spanish Reading Assessment

ODE offers a Grade 3 Spanish Reading Assessment through OAKS Online for students enrolled in grade 3. This is a native-language test which presents passages and items only in Spanish. This is not a Spanish-English side-by-side assessment. Test administrators (TAs) may administer the Grade 3 Spanish Reading Assessment to students by selecting Spanish as the test language for the student's test opportunity.

Eligible students ([Table 1](#)) may use the Grade 3 Spanish Reading Assessment for accountability purposes. Students enrolled in the U.S. for the first time after May 1, 2011 but before May 2, 2012 are eligible to take the ELPA in place of the OAKS Reading Assessment. (See [Table 2](#) below for assessment requirements).

<p>GRADE 3 SPANISH READING TESTING OPPORTUNITIES</p>	<p>Each <u>eligible student</u> (Table 1) may take the Grade 3 Spanish Reading Assessment for all three available OAKS Reading/Literature testing opportunities and may use the Grade 3 Spanish Reading Assessment for accountability purposes.</p> <p>Any Grade 3 student may take the Grade 3 Spanish Reading Assessment for up to two of the three available OAKS Reading/Literature test opportunities. However, ODE will treat any Grade 3 Spanish Reading Assessment administered to a non-eligible student as invalid (Table 1) for accountability purposes.</p>
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English Language Proficiency Assessment (ELPA)

English Language Proficiency Assessment (ELPA) Requirements for All ELL Students

In Oregon, all students eligible to receive English Language Development (ELD) services ([Table 1](#)) must take the English Language Proficiency Assessment (ELPA). In accordance with federal Title I requirements, ELL students take the ELPA annually until the district determines that the student is proficient based on district exit criteria and submits an updated record noting that the student is exited on the Spring LEP Collection. This typically occurs when a student scores at the Advanced Level on ELPA or the school team decides the student will benefit from instruction in English in the regular education program without assistance from the ELD program.

ELPA is a computer-delivered assessment testing student proficiency in listening, speaking, reading, and writing in English, grades K-12. This test is not intended to measure grade level mastery of the English/Language Arts content, but rather to measure the student’s readiness to receive grade level instruction delivered in English without support from the ELD program.

Students eligible for ELD services must be tested in all required areas under the statewide assessment system in addition to ELPA. The only exception to this rule is students enrolled in a school in the United States for the first time after May 1st of the previous academic year and served by an ESL program. For these students, participation in ELPA can be substituted for participation in the Reading/Literature test for accountability calculations. For purposes of the Report Card, participation in ELPA can also be substituted for participation in the Statewide Writing test. This substitution is processed automatically by ODE based on student records submitted by the district. The table below ([Table 2](#)) shows the enrollment date and required tests for ELL students. **Note: the enrollment date applies to enrollment anywhere in the United States, not just in Oregon or in your school.**

TABLE 2			
Enrollment Timing	Date of Enrollment in Any U.S. School	Tests Required This Year (2012-13)	Tests Required Next Year (2013-14)
Enrolled “late” this year[†]	5/1/13 – end of current school year	None	ELPA* OAKS Math** OAKS Science*
Enrolled “late” the preceding year or earlier this year.	5/2/12- 4/30/13	ELPA* OAKS Math** OAKS Science***	ELPA OAKS Math OAKS Science*** OAKS Reading OAKS Writing Performance***
Enrolled in previous years	Before 5/2/12	ELPA OAKS Math OAKS Science*** OAKS Reading OAKS Writing Performance***	ELPA OAKS Math OAKS Science*** OAKS Reading OAKS Writing Performance***

[†] ELPA participation requirements are addressed in Memorandum No. 007-2011-12 – ELL Participation in annual English Language Proficiency Assessment (ELPA).

* counts for reading participation in accountability calculations, but students are excluded from reading performance calculations.

** counts for math participation in accountability calculations, but students are excluded from math performance calculations.

*** The OAKS Science and Writing Performance Assessments are not administered in consecutive grades. The school year in which students will actually take these assessments will depend on their grade level. Please refer to the Test Schedule located in [Appendix A](#) for the grades at which these assessments are administered.

Participation in the ELPA

Districts must administer the ELPA to all students who are identified as eligible to receive ELD services in the current school year. Students may remain eligible from year to year until the district determines that the student is proficient based on results from the ELPA composite score and district exit criteria. This remains true even when services are waived. Students must take the ELPA if they are exited from ELD services after September 15th of the current year or if they have received ELD services in the current year (e.g., districts must not administer the ELPA to students who were exited from ELD services prior to September 15th of the current school year and have not received ELD services in the current year).

Note: Only students whose LEP flag is set to “Y” in the SSID record may access the ELPA. Districts should only set the LEP flag to “Y” for students who are eligible for ELD services in the current school year as described above.

ELPA Participation for Students with IEPs

The current design of ELPA prohibits some students with disabilities from fully accessing this assessment. For example, a student who is deaf is unable to meaningfully participate in the listening component. While ESEA (Sections 1111(b)(3)(C)(ix)(III) and 1111(b)(3)(C)(x)) requires assessment of all students eligible to receive ELD services, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) provides guidance for including students with disabilities in these assessments. For more information about assessing students with disabilities, see [Part VIII - Students with Disabilities](#).

For those students whose disabilities prohibit meaningful access to ELPA, based on federal statute and regulation, school and district personnel have three options. A student eligible for ELD services and served under an Individualized Education Program (IEP) may:

- 1) Take the assessment with accommodations included in the ELPA Accommodations Table located at <http://www.ode.state.or.us/search/page/?=487>. This document is updated quarterly.
- 2) Be exempted from ELPA by parent request based on disability or religion (see [p. 32](#)). This request must be in writing and on file in the district. Districts will decide the frequency of the submission.
- 3) Take only part(s) of the ELPA under the direction of the IEP team. For a small percentage of students with disabilities, the specific nature of the student's disability may preclude the student from fully participating in all of the ELPA domains: reading, writing, listening, and speaking. In these rare cases, the IEP team may determine that the student will address only certain ELPA domains. The IEP team should document this decision on the IEP, typically in the present level of academic achievement and functional performance section. Students who do not have an IEP but who have a medical condition that prevents them from demonstrating proficiency on ELPA in a specific domain may be excused from that specific domain at the written request of the student's parent or guardian. However, the school support team, with input from the parent, should first consider whether use of any accommodation or combination of multiple accommodations will allow the student to have access to the full assessment. Students assessed on only some of the ELPA domains based on IEP decision or parent request will be scored only on those domains. Once the IEP team documents the determination and communicates it to the test administrator (TA), the TA must use the process described on [p. H-5](#) of Appendix H – Requirements of ELPA Administration to indicate the domain that is skipped. Skipped domain(s) will be coded afterward in Student Center Staging using the ELPA "ONLY" IEP Test Administration Codes included in [Appendix J – Accessing Student Scores Online](#). **Please note that due to changes in interpretation of Title III by the U.S. Department of Education, the administration guidelines for students on IEPs or 504 Plans may be subject to revision.**

PART VIII – STUDENTS WITH DISABILITIES

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

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

Student test records include an accommodations flag field. This flag is federally required for students with IEPs who take the general assessment with an accommodation from the ODE Accommodations Table; however, any student (with or without an IEP) using an accommodation may be identified with this field. Use of this flag (recording “Y”) indicates that the student received one or more accommodations.

Student test records also include an accommodation code field 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 accommodation codes. Districts may select these accommodations codes for each test opportunity in addition to setting the accommodations flag. Instructions for coding accommodations for students on an IEP are included in [Appendix J – Accessing Student Scores Online](#).

Test Administrators (TAs) can continue to set the accommodation flag using the OAKS online student approval screens. However, identifying specific accommodations via the drop-down menu is recorded by the district and can be selected either through the OAKS online student approval screens, the OAKS Test Information Distribution Engine (TIDE), or through Student Centered Staging. Please note that while districts are currently limited to recording no more than six accommodation codes, any administration of accommodations (beyond the six identified) should continue as appropriate or as required by IEP.

Your [Regional Assessment Support ESD Partner](#) is trained on Student Centered Staging and the management of student records. Please follow your district’s protocols when contacting them for related support.

Assessment Options for Students with Disabilities

- Students may take the general assessment with or without accommodations.

- Students may take the standard or scaffold administration of the Extended Assessment in any or all of the subject areas: Extended Reading, Extended Writing, Extended Mathematics, or Extended Science, based on the student’s IEP, if applicable.
- Students eligible for English Language Development Services and served under an IEP may participate in ELPA according to the options listed on [p. 41](#) of this manual.

Testing Homebound Students

Students who are homebound due to a medical condition and are unable to travel to a test environment with internet access may need to be tested at home. [Part VI](#) includes guidance on how districts may test homebound students using OAKS Online. In those rare instances where the district is unable to establish an internet connection in the student’s home even with a 3G or 4G device and the student is unable to travel to a location with internet access for the purpose of testing during the length of the test window, the student will be counted as a non-participant for the purpose of accountability calculations.

Braille Interface of OAKS Online

OAKS Online is available to students who use Braille through a Braille Interface. The Braille interface provides students who use Braille with access to the adaptive OAKS Online test and the same number of testing opportunities as other students. The Braille interface delivers assessments to students in the following formats:

- OAKS Mathematics, Science, and Social Sciences assessments include a text-to-speech audio component delivered through the JAWS 12 Screen Reader. Consistent with the Oregon Accommodations Manual, text-to-speech is not provided for OAKS Reading.
- OAKS Mathematics and Science include a Braille component delivered through a Braille Embosser. Each item or stimulus on the OAKS Mathematics and Science assessments is delivered in Nemeth Braille and automatically sent to print as an embossed print-out in real-time as the student progresses through the test.
- OAKS Reading and Social Sciences include a Braille component delivered through either a 40-cell Refreshable Braille Display or a Braille embosser. Based on the student settings specified by the school district within the OAKS Online System, OAKS Reading and Social Sciences are available in either Literary Contracted Braille or Literary Un-contracted Braille. Each item or stimulus on the OAKS Reading and Social Sciences assessments automatically displays to the student using a 40-cell Refreshable Braille Display unless the item or stimulus contains tactile or spatial components; such items and stimuli are automatically sent to the Braille embosser instead of being displayed on the Refreshable Braille Display. In addition, a student may request embossing for any item as the student progresses through the test. Districts may also designate a student to receive all items through the Braille embosser instead of through the Refreshable Braille Display as a restricted resource based on the student settings specified by the school district within the OAKS Online System. This restricted resource must be set prior to the start of a given test opportunity.

Please note that all embossed Braille print-outs of secure test items and stimuli are subject to the same security requirements for all printed test materials. [Part IV – Test Security](#) provides additional information on the requirements for securely handling printed test materials. [Appendix B – OAKS](#)

[Online Assessments](#) contains student directions that must be read verbatim to students taking OAKS Online through the Braille interface.

The Braille interface of OAKS Online is only available through Windows 7 machines. ODE has coordinated with the Regional Special Education Districts and the Oregon Textbook and Media Center (OTMC) to provide Duxbury transcription software, JAWS 12 screen readers, Braille embossers, and 40-cell refreshable Braille displays to those districts serving students who use Braille.

Note: the Braille Interface of OAKS Online only supports English. For ELL students who use Braille, districts must contact ODE at least six weeks prior to the date when the district plans to test the student to order OAKS in a paper-based Braille format.

In addition to Test Administration and Security Training, any individual administering OAKS Online through the Braille interface must participate in the ODE-provided Braille Interface training. For more information visit the OAKS Online Braille Interface web site at <http://www.ode.state.or.us/go/braille>.

Extended Assessment

The Extended Assessments are Oregon's alternate assessments. The Extended Assessments are individually administered performance assessments for students with the most significant cognitive disabilities as determined by the student's IEP team. These students are typically working within a specialized curriculum and/or are receiving instruction that has been significantly adapted in order to allow access to grade-level content. Extended Assessments measure a student's achievement in the grade-level content in four subject areas: Reading, Writing, Mathematics, and Science. Student achievement is judged against alternate achievement standards that are set by the state. Students on IEPs should only be considered for the Extended Assessments when they are unable to participate in the general assessments under standard testing conditions, even with Accommodations. To use this option, an Extended Assessment and administration type (standard or scaffold) must be explicitly identified on the IEP as the most appropriate assessment. Braille and Large Print options are also available for the Extended Assessments. Information and the order form can be found at <http://www.ode.state.or.us/search/page/?id=2691>.

NOTE: The Extended Assessment is a specially designed test that was created for students with the most significant cognitive disabilities or similar disabilities; that is, the students' curriculum and this assessment are based on content standards that have been reduced in depth, breadth, and complexity. This means that these test results cannot be used to compare a child's performance to that of their non-disabled peers. **The information in this note is recommended for inclusion in any reports to parents on student performance on the Extended Assessments.**

In addition to Test Administration and Security Training, any individual administering the Extended Assessment must participate in a state-approved Extended Assessment Qualified Assessor (QA) or Qualified Trainer (QT) Training. For more information visit the Extended Assessment Web site at <http://www.ode.state.or.us/search/results/?id=178>.

Appendix A: 2012-2013 Oregon Statewide Testing Schedule

Oregon Department of Education, Office of Assessment and Information Services www.ode.state.or.us/go/asmtadmin
For more information, contact your [Regional Assessment Support Partner](http://www.ode.state.or.us/go/assessmenthelp) (<http://www.ode.state.or.us/go/assessmenthelp>)
This schedule of state test windows and shipping dates gives School Districts flexibility to set local test windows.

O N L I N E	ONLINE TESTS		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School (Grade 11) ^A				
	OAKS Online	Reading/Literature ^{B, C, E}	11/6 -5/22 ^G										
		Mathematics ^{B, C, D, E}	11/6 -5/22 ^G										
		Science ^{B, D, F, E}			11/6 -5/22 ^G				11/6 -5/22 ^G	11/6 -5/22 ^G			
		Social Sciences ^{D, H, E}			11/6 -5/22 ^G				11/6 -5/22 ^G	11/6 -5/22 ^G			
		Winter Writing ^{D, I}								1/9-3/22 ^G			
		Spring Writing ^{D, I}								4/1 – 5/22 ^G			
Spanish Reading/Literature		11/6 -5/22 ^G											
ELPA	State test is required each year for all students eligible to receive NCLB Title III services.	Grades K-1	Grade 2-3	Grade 4-5	Grade 6-8			High School (Grades 9-12)					
		1/9 – 4/30											
P A P E R	PAPER TESTS		Order Window	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School (Grade 11) ^A	District Deadline to Ship/Postmark to ODE's Designee (Contact your DTC for your District's Timeline)		
	OAKS Writing (11 th grade only)	Winter Writing ^{D, I, L}	10/18 – 12/10							1/9-2/21	3/4 ^J		
		Spring Writing ^{D, I, L}	1/24 – 3/14							4/10-5/22	6/3 ^J		
	OAKS Extended	Extended Reading ^{L, M}	11/18/ – 1/18/ ^N	2/21 - 4/25									Data Entry closes on 5/17 ^J
		Extended Mathematics ^{L, M}		2/21 - 4/25									
		Extended Science ^{L, M}				2/21 - 4/25				2/21 - 4/25	2/21 - 4/25		
		Extended Writing ^{L, M}								2/21 - 4/25			
2012 PSAT/NMSQT® ^K		6/15/12							10/17	10/18			
NAEP	Selected Schools	N/A		1/28-3/8					1/28-3/8	1/28-3/8	N/A		

NOTE: Footnotes do not provide comprehensive test administration information. Please refer to the 2012-2013 Test Administration Manual for requirements and instructions.

- A) High School OAKS Online assessment is required of all 11th grade students. 9th and 10th graders who have received instruction at the full depth and breadth of the high school content standards may also take the assessment, as well as 12th graders who haven't yet passed. The High School Writing Assessment and the OAKS Extended is for 11th graders only and may not be administered to 9th, 10th, or 12th graders.
- B) Two annual test opportunities for grades 3 – 8; three annual test opportunities for high school. Only one test opportunity will be available per student between 11/6/12 and 1/2/13. Students may retest at the district's discretion after 1/2/13.
- C) Required test for students in grades 3 through 8 and in High School.
- D) Both English-only and English-Spanish formats are available.
- E) Braille interface is available for English-only format for students who use Braille. For ELL students who need Braille in a language other than English, districts must order a paper-based Braille test from ODE at least 6 weeks prior to the date when the district plans to administer the test. See Part VIII of 2012-2013 Test Administration Manual for more information.
- F) Required test for students in grades 5, 8, and in High School.
- G) Online testing may be suspended on ODE furlough days: 11/23/12, 1/18/13, & 4/19/13.
- H) Optional test for students in grades 5, 8, and in High School. Each student has two annual test opportunities in social sciences. Only one test opportunity will be available per student between 11/6/12 and 1/2/13. Students may retest at the district's discretion after 1/2/13.
- I) Students are only allowed one writing test opportunity, either during the winter or spring window, and either Online or Paper administration. No extensions for the writing window or ship date will be granted.
- J) If the applicable postmark or data entry deadline is missed, students will be counted as non-participants
- K) Districts must provide the opportunity for all 10th grade students to take the PSAT/NMSQT® except in districts with waiver.
- L) Paper-based Braille format is available for OAKS Writing and OAKS Extended.
- M) Available for download starting one week before the start of the test window, on 2/14/13.
- N) Extended tests requiring Braille format must be ordered during this order window

APPENDIX B – OAKS ONLINE ASSESSMENTS

This Appendix contains information to guide test administrators (TAs) in administering OAKS Online Assessments. It is organized into the following sections:

- General Instructions for Administering OAKS Online Assessments (p. B-1)
- Testing Procedure (p. B-3)
- Student Directions (**Note: It is mandatory that TAs read these directions to students before administering an OAKS Online Assessment**) (p. B-5)
- OAKS Online User Guides (p. B-11)
- OAKS Online Security Features (p. B-12)

General Instructions for Administering OAKS Online Assessments

The OAKS Assessments are NOT timed tests. Students should be allowed to continue working as long as they are making reasonable progress. On average, students will finish an OAKS Online Assessment in 60 – 75 minutes, depending on the subject and grade. However, some students may need up to two hours, so allowances should be made for varying time requirements. Remember to account for any time needed to start computers and load secure browsers. Administering the test in smaller time segments is an acceptable practice for any student or group of students. Individual students at any grade level should be given additional time if needed as long as they are making progress. Providing less time than indicated by the guidelines is an extreme disadvantage to students.

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

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year. (**Remember, TAs administering tests using the Braille Interface must receive both district-provided test administration and security training and ODE-provided training specific to the Braille interface.**)
- Locate student information prior to testing with OAKS Online, including:
 - SSID
 - Student's legal name
 - Student's enrolled grade
 - Language of assessment (English, Spanish, or Braille)
 - Print Size
 - Any student restrictions for accessing OAKS Online
 - Accommodations to be administered to the student
- Examine the test environment for non-allowable resources. Only allowable resources may be visible during testing. Subject-specific allowable resources are listed in [Appendices C-F](#).
- Familiarize students with the test format by allowing them to take sample tests. ODE provides sample Online assessments at <https://oakspt.tds.airast.org/student>. These sample

tests include only a limited number of questions. Their primary purpose is to provide students experience with the OAKS Online testing environment.

- Review the student directions starting on p.B-5 prior to testing.
- Read the student directions starting on p. B-5 to all students verbatim prior to beginning each test (these are the **ONLY** instructions you may give to students).

Breaking up the Test

It may take some students more than 60 - 75 minutes to finish the test. Therefore, you may wish to break students' testing into shorter sections. These shorter testing periods may make their testing experience less stressful.

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

- If you know you will be administering the test in multiple sessions, remind students before they begin that they will be resuming the test at another date/time.
- A student returning to an OAKS Online test will start on the same number the student was working on previously. **Please note that if a student pauses an OAKS Online test for twenty minutes or more, the student will not be able to return to previously answered or marked questions.**
- Any printed test items or stimuli (including reading passages) must be securely shredded and may not be retained for use across test sessions.
- When resuming a test, Test Administrators (TAs) must review the process and re-read the student directions.

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. For students in grades 3 – 8, once a student has met or exceeded the achievement standard for a particular content area, the district may not administer any further testing opportunities to that student in that content area unless the district first receives explicit consent from the student's parent.

When a district cannot avoid having non-testing students present in the test environment (including students who have already met or exceeded the achievement standard for a particular content area or who have not yet received instruction in the grade-level content standards), 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 test administrator should only provide non-testing students with quiet activities that will not cause a distraction to students who are testing.
- **Observation of test items by only the student taking the test.** To protect the security of the test items, access to the test environment should be controlled to prevent anyone other

than the student who is testing from being able to see the test items. When students who are not testing are present in the test environment, districts should arrange the test environment so that non-testing students are separated from those who are testing. This ensures both that the non-testing students cannot view their classmates' secure test items, and that testing students cannot access any non-allowable resources that their non-testing classmates may be using.

ODE realizes that providing alternative activities for non-testing students can sometimes present a challenge for districts. **The Best Practices Guide for Administering OAKS provides guidance to help districts to provide for students who are not testing** (located at <http://www.ode.state.or.us/go/tam>).

Testing Procedure

Preparing for Test Administration

1. Several days prior to the day of testing, review this Test Administration Manual. Pay special attention to [Part III - Student Confidentiality](#) and [Part IV - Test Security](#), as well as the allowable resources in [Appendices C - F](#) for the subject area you are to administer.
2. Review your notes from the 2012-13 Test Administration training. Immediately contact your School Test Coordinator (STC) if you have not been trained **this year**.
3. Review the applicable appendices for the subject area tests you will administer.
4. Review the OAKS Online Test Administrator User Guide to ensure familiarity with both the TA and student interfaces of OAKS Online.
5. Minimize interruptions or disturbances during testing by posting a **TESTING – PLEASE DO NOT DISTURB** sign while testing is in progress.
6. Carefully review student settings before approving students to begin testing. For students receiving the computer-based read-aloud accommodation, ensure that the student's computer has a headset installed.
7. Plan time for make-up testing for students who are absent for any portion of the regular testing period. Every effort must be made to ensure that all students have an opportunity to complete the assessments.

Administering the Test

Students log in

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

The third screen calls for verification of student information. If you agree that the student's information is incorrect, instruct the student to select "No" to exit the student login.

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

The TA should monitor the student's selection when sessions are open to multiple subjects.

Before approving students to test, TAs must review the student's test settings, including language, to ensure they are correct. After you approve students, remind them to verify that their test subject and test settings are correct. Remember, once a student starts a test opportunity, test settings may not be changed for that test opportunity.

Students begin the test

The student will not be able to return to previously answered or marked questions following a PAUSE of 20 minutes or more. However, students may PAUSE on any item without answering all items in an item set. If the student selects PAUSE, the test session can be resumed at any time within 45 calendar days; after 45 calendar days the test record is expired and the opportunity is lost. When the student logs back in, he/she will only be able to review and change responses to items from the last presented item set.

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with [Part IV - Test Security](#).

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

Finishing the testing session

After answering the last item, each student is presented with a screen prompting students to review their answers (marked and unmarked) for all items available to the student (presented after any PAUSE taken) or to end the test. Tests can no longer be paused after the last question has been presented.

After answering the last item on the test and reviewing test items, students must end their test. They do so by clicking on REVIEW MY ANSWERS or SUBMIT TEST FOR SCORING. If a student clicks on SUBMIT TEST FOR SCORING, the student will not be able to review answers.

Upon completion, students must click 'END TEST' (the NEXT button fades and cannot be clicked after the last item is presented) and they will be presented with their score. The score is kept in the online session records associated with the test session in which a student completes the test and is transferred to the reporting system. TAs should remind students that test scores are private

information that should not be shared with other students. TAs should also be sensitive to the feelings of students completing their third and final testing opportunity who may not have received a passing score.

Once students have completed the testing, the TA is responsible for closing out the testing session. Be sure students successfully log off from the secure browser, and also be sure to log out of *your* session AND close the browser used for monitoring the session. As soon as a student completes a test, the student's results will be displayed (with the exception of Writing and ELPA tests). The score a student sees is the score that will be reported to ODE. Test scores will be made available to approved administrators on the ODE Student Centered Staging site (<https://district.ode.state.or.us>) and via OAKS Online reports. Student Centered Staging is the only source for official scores. Information from OAKS Online reports should only be viewed as preliminary information.

Student Directions (English)

The following student directions walk students through the log-in process for OAKS Online. **These log-in directions also apply to students using the Braille interface.** Note: TAs administering OAKS Online through the Braille interface must also read the Braille-specific student directions starting on p. B-7.

To ensure that students correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. Once students are comfortable with the log-in process, TAs may substitute the paraphrased log-in directions on p. B-6 for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to the OAKS Online system or who may continue to benefit from having the full log-in directions read to them at the start of each testing event. **Remember, you must also read the verbatim student directions on p. B-7 to all students before students begin testing.**

Translated Spanish student directions appear beginning on p. B-8.

Full Log-in Directions

Today, you will take a State of Oregon test in the area of _____. You will be given a Test Session ID that is required to start the test.

If we take a short break but continue with the test today, you will use the PAUSE button on-screen. You may PAUSE at any point in the test by clicking on PAUSE rather than on NEXT after answering an item. However, if there is only one item on the screen, you should try to answer that item before Pausing. If you PAUSE a test for more than 20 minutes, you will not be able to review or change the answers to items you have already answered. If you need an individual break during the test, raise your hand and wait for my instructions and permission.

Once you have logged in, you will have to wait for me to approve the test before you can start. I'll do that to make sure you have correctly entered your SSID and other information.

Enter your legal first name, not your nickname, your SSID, and the Session ID that I provided. Please do not share your ID as it is your own private information.

Once you have successfully logged in, you will see a screen with your full legal name, birth date, SSID, school, and grade. If all of the information on your screen is correct, select “Yes” to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong.

On the next screen, select the test you are taking today. If you are starting a new test click on START TEST; if you are continuing a test started earlier, click on RESUME TEST.

After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure each of you are taking the correct test. Please wait quietly while I verify each of your tests. After I approve you, you will see a screen asking you to confirm your test subject and settings. If all of the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand and I’ll be with you shortly.

Before your test begins, you will see a page listing the test tools and buttons that will appear on the test. You may review this now, or you can also access it during your test by clicking on the Help button in the top-right corner. When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

I will now read to you the directions for taking this test...

Paraphrased Log-in Directions

Today, you will take a State of Oregon test in the area of _____.

Enter your legal first name, not your nickname, your SSID, and the Session ID that I provide on the board.

Once you have logged in, you will see a screen with your information. If all of the information is correct, select “YES” to continue.

On the next screen, select the test you are taking by choosing START TEST, or if you are resuming a test, select RESUME TEST.

Once you have logged in, please wait for me to verify and approve each of your tests.

After I approve you, if all the information is correct, you may select YES, START MY TEST. If anything is incorrect, please raise your hand.

If we take a short break but continue with the test today, you will use the PAUSE button on-screen. If you have questions regarding using the PAUSE button, please raise your hand.

I will now read to you the directions for taking this test...

Braille-Specific Student Directions

OAKS Mathematics and OAKS Science:

Each question on the test you are about to take 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. You can use your JAWS Command Guide if you are unsure which button or key to use. If you need help using your refreshable Braille display or keyboard, please raise your hand.

OAKS Reading:

Each reading passage and question on the test you are about to take 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 reading passage or 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. You can use your JAWS Command Guide if you are unsure which button or key to use. If you need help using your refreshable Braille display or keyboard, please raise your hand...

OAKS Social Sciences:

Each question on the test you are about to take will be read aloud to you through your computer's screen reader and 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. You can use your JAWS Command Guide if you are unsure which button or key to use. If you need help using your refreshable Braille display or keyboard, please raise your hand...

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to students.

You **must** answer each question on the screen before going on to the next one. If you are unsure of an answer, try to eliminate one or two of the options you know are wrong. Find the best answer even if you are not sure; there is no penalty for guessing. Before going to the next screen go ahead and select what you think is the best answer and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session. The PAUSE button is used to stop the test. Please raise your hand if you need a break and ask your Test Administrator prior to clicking PAUSE.

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking.

If you 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. You can send a comment about this item if you wish by clicking on the comment button in the upper right-hand corner of the screen.

Directions for Ending the Test Session

We are nearing the end of this testing period. Please review any marked items now. If you need additional time let me know!

Student Directions (Spanish)

Full Log-in Directions

Hoy va a tomar un examen del Estado de Oregon en el área de _____. Se le dará una identificación (ID) por sesión de examen, la que es requerida para comenzar el examen.

Si tenemos un descanso breve y continuamos con el examen hoy día, debe usar el botón de PAUSE (PAUSA) en la pantalla. Usted debe usar PAUSE en cualquier lugar del examen oprimiendo el botón PAUSE, en vez de oprimir NEXT (siguiente) después de haber contestado la pregunta. Sin embargo, si hay solamente una pregunta en la pantalla, usted debe tratar de responderla antes de hacer la pausa. Si hace una PAUSA durante el examen por 20 o más minutos, no podrá revisar o cambiar las respuestas de las preguntas que ya ha contestado. Si necesita un descanso durante el examen, levante su mano y espere que le dé instrucciones y permiso.

Una vez que ha puesto su nombre en el examen, debe esperar que yo apruebe el examen antes que lo comience. Yo debo comprobar de que usted ha escrito correctamente su SSID (número de identificación segura del Estado) y demás informaciones.

Escriba su primer nombre legal, no su apodo, su número de SSID, y la identificación (ID) de la sesión que le he dado. Por favor no comparte su número de ID, es su propia información privada.

Una vez que haya entrado sin problemas al sistema, en la pantalla verá su nombre legal completo, su fecha de nacimiento, su número de SSID, el nombre de su escuela y su grado. Si toda la información es correcta, seleccione “Yes” (Sí) para continuar. Si cualquier parte de la información es incorrecta, por favor levante la mano para que me muestre que es lo que está incorrecto.

En la siguiente pantalla, seleccione el examen que está tomando hoy. Si está comenzando un examen nuevo, oprima el botón START TEST (COMENZAR EL EXAMEN); si está continuando el examen de antes, oprima el botón de RESUME TEST (CONTINUAR CON EL EXAMEN).

Cuando ha seleccionado su examen, verá en la pantalla una barra en movimiento y un mensaje que dice que usted está esperando la aprobación del administrador del examen. Este paso asegura que usted está tomando el examen correcto. Por favor espere en silencio mientras yo verifico cada uno de exámenes de los estudiantes. Después que yo le apruebe, verá una pantalla donde se le pide que confirme su materia de examen y ajustes. Si toda la información es correcta, puede seleccionar YES, START MY TEST (SI, COMENZAR MI EXAMEN). Si cualquier información es incorrecta, por favor levante su mano y yo le atenderé prontamente.

Antes que comenza el examen, verá una página que le enseñará una lista de herramientas y botones que aparecerán en su examen. Puede leer estas instrucciones ahora, o tendrá acceso a estas durante el examen al oprimir el botón de Help (Ayuda) en la esquina superior derecha de la pantalla. Cuando esté listo(a) para comenzar su examen, oprima BEGIN TEST NOW (EMPIECE EL EXAMEN AHORA) en la parte de abajo de la página.

Ahora le voy a leer las instrucciones para tomar este examen.

Paraphrased Log-in Directions

Hoy, usted tomará el examen del Estado de Oregón en el área de _____.

Ingrese su nombre legal, no su apodo, su identificación de estudiante (SSID), y la identificación de la Sesión que he escrito en el pizarrón.

Una vez que ha entrado en el sistema, usted verá en la pantalla su información. Si toda la información es correcta, seleccione “YES” para continuar.

En la próxima pantalla, seleccione el examen que usted está tomando al elegir START TEST, o si esta continuando con un examen, seleccione RESUME TEST.

Una vez que usted ha entrado al sistema, por favor espere a que yo pueda verificar y aprobar cada uno de sus exámenes.

Después de que yo le de la aprobación, si toda la información está correcta, usted puede seleccionar YES, START MY TEST. Si algo está incorrecto, por favor levante la mano.

Si tomamos un corto descanso, pero continuamos el examen hoy, usted utilizará el botón de PAUSE en la pantalla. Si tiene preguntas relacionadas al uso del botón PAUSE, por favor levante la mano.

Ahora le voy a leer las instrucciones para tomar este examen...

Braille-Specific Student Directions

OAKS Mathematics and OAKS Science:

Cada pregunta en la prueba que va a tomar será leída en voz alta a través de lector de pantalla de su computadora y será grabada en Braille para que usted pueda leer. Usted usará su pantalla Braille o teclado de la computadora para seleccionar su respuesta a cada pregunta y siga a través de la prueba. Usted puede utilizar su Guía de comandos de JAWS si no está seguro(a) qué botón o la tecla que va a usar. Si necesita ayuda para utilizar la pantalla Braille o el teclado, por favor, levante la mano.

OAKS Reading:

Cada pasaje de la lectura y las preguntas del examen que va a tomar será presentado en Braille a través de la línea braille. Las preguntas que incluyen una tabla, un gráfico o una gráfica serán grabadas en Braille para que usted pueda leer. También se puede solicitar el imprimir cualquier pasaje de lectura o consulta, y será grabada en Braille para que usted pueda leer. Usted usará su pantalla Braille o teclado de la computadora para seleccionar su respuesta a cada pregunta y así continúe a través de la prueba. Usted puede utilizar su Guía de comandos de JAWS si no está seguro(a) qué botón o la tecla que va a usar. Si necesita ayuda para utilizar la pantalla Braille o el teclado, por favor, levante la mano.

OAKS Social Sciences:

Cada pregunta en la prueba que va a tomar será leída en voz alta a través de lector de pantalla de su computadora y se presentarán en Braille a través de la línea braille. Las preguntas que incluyen una tabla, un gráfico o una gráfica serán grabadas en Braille para que usted pueda leer. También se puede solicitar el imprimir cualquier pregunta, y será grabada en Braille para que usted pueda leer. Usted usará su pantalla Braille o teclado de la computadora para seleccionar su respuesta a cada pregunta y así continúe a través de la prueba. Usted puede utilizar su Guía de comandos de JAWS si no está seguro(a) qué botón o la tecla que va a usar. Si necesita ayuda para utilizar la pantalla Braille actualizable o el teclado, por favor, levante la mano.

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students.

Usted debe contestar cada pregunta en la pantalla antes de pasar a la siguiente. Si no está seguro de una respuesta, trate de eliminar una o dos de las opciones que usted sabe que son incorrectas. Encuentre la mejor respuesta aunque esté inseguro; no se penaliza el adivinar. Antes de pasar al siguiente pantalla, siga y elija la respuesta que usted crea es la mejor y márkela antes de pasar a la siguiente pregunta, si quiere revisarla más tarde. Usted podrá volver y cambiar la respuesta durante esta sesión del examen. El botón de PAUSE es usado para detener el examen. Por favor levante la mano si necesita un descanso y pregúntele al administrador del examen antes de oprimir PAUSE.

Sus respuestas deben ser su propio trabajo. Por favor, mantenga su vista en su propia prueba y recuerde que no debe hablar.

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

Es importante que trate de hacer lo mejor que pueda. ¿Necesita pausar 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**.

Trate de hacer lo mejor posible y elija la respuesta que tenga más sentido para usted. Si lo desea puede enviar un comentario sobre este tema haciendo clic en el botón de comentarios en la esquina superior derecha de la pantalla.

Directions for Ending the Test Session

Estamos cerca del final de este periodo de examen. Por favor revise las preguntas que ha marcado ahora. Si necesita más tiempo dígamelo ahora.

OAKS Online User Guides

To ensure that TAs and other district and school staff involved with administering OAKS Online have access to the most up-to-date information, updated 2012-13 versions of the user guides referenced below will all be available on ODE's Web site in September 2012 at <http://www.ode.state.or.us/search/page/?id=391>.

OAKS Online Test Administrator User Guide

The OAKS Online Test Administrator User Guide is designed to familiarize Test Administrators with OAKS Online and both user-interfaces integral to testing. The guide is divided into two primary sections – Part I for the Test Administrator Interface and Part II for the Student Interface. A third section of the guide provides information specific to the OAKS Online Training and Practice Test sites. This User Guide includes information on creating and administering test sessions for OAKS Online, Online Writing, and ELPA, as well as for the Braille interface of OAKS Online.

Reporting System User Guide

The Oregon Online Reporting System provides interactive online Performance Reports containing preliminary data for authorized state-level representatives, district personnel, principals, and school personnel (teachers and administrators). Specifically, the online reporting system allows authorized users to view institution, personnel, roster, and individual student reports in table and graph forms; manage rosters; and access integrated information from ODE's SSID and OAKS Online systems, resulting in a centralized reporting system. The only source for official scores is the ODE student centered staging application. Please note that in some districts, only the District Test Coordinator

(DTC) will have access to student centered staging. Information from OAKS online reports should only be viewed as preliminary information. The Reporting System User Guide uses a step-by-step approach to using the online reporting system.

Test Information Distribution Engine (TIDE) User Guide

The TIDE User Guide provides instructions to help authorized state, district and school personnel manage users across all OAKS systems, update student settings, and orders paper-based writing tests.

Network Administrator User Guide

The Network Administrator User Guide provides network administrators with information, tools, and recommended configuration details to help districts and/or schools prepare their networks for operational testing. It addresses some of the common bottleneck issues that can hinder performance, and it offers strategies to identify potential issues prior to testing.

OAKS Online Security Features

Test security is essential to ensuring the reliability and validity of student scores. Students will use a secure browser to access OAKS Online tests. Download and installation information for the secure browser is provided online at <http://www.oaks.k12.or.us>. The secure browser provides a secure environment for student testing by disabling the hot-keys, copy and screenshot capabilities, and access to the desktop (internet, e-mail, and other files or programs installed on school machines). The secure browser will not display the IP address or other URL for the site. **Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. The “back” and “forward” browser options are not available, except as allowed in the testing environment as testing navigation tools.** Students will not be able to print from the secure browsers, but they will be able to submit printing requests for reading passages to the TA. During testing, the desktop is “locked down” and students must “Pause” (which saves the student’s test for another session) or answer all items and complete a test in order to exit the secure browser.

In the event of technical difficulties that require force quitting of the secure browser, TAs should contact their [Regional Assessment Support ESD Partner](#) for the force quit commands to close the secure browser.

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

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

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

Student identity confirmation helps keep test items secure by ensuring that students see only the tests they are supposed to see. Only trained TAs who have signed the Assurance of Test Security form may be given access to the Test Information Distribution System (TIDE) of OAKS Online. Under no circumstance may students access TIDE or the Online Reporting System.

Additional information about student login and session monitoring are provided in the TA and Student Interface Users Guides.

Maintaining Security of OAKS Online Printed Materials

To ensure the security of Oregon's test items and student confidentiality, all printed testing materials (e.g., test session management reports, materials with individual student information, and student score reports) must be kept secure in accordance with [Part IV – Test Security](#) of this Test Administration Manual. If there are any questions about secure materials, contact your District Test Coordinator (DTC). If the DTC is unsure of the answer, your question will be forwarded to your [Regional Assessment Support ESD Partner](#).

Students may not print reading passages from within the secure browser directly, but they may submit a request to print to the Test Administrator (TA) who will either approve or deny each request and then print the approved requests for the student. Similarly, students who have the restricted resource of print-on-request set form them may request for individual test items to be printed; this restricted resource must be noted in TIDE prior to test administration. **Printed test items and reading passages (including embossed Braille print-outs) must be collected at the end of each testing event and securely shredded immediately. DO NOT keep test items or passages for future testing events.** Once an item or passage has been presented to a student, the item or all items associated with a passage must be answered before pausing or exiting the test. However, students will have the ability to pause in the middle of an item set if time does not permit them to answer all items during a given testing event.

APPENDIX C – REQUIREMENTS FOR OAKS READING ADMINISTRATION

OAKS Reading/Literature Allowable Resources

During the administration of the OAKS Reading Assessment, the use of resources such as a dictionary, a thesaurus, literature texts, or literary glossaries is **NOT** permitted. Wall charts which contain literary definitions must be removed or covered during the testing session.

Only those allowable resources listed below may be provided to students during the OAKS Reading Assessment. Remind students that they may use only these allowable resources prior to each OAKS Reading testing event:

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS READING ASSESSMENT
<ul style="list-style-type: none">• Blank scratch paper (Must be securely shredded immediately following a testing event) or individual erasable whiteboards
<ul style="list-style-type: none">• Printed reading passages<ul style="list-style-type: none">○ Consistent with the prohibition of student coaching and leading students through instructional strategies, students must initiate the request to print reading passages from the online test. Test Administrators (TAs) may not prompt students to print reading passages.○ All printed reading passages must be collected and securely shredded immediately following each testing event. Students may <u>not</u> keep printed reading passages for use during future testing events.
<ul style="list-style-type: none">• Highlighter, marker, pen, and pencil
<ul style="list-style-type: none">• Masks/markers to limit distractions
<ul style="list-style-type: none">• Auditory amplification devices, hearing aids, noise buffers
<ul style="list-style-type: none">• Transparent sheets (clear or tinted) to protect test materials or to improve focus
<ul style="list-style-type: none">• Response aids (e.g., adaptive pencils, key guards, and skins) for use on printed items
<ul style="list-style-type: none">• Posters offering students encouragement or inspiration without any specific content related to Reading content standards, for example:<ul style="list-style-type: none">○ “Believe in Yourself”○ “Set your dreams high”

<ul style="list-style-type: none">• ODE-provided student directions handout<ul style="list-style-type: none">○ Only the ODE-provided student directions found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Reading Assessment. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included in Appendix B which must be read aloud to students verbatim.
<ul style="list-style-type: none">• ODE-provided OAKS Online keyboard navigation symbols<ul style="list-style-type: none">○ Only the ODE-provided OAKS Online keyboard navigation symbols found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Reading Assessment. They should be made available to students at any grade in printed form, if requested.○ For students taking OAKS Online through the Braille interface, ODE provides an embossed navigation guide for the keyboard, refreshable Braille display, and JAWS voice commands.
<ul style="list-style-type: none">• ODE-provided Student's Braille Transcription Guide<ul style="list-style-type: none">○ For students taking OAKS Online using the Braille Interface, ODE provides an embossed copy of a Student's Braille Transcription Guide that identifies special Braille characters used throughout the test and related information.

NOTE: Although ODE-provided resources are not secure materials, they contain specific content that must not be altered. TAs may enlarge ODE-provided resources or their parts (e.g., as a poster or wall chart) but must NOT otherwise alter their content or change their presentation.

RESTRICTED RESOURCES DURING ADMINISTRATION OF THE OAKS READING ASSESSMENT
<ul style="list-style-type: none">• Printed test items<ul style="list-style-type: none">○ Printed test items should only be made available based on individual student need and will require the district to mark this as a restricted resource for each student individually in TIDE prior to test administration. See p. 11 for guidance on appropriately identifying students needing this restricted resource.○ All printed test items (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may <u>not</u> keep printed test items for use during future testing events.

Restricted resources are any computer-based application, tool, functionality, or a non-electronic resource approved by the Accommodations Panel that does not interfere with the measured construct, but has restricted availability and requires district documentation of individual student need prior to its use.

Accommodations

There are a number of allowable supportive administration conditions for the OAKS Reading Assessment. See <http://www.ode.state.or.us/search/page/?=487>.

Administering OAKS Reading/Literature

[Appendix B – OAKS Online Assessments](#) contains directions for setting up and administering OAKS Reading/Literature through OAKS Online. **Note: TAs must read the student directions contained in Appendix B verbatim to students prior to administering an OAKS Online assessment.**

Braille Interface of OAKS Online

For students who use Braille, the Braille interface of OAKS Online delivers OAKS Reading to students in Braille through either a 40-cell Refreshable Braille Display or a Braille embosser.

Based on the student settings specified by the school district within the OAKS Online System, OAKS Reading is available in either Literary Contracted Braille or Literary Un-contracted Braille. Each item or reading passage on the OAKS Reading assessment is automatically displayed to the student using a 40-cell Refreshable Braille Display unless the item or reading passage contains tactile or spatial components; such items and reading passages are automatically sent to the Braille embosser instead of being displayed on the Refreshable Braille Display. In addition, a student may request embossing for any item or reading passage as the student progresses through the test. Districts may also designate a student to receive all items and reading passages through the Braille embosser instead of through the Refreshable Braille Display as a restricted resource based on the student settings specified by the school district within the OAKS Online System. This restricted resource must be set prior to the start of a given test opportunity.

[Appendix B – OAKS Online Assessments](#) contains student directions for administering OAKS Reading/Literature through the Braille interface of OAKS Online. Additional information about administering OAKS through the new Braille interface, including TA training requirements, is located in [Part VIII – Students with Disabilities](#).

OAKS Online Grade 3 Spanish Reading Assessment

ODE offers a Grade 3 Spanish Reading Assessment through OAKS Online for eligible students enrolled in grade 3 ([Table 1](#)). This is a native-language test which presents reading passages and items only in Spanish. This is not a Spanish-English side-by-side assessment. Test administrators (TAs) may administer the Grade 3 Spanish Reading Assessment by selecting Spanish as the test language for the student's test opportunity.

Any Grade 3 student may take the Grade 3 Spanish Reading Assessment for up to two of the three available OAKS Reading/Literature test opportunities. However, ODE will treat any Grade 3 Spanish Reading Assessment administered to a non-eligible student as invalid ([Table 1](#)) for accountability purposes. Each eligible student ([Table 1](#)) may take the Grade 3 Spanish Reading Assessment for all three available OAKS Reading/Literature testing opportunities and may use the Grade 3 Spanish Reading Assessment for accountability purposes. Students enrolled in the U.S. for the first time after May 1, 2012 but before May 2, 2013 are eligible to take the ELPA in place of the OAKS Reading Assessment. (See [Table 2](#) for assessment requirements).

APPENDIX D – REQUIREMENTS FOR OAKS MATHEMATICS ADMINISTRATION

OAKS Mathematics Allowable Resources

Only those allowable resources listed below may be provided to students during the OAKS Mathematics Assessment. Remind students that they may use only these allowable resources prior to each OAKS Mathematics testing event:

Allowable Resources During Administration of the OAKS Mathematics Assessment

- Calculators:
 - Calculators are allowed for all students in all grades at all times. Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).
 - Calculators used during testing should be those used during instruction so they are familiar to the students. (On-screen calculators are accessible through the OAKS student interface during the test, and are also available for students to use during classroom instructional activities at <http://www.ode.state.or.us/search/page/?id=441>)
 - Calculators with keyboards, communication functionality, and/or symbolic algebra functionality are NOT allowed.
 - Talking calculators may be used by students who need them, so long as the following conditions are satisfied:
 - The TA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment.
 - Prior to testing, the TA must ensure that the calculator settings comply with the accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (<http://www.ode.state.or.us/search/page/?=487>).
- Manipulatives:
 - **Only the manipulatives identified below are allowed during the OAKS Mathematics Assessment.** They should be made available to all students at all grades, if requested.
 - Algebra tiles

Allowable Resources During Administration of the OAKS Mathematics Assessment

- Balance, including “Hands-on-Math Algebra” balance
 - Base-ten blocks
 - Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten
 - Colored chips, including positive and negative chips
 - Color tiles
 - Cubes
 - Cuisenaire rods
 - Dice
 - Dominoes or checkers
 - Dot paper (square or hex)
 - Egg cartons of various sizes
 - Fraction strips or fraction pieces
 - Geoboard and rubber bands
 - Geometric shapes – 2D and 3D
 - Interlocking cubes
 - Legos
 - Marbles or colored cubes and containers
 - Measuring cups and spoons with marks and text
 - Pattern blocks
 - Patty paper (small square sheets)
 - Play money
 - Playing cards or numbered cards
 - Scissors
 - Spinners
 - String
 - Tangrams
 - Tiles
 - Touch math cards
 - Transparent sheets, mirrors, MIRA™ -- symmetry tools
 - 2-D nets
- Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to the students.
- Manipulatives are available to help students think, not to give them answers.

Allowable Resources During Administration of the OAKS Mathematics Assessment
<p>Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer.</p> <ul style="list-style-type: none"> ○ Manipulatives must be available in the test environment where students may get them if they choose to use them. ○ Manipulatives must not be labeled. ○ Students are not to work with manipulatives in concert with other students. ○ Students are not to be coached as to which manipulatives to use.
<ul style="list-style-type: none"> ● Highlighter, marker, pen, and pencil
<ul style="list-style-type: none"> ● Abacus
<ul style="list-style-type: none"> ● Masks/markers to limit distractions
<ul style="list-style-type: none"> ● Rulers, yard sticks, meter sticks, and tape measures
<ul style="list-style-type: none"> ● Protractors and compasses
<ul style="list-style-type: none"> ● Templates with unlabeled shapes
<ul style="list-style-type: none"> ● Instructional clocks with numbers
<ul style="list-style-type: none"> ● Thermometers with numbers on scale
<ul style="list-style-type: none"> ● Multiplication table (up to 12 x 12)
<ul style="list-style-type: none"> ● Number line (may be unmarked or with integers)
<ul style="list-style-type: none"> ● Blank scratch paper (Must be securely shredded immediately following a testing event) or individual erasable whiteboards <ul style="list-style-type: none"> ○ Blank graph paper may be used as scratch paper. Graph paper may also include unlabeled axes.
<ul style="list-style-type: none"> ● Hundreds chart (must not exceed 100)
<ul style="list-style-type: none"> ● ODE-provided formula & conversion sheets: <ul style="list-style-type: none"> ○ Only the formulas and conversion sheets posted online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Mathematics Assessment. They should be made available to all students at all grades in printed form, if requested.
<ul style="list-style-type: none"> ● ODE-provided translated Math terms:

Allowable Resources During Administration of the OAKS Mathematics Assessment
<ul style="list-style-type: none">○ Only the translated math terms posted online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Mathematics Assessment. They should be made available to all students at all grades in printed form, if requested.
<ul style="list-style-type: none">• Calendar with text
<ul style="list-style-type: none">• Posters offering students encouragement or inspiration without any specific content related to Mathematics content standards, for example:<ul style="list-style-type: none">○ “Believe in Yourself”○ “Set your dreams high”
<ul style="list-style-type: none">• Auditory amplification devices, hearing aids, and noise buffers
<ul style="list-style-type: none">• Transparent sheets (clear or tinted) to protect test materials or to improve focus
<ul style="list-style-type: none">• Response aids (e.g., adaptive pencils, key guards, and skins) for use on printed items
<ul style="list-style-type: none">• ODE-provided student directions handout<ul style="list-style-type: none">○ Only the ODE-provided student directions found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Mathematics Assessment. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included in Appendix B which must be read aloud to students verbatim.
<ul style="list-style-type: none">• ODE-provided OAKS Online keyboard navigation symbols<ul style="list-style-type: none">○ Only the ODE-provided OAKS Online keyboard navigation symbols found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Mathematics Assessment. They should be made available to students at any grade in printed form, if requested.○ For students who use Braille taking OAKS Online through the Braille interface, ODE provides an embossed navigation guide for the keyboard, refreshable Braille display, and JAWS voice commands.
<ul style="list-style-type: none">• ODE-provided math read-aloud handout<ul style="list-style-type: none">○ Only the ODE-provided math read-aloud handout found online at http://www.ode.state.or.us/search/page/?=2346 is allowed during the OAKS Mathematics Assessment. This may be made available to students receiving the read-aloud accommodation at any grade in printed form, if requested. Note: this handout uses student-friendly language to describe the

Allowable Resources During Administration of the OAKS Mathematics Assessment
process for administering the math read-aloud accommodation. <ul style="list-style-type: none">○ Complete guidance on the math read-aloud accommodation is available at http://www.ode.state.or.us/teachlearn/testing/manuals/tables/math-read-aloud-accommodation-guidelines.pdf.
<ul style="list-style-type: none">● ODE-provided Student’s Braille Transcription Guide<ul style="list-style-type: none">○ For students taking OAKS Online using the Braille Interface, ODE provides an embossed copy of a Student’s Braille Transcription Guide that identifies special Braille characters used throughout the test and related information.

NOTE: Although ODE-provided resources are not secure materials, they contain specific content that must not be altered. TAs may enlarge ODE-provided resources or their parts (e.g., as a poster or wall chart) but must NOT otherwise alter their content or change their presentation.

RESTRICTED RESOURCES DURING ADMINISTRATION OF THE OAKS MATHEMATICS ASSESSMENT
<ul style="list-style-type: none">● Printed test items<ul style="list-style-type: none">○ Printed test items should only be made available based on individual student need and will require the district to mark this as a restricted resource for each student individually in TIDE prior to test administration. See p. 11 for guidance on appropriately identifying students needing this restricted resource.○ All printed test items (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events.
<ul style="list-style-type: none">● Exclusion of machine-scored graphic response items<ul style="list-style-type: none">○ Exclusion of machine-scored graphic response items may only be set for individual students and will require the district to mark this as a restricted resource for that student in the OAKS Test Information Distribution Engine (TIDE) prior to test administration.○ See below for guidance on determining which students may benefit from this restricted resource.

Restricted resources are any computer-based application, tool, functionality, or a non-electronic resource approved by the Accommodations Panel that does not interfere with the measured construct, but has restricted availability and requires district documentation of individual student need prior to its use.

Machine-Scored Graphic Response Items on the OAKS Mathematics Tests

The OAKS Mathematics tests include machine-scored graphic response items operationally; these items will count toward a student's score. **Prior to operational testing**, districts should ensure that all students have an opportunity to familiarize themselves with the format of the machine-scored graphic response items using either the practice test or the machine-scored graphic response item tutorial available through the OAKS Portal. If the student is unable to interact with the machine-scored graphic response items on the practice test, the district may exclude this item type for that student in TIDE as a **restricted resource**. For students on an IEP or 504 Plan, the Plan must explicitly indicate this as a restricted resource. For students not on an IEP or 504 Plan, the district must otherwise document the individual student's need prior to setting this restricted resource for the student.

Prior to the start of testing, districts should consider whether to exclude machine-scored graphic response items for:

- students who require access to printed test items due either to visual impairments or a condition that makes looking at a computer screen difficult
- students who may be able to look at fixed objects on a computer screen but experience difficulties looking at moving objects on a computer screen or
- students who require assistance from a TA to manipulate the mouse

This must be done prior to administering an operational test, as this item type cannot be excluded from a test that is already in progress.

Accommodations

There are a number of allowable supportive administration conditions for the OAKS Mathematics Assessment. See <http://www.ode.state.or.us/search/page/?=487>.

Administering OAKS Mathematics

[Appendix B – OAKS Online Assessments](#) contains directions for setting up and administering OAKS Mathematics through OAKS Online. **Note: TAs must read the student directions contained in Appendix B verbatim to students prior to administering an OAKS Online assessment.**

Braille Interface of OAKS Online

For students who use Braille, the Braille interface of OAKS Online delivers OAKS Mathematics to students in both audio and Braille. The text-to-speech audio component is delivered through the JAWS 12 Screen Reader consistent with the Oregon-adopted NAEP read-aloud guidelines, and the Braille component is delivered through a Braille Embosser. Each item on the OAKS Mathematics assessment is presented in Nemeth Braille and automatically sent to print as an embossed print-out in real-time as the student progresses through the test.

[Appendix B – OAKS Online Assessments](#) contains student directions for administering OAKS Mathematics through the Braille interface of OAKS Online. Additional information about administering OAKS through the new Braille interface, including TA training requirements, is located in [Part VIII – Students with Disabilities](#).

APPENDIX E – REQUIREMENTS FOR OAKS SCIENCE ADMINISTRATION

Scientific Discoveries and Test Items

All items generated for use on Oregon Statewide Assessments are subject to a series of rigorous reviews prior to use in field tests and operational tests. Initial reviews occur when the items are first developed and subsequent reviews occur by content specialists and educators as items go through the development process. In spite of this, occasional errors may occur.

Specific to science, it is recognized that science is not a static set of facts. Our understanding of science is constantly changing and as new evidence emerges, ODE will try to make assessments consistent with the most accurate information available as long as the content still aligns with the approved science content standards. As such, it is possible that assessment items may be updated regarding changes even though approved textbooks and resources contain outdated information.

OAKS Science Allowable Resources

During administration of the Science Test, students must **NOT** have access to notes, textbooks, maps, or charts.

Only those allowable resources listed below may be provided to students during the OAKS Science Assessment. Remind students that they may use only these allowable resources prior to each OAKS Science testing event:

Allowable Resources During Administration of the OAKS Science Assessment

- Calculators:
 - Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).
 - Calculators with keyboards and/or communication functionality are NOT allowed.
 - Calculators used during testing should be those used during instruction so they are familiar to the students.
 - Talking calculators may be used by students who need them, so long as the following conditions are satisfied:
 - The TA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment.

Allowable Resources During Administration of the OAKS Science Assessment
<ul style="list-style-type: none"> ▪ Prior to testing, the TA must ensure that the calculator settings comply with the accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (http://www.ode.state.or.us/search/page/?=487).
<ul style="list-style-type: none"> • Abacus
<ul style="list-style-type: none"> • Highlighter, marker, pen, and pencil
<ul style="list-style-type: none"> • Masks/markers to limit distractions
<ul style="list-style-type: none"> • Rulers
<ul style="list-style-type: none"> • ODE-provided Periodic Table: <ul style="list-style-type: none"> ○ Only the ODE-provided periodic table posted online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Science Assessment. They should be made available to Benchmark 3 and high school students in printed form, if requested.
<ul style="list-style-type: none"> • Blank scratch paper (Must be securely shredded immediately following a testing event) or individual erasable whiteboards
<ul style="list-style-type: none"> • Calendar
<ul style="list-style-type: none"> • Posters offering students encouragement or inspiration without any specific content related to the Science content standards, for example: <ul style="list-style-type: none"> ○ “Believe in Yourself” ○ “Set your dreams high”
<ul style="list-style-type: none"> • Auditory amplification devices, hearing aids, noise buffers
<ul style="list-style-type: none"> • Transparent sheets (clear or tinted) to protect test materials or to improve focus
<ul style="list-style-type: none"> • Response aids (e.g., adaptive pencils, key guards, and skins) for use on printed items
<ul style="list-style-type: none"> • ODE-provided student directions handout <ul style="list-style-type: none"> ○ Only the ODE-provided student directions found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Science Assessment. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included in Appendix B which must be read aloud to students verbatim.

Allowable Resources During Administration of the OAKS Science Assessment

- ODE-provided OAKS Online keyboard navigation symbols
 - **Only the ODE-provided OAKS Online keyboard navigation symbols found online at <http://www.ode.state.or.us/search/page/?=2346> are allowed during the OAKS Science Assessment.** They should be made available to students at any grade in printed form, if requested.
 - For students who use Braille taking OAKS Online through the Braille interface, ODE provides an embossed navigation guide for the keyboard, refreshable Braille display, and JAWS voice commands.
- ODE-provided Student’s Braille Transcription Guide
 - For students taking OAKS Online using the Braille Interface, ODE provides an embossed copy of a Student’s Braille Transcription Guide that identifies special Braille characters used throughout the test and related information.

NOTE: Although ODE-provided resources are not secure materials, they contain specific content that must not be altered. TAs may enlarge ODE-provided resources or their parts (e.g., as a poster or wall chart) but must NOT otherwise alter their content or change their presentation.

RESTRICTED RESOURCES DURING ADMINISTRATION OF THE OAKS SCIENCE ASSESSMENT

- Printed test items and stimuli
 - Printed test items should only be made available based on individual student need and will require the district to mark this as a restricted resource for each student individually in TIDE prior to test administration. See p. 11 for guidance on appropriately identifying students needing this restricted resource.
 - All printed test items (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events.
- Exclusion of machine-scored graphic response items
 - Exclusion of machine-scored graphic response items may only be set for individual students and will require the district to mark this as a restricted resource for that student in the OAKS Test Information Distribution Engine (TIDE) prior to test administration.
 - See below for guidance on determining which students may benefit from this restricted resource.

Restricted resources are any computer-based application, tool, functionality, or a non-electronic resource approved by the Accommodations Panel that does not interfere with the

measured construct, but has restricted availability and requires district documentation of individual student need prior to its use.

Machine-Scored Graphic Response Items on the OAKS Science Tests

The OAKS Science tests will include machine-scored graphic response items operationally; these items will count toward a student's score. **Prior to operational testing**, districts should ensure that all students have an opportunity to familiarize themselves with the format of the machine-scored graphic response items using either the practice test or the machine-scored graphic response item tutorial available through the OAKS Portal. If the student is unable to interact with the machine-scored graphic response items on the practice test, the district may exclude this item type for that student in TIDE as a **restricted resource**. For students on an IEP or 504 Plan, the Plan must explicitly indicate this as a restricted resource. For students not on an IEP or 504 Plan, the district must otherwise document the individual student's need prior to setting this restricted resource for the student.

Prior to the start of testing, districts should consider whether to exclude machine-scored graphic response items for:

- students who require access to printed test items due either to visual impairments or a condition that makes looking at a computer screen difficult
- students who may be able to look at fixed objects on a computer screen but experience difficulties looking at moving objects on a computer screen or
- students who require assistance from a TA to manipulate the mouse

This must be done prior to administering an operational test, as this item type cannot be excluded from a test that is already in progress.

Accommodations

There are a number of allowable supportive administration conditions for the OAKS Science Assessment. See <http://www.ode.state.or.us/search/page/?=487>.

Administering OAKS Science

[Appendix B – OAKS Online Assessments](#) contains directions for setting up and administering OAKS Science through OAKS Online. **Note: TAs must read the student directions contained in Appendix B verbatim to students prior to administering an OAKS Online assessment.**

Braille Interface of OAKS Online

For students who use Braille, the Braille interface of OAKS Online delivers OAKS Science to students in both audio and Braille. The text-to-speech audio component is delivered through the JAWS 12 Screen Reader consistent with the Oregon-adopted NAEP read-aloud guidelines, and the Braille component is delivered through a Braille Embosser. Each item or stimulus on the OAKS Science assessment is presented in Nemeth Braille and automatically sent to print as an embossed print-out in real-time as the student progresses through the test.

[Appendix B – OAKS Online Assessments](#) contains student directions for administering OAKS Science through the Braille interface of OAKS Online. Additional information about administering OAKS through the new Braille interface, including TA training requirements, is located in [Part VIII – Students with Disabilities](#).

APPENDIX F – REQUIREMENTS FOR OAKS SOCIAL SCIENCES ADMINISTRATION

OAKS Social Sciences Allowable Resources

During the administration of the Social Sciences Test, the use of resources such as a dictionary, a thesaurus, literature texts, or literary glossaries is **NOT** permitted. Wall charts which contain social sciences definitions must be removed or covered during the testing session.

Only those allowable resources listed below may be provided to students during the OAKS Social Sciences Assessment. Remind students that they may use only these allowable resources prior to each OAKS Social Sciences testing event:

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS SOCIAL SCIENCES ASSESSMENT
<ul style="list-style-type: none">• Calculators:<ul style="list-style-type: none">○ Calculators are allowed for all students in all grades at all times. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).○ Calculators with keyboards and/or communication functionality are NOT allowed.○ Calculators used during testing should be those used during instruction so they are familiar to the students.○ Talking calculators may be used by students who need them, so long as the following conditions are satisfied:<ul style="list-style-type: none">▪ The TA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment.▪ Prior to testing, the TA must ensure that the calculator settings comply with the accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (http://www.ode.state.or.us/search/page/?=487).
<ul style="list-style-type: none">• Abacus
<ul style="list-style-type: none">• Highlighter, marker, pen, and pencil
<ul style="list-style-type: none">• Masks/markers to limit distractions

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS SOCIAL SCIENCES ASSESSMENT
<ul style="list-style-type: none">• Rulers
<ul style="list-style-type: none">• Blank scratch paper (Must be securely shredded immediately following a testing event) or individual erasable whiteboards
<ul style="list-style-type: none">• Calendar
<ul style="list-style-type: none">• Posters offering students encouragement or inspiration without any specific content related to the social sciences content standards, for example:<ul style="list-style-type: none">○ “Believe in Yourself”○ “Set your dreams high”
<ul style="list-style-type: none">• Auditory amplification devices, hearing aids, noise buffers
<ul style="list-style-type: none">• Transparent sheets (clear or tinted) to protect test materials or to improve focus
<ul style="list-style-type: none">• Response aids (e.g., adaptive pencils, key guards, and skins) for use on printed items
<ul style="list-style-type: none">• ODE-provided student directions handout<ul style="list-style-type: none">○ Only the ODE-provided student directions found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Social Sciences Assessment. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included in Appendix B which must be read aloud to students verbatim.
<ul style="list-style-type: none">• ODE-provided OAKS Online keyboard navigation symbols<ul style="list-style-type: none">○ Only the ODE-provided OAKS Online keyboard navigation symbols found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Social Sciences Assessment. They should be made available to students at any grade in printed form, if requested.○ For students who use Braille taking OAKS Online through the Braille interface, ODE provides an embossed navigation guide for the keyboard, refreshable Braille display, and JAWS voice commands.
<ul style="list-style-type: none">• ODE-provided Student’s Braille Transcription Guide<ul style="list-style-type: none">○ For students taking OAKS Online using the Braille Interface, ODE provides an embossed copy of a Student’s Braille Transcription Guide that identifies special Braille characters used throughout the test and related information.

NOTE: Although ODE-provided resources are not secure materials, they contain specific content that must not be altered. TAs may enlarge ODE-provided resources or their parts

(e.g., as a poster or wall chart) but must **NOT** otherwise alter their content or change their presentation.

RESTRICTED RESOURCES DURING ADMINISTRATION OF THE OAKS SOCIAL SCIENCES ASSESSMENT

- Printed test items
 - Printed test items should only be made available based on individual student need and will require the district to mark this as a restricted resource for each student individually in TIDE prior to test administration. See p. 11 for guidance on appropriately identifying students needing this restricted resource.
 - All printed test items (including embossed Braille print-outs) must be collected and securely shredded immediately following each testing event. Students may not keep printed test items for use during future testing events.

Restricted resources are any computer-based application, tool, functionality, or a non-electronic resource approved by the Accommodations Panel that does not interfere with the measured construct, but has restricted availability and requires district documentation of individual student need prior to its use.

Accommodations

There are a number of allowable supportive administration conditions for the OAKS Social Sciences Assessment. See <http://www.ode.state.or.us/search/page/?=487>.

Administering OAKS Social Sciences

For directions for setting up and administering OAKS Social Sciences through OAKS Online, please refer to [Appendix B – OAKS Online Assessments](#). **Note: TAs must read the student directions contained in Appendix B verbatim to students prior to administering an OAKS Online assessment.**

Braille Interface of OAKS Online

For students who use Braille, the Braille interface of OAKS Online delivers OAKS Social Sciences to students in both audio and Braille. The text-to-speech audio component is delivered through the JAWS 12 Screen Reader consistent with the Oregon-adopted NAEP read-aloud guidelines, and the Braille component is delivered through either a 40-cell Refreshable Braille Display or a Braille embosser.

Based on the student settings specified by the school district within the OAKS Online System, OAKS Social Sciences is available in either Literary Contracted Braille or Literary Un-contracted Braille. Each item or stimulus on the OAKS Social Sciences assessment automatically displays to the student using a 40-cell Refreshable Braille Display unless the item or stimulus contains tactile or spatial components; such items and stimuli are automatically sent to the Braille embosser instead of being displayed on the Refreshable Braille Display. In addition, a student may request embossing for any item as the student progresses through the test. Districts may also designate a student to receive all items through the Braille embosser instead of through the Refreshable Braille Display as a

restricted resource based on the student settings specified by the school district within the OAKS Online System. This restricted resource must be set prior to the start of a given test opportunity.

[Appendix B – OAKS Online Assessments](#) contains student directions for administering OAKS Social Sciences through the Braille interface of OAKS Online. Additional information about administering OAKS through the new Braille interface, including TA training requirements, is located in [Part VIII – Students with Disabilities](#).

DRAFT

APPENDIX G – REQUIREMENTS FOR OAKS WRITING PERFORMANCE ADMINISTRATION

ODE offers both an online and a paper-based version of the Writing Performance Assessment. **Due to budgetary restrictions, the Oregon Legislature has determined that for 2012-13, the Writing Performance Assessment will only be available for students in grade 11.** The Writing Performance Assessment will not be offered at grades 4 or 7, or for high school students in grades 9, 10, or 12. Each student has one opportunity to be assessed and may either take the online assessment or the paper-based assessment as available by grade. **Students may not take both the online and the paper-based versions of the Writing Performance Assessment.** Each test will be scored by a double rater.

Ordering and Receiving Paper-Based Writing Performance Assessments

Schools administering the paper-based Writing Performance Assessment must order writing assessment materials through the District Test Coordinator (DTC). The DTC must order writing assessment materials through the OAKS Online Test Information Delivery Engine (TIDE) during the applicable order window listed in the 2012-13 Test Schedule ([Appendix A](#)) and copied below. Note: districts may not request blank, non-pre-coded tests in place of ordering pre-coded tests. Should a district fail to order paper tests during the applicable order window, the district may administer the test to its students using the Online Writing test.

Test	Order Window	Available Grades
Winter Writing	10/18/2012 – 12/10/2012	Available for Grade 11 Students only
Spring Writing	1/24/2013 – 3/14/2013	Available for Grade 11 Students only

Districts may also order Spanish writing prompts during the ordering window. Students whose language setting for Writing tests has been set to Spanish in TIDE will receive Spanish Writing booklets. The TIDE User Guide (available at <http://www.ode.state.or.us/search/page/?=391>) contains instructions on ordering paper-based writing tests, including Spanish and Braille forms.

Districts will receive a shipment of test materials and a separate return shipment packet two weeks before the test window start date listed in the 2012-13 Test Schedule ([Appendix A](#)). While the majority of paper-based Writing tests will be pre-coded for specific students, districts will have access to a limited number of extra “blank” tests which can be used to accommodate enrollment fluctuations. **Districts may not use blank booklets in place of ordering pre-coded tests during the order window.** These test materials should be supplied to schools on an as-needed basis. If additional materials are required to address enrollment fluctuations, please contact your [Regional Assessment Support ESD Partner](#).

Store all test materials in a secure area in accordance with [Part IV – Test Security](#) until they are distributed to schools. Instruct School Test Coordinators (STCs) to keep materials secure at all

times. **Student test documents must not be in the Test Administrator's (TA's) hands prior to the date of the actual test administration.**

Keep all boxes in which your shipment arrived for use in returning the Writing Performance Assessment response folders for scoring.

General Instructions for Administering the Writing Performance Assessment

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

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year.
- Locate student information prior to testing, including:
 - SSID
 - Student's legal name
 - Student's enrolled grade
 - Language of assessment (English or Spanish)
 - Any student restrictions for accessing OAKS Online
 - Accommodations to be administered to the student
- Examine the test environment for non-allowable resources. Only those allowable resources described below may be visible during testing.
- For students taking Online Writing, familiarize students with the test format by allowing them to take the sample Online Writing assessment at <https://oakspt.tds.airast.org/student>.
- Review the student directions starting on p. G-9 (for paper-based) or p. G-11 (for online) prior to testing.
- Read the student directions starting on p. G-9 (for paper-based) or p. G-11 (for online) to all students verbatim prior to beginning each test (these are the **ONLY** instructions you may give to students). Separate student directions are provided for paper-based and online writing administrations.

Breaking up the Test

Three testing sessions are standard for both the online and paper-based administration of the OAKS Writing Performance Assessment. Generally, students seem to benefit from time between testing sessions (e.g., 3 separate sessions on 3 separate days) rather than one or two extended length sessions. Schools on a block schedule with class periods longer than 45-50 minutes should carefully consider how to structure the assessment.

Most students will use some of the first session and part of the second to pre-write/brainstorm, and write rough drafts. The remainder of the second session is often used to revise and edit rough drafts. For students taking the paper-based administration or taking the online administration and working on hard copy drafts, the third session is often used to make revisions and complete final drafts.

As much as possible, students should be allowed to proceed at their own pace. Students who finish ahead of other students should have other planned activities available so that they will not disturb those who need additional time for writing.

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. **NOTE: for 2012-13, the Writing Performance Assessment will only be available for students in grade 11. Due to budgetary restrictions, students in grades 9, 10, and 12 are prohibited from taking the Writing Performance Assessment.**

When a district cannot avoid having non-testing students present in the test environment (including students who have already met or exceeded the achievement standard or who are enrolled in a grade other than grade 11), 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 test administrator should only provide non-testing students with quiet activities that will not cause a distraction to students who are testing.
- **Observation of tests by only the student taking the test.** To protect the security of the test items, access to the test environment should be controlled to prevent anyone other than the student who is testing from being able to see the test items. When students who are not testing are present in the test environment, districts should arrange the test environment so that non-testing students are separated from those who are testing. This ensures both that the non-testing students cannot view their classmates’ secure test items, and that testing students cannot access any non-allowable resources that their non-testing classmates may be using.

ODE realizes that providing alternative activities for non-testing students can sometimes present a challenge for districts. **The Best Practices Guide for Administering OAKS provides guidance to help districts to provide for students who are not testing (located at <http://www.ode.state.or.us/go/tam>).**

Testing Procedure

Preparing for Test Administration

1. Several days prior to the day of testing, review this Test Administration Manual. Pay special attention to [Part III - Student Confidentiality](#) and [Part IV - Test Security](#).
2. Review your notes from 2012-13 Test Administration training. Immediately contact your School Test Coordinator (STC) if you have not been trained **this year**.
3. If administering Online Writing, review the OAKS Online Test Administrator User Guide to ensure familiarity with both the TA and student interfaces.

4. Minimize interruptions or disturbances during testing by posting a **TESTING – PLEASE DO NOT DISTURB** sign while testing is in progress.
5. 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 assessment.
6. **For both the paper-based and online tests, be sure to keep all paper copies of notes or drafts of student work securely stored between sessions** (locked in a room that can only be entered with a key or keycard). All individuals with access to secure storage should sign an Assurance of Test Security form located in [Part IV - Test Security](#).
7. For students taking the paper-based Writing Performance Assessment, the final copy must not exceed the space provided in the writing response folder, except for **one additional paragraph** to complete a thought begun on the previous page, not to exceed **one half of a page**. Students may not draw additional lines between the existing lines of the response folder to circumvent space limitations. **For students using an additional sheet of paper to complete a thought, please note that the student will need to write the last six digits of the barcode located at the top of page 1 of the response folder onto the top left hand corner of the additional page.** For students taking the online Writing Performance Assessment or using computer technology to produce their final drafts, the final copy must not exceed 850 words.
8. Be sure that students know that papers may be disqualified from scoring under the following conditions:
 - The paper is written in the form of a poem or play
 - The paper includes extreme violence or profanity, well beyond usual community standards for school writing
 - The paper is “borrowed” or plagiarized from another source and that source is not identified
 - The paper does not respond to the provided topic
 - The paper is too long (more than the space provided in your response folder) or very short
 - The writing is too small or unreadable

These conditions are also listed inside the response folder for paper-based tests or the prompt selection screen for online tests. Papers that are written on a topic other than one of the prompts presented to that student will **NOT** be scored, and will not count toward participation or meeting the standards.
9. As Day 2 and Day 3 activities begin for writing, re-read the instructions again. Answer any questions students might have about why the assessment is being given, how the paper will be scored, etc. **Remember, to ensure the security and validity of the test, you may not discuss specific prompts or give students feedback regarding their work.** Assigning a student a specific prompt or mode is a modification

10. Responses for students who use Braille will be transcribed from Braille into print by the student’s teacher. The transcription must include the exact syntax and vocabulary and include all errors in grammar or conventions. The school will include the transcribed response folder in the shipment of student responses to the scanning site. The school or district will be responsible for securely maintaining the Braille hard copy locally in the student’s folder for one year for reference/corroboration if questions arise.

USING PROMPTS FROM AN EARLIER TEST WINDOW VIOLATES TEST SECURITY	Using materials from a previous test window is a violation of test security. Student responses that violate this rule will NOT be scored and will not count toward participation or meeting the standards!
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Allowable Resources

Only those allowable resources listed below may be provided to students during the OAKS Writing Performance Assessment. Remind students that they may use only these allowable resources prior to each Writing Performance testing event:

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS WRITING PERFORMANCE ASSESSMENT
<ul style="list-style-type: none"> • ODE-provided Guide to Revision: <ul style="list-style-type: none"> ○ Only the ODE-provided Guide to Revision found online at http://www.ode.state.or.us/search/page/?=2346 is allowed during the Writing Performance Assessment. It should be made available to students at any grade in printed form, if requested.
<ul style="list-style-type: none"> • Official State Writing Scoring Guide <ul style="list-style-type: none"> ○ Only the Official State Writing Scoring Guide or the grade-specific student language versions of the Writing Scoring Guide found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the Writing Performance Assessment. They should be made available to students at any grade in printed form, if requested.
<ul style="list-style-type: none"> • Blank scratch paper (Must be securely shredded immediately following a testing event) or individual erasable whiteboards. <ul style="list-style-type: none"> ○ Includes strips of colored paper that students may use <u>without assistance or prompting from the TA</u>, to write and arrange sentences in the order of paragraph structure desired.
<ul style="list-style-type: none"> • Dictionary
<ul style="list-style-type: none"> • Thesaurus

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS WRITING PERFORMANCE ASSESSMENT
<ul style="list-style-type: none">• ODE-provided graphic organizers:<ul style="list-style-type: none">○ Only the ODE-provided graphic organizers found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Writing Performance Assessment. They should be made available to students at any grade in printed form, if requested.○ Students may re-create the content of a graphic organizer commonly used in their writing instruction on a blank piece of paper as long as it is done without the coaching or direction of the test administrator.
<ul style="list-style-type: none">• Computer/word processor:<ul style="list-style-type: none">○ Word processing applications used during testing should be those used during instruction so they are familiar to the students.○ Automatic grammar checks must be disabled.○ Students in <u>high school</u> may use a spell check feature that identifies potential spelling errors throughout a document.
<ul style="list-style-type: none">• Electronic spellchecker<ul style="list-style-type: none">○ Students in <u>high school</u> taking the paper-based Writing assessment may use a spell checker on an entire document. Students are no longer restricted to spell checkers that check spelling at the individual word level only.○ For students in <u>high school</u> taking the Online Writing assessment, students may use the spell check feature available through the test delivery system.
<ul style="list-style-type: none">• Teacher-provided spelling list:<ul style="list-style-type: none">○ The list must be created before test administration begins.○ Once an assessment has begun, only the student may add additional words that the student looks up independently in the dictionary.○ Once an assessment has begun, test administrators may not advise students to add specific words.
<ul style="list-style-type: none">• Lists of common transitions/transitional phrases:<ul style="list-style-type: none">○ The list must be created before test administration begins.○ The list must not include examples (i.e., as used in a sentence) or definitions (i.e., “These transitions show a contrast between ideas in your writing”).
<ul style="list-style-type: none">• Auditory amplification devices, hearing aids, noise buffers
<ul style="list-style-type: none">• Transparent sheets (clear or tinted) to protect test materials or to improve focus

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS WRITING PERFORMANCE ASSESSMENT
<ul style="list-style-type: none"> • Correction fluid (“white-out”); correction tape
<ul style="list-style-type: none"> • Highlighter, marker, pen, and pencil
<ul style="list-style-type: none"> • Colored pencils
<ul style="list-style-type: none"> • Masks/markers to limit distractions
<ul style="list-style-type: none"> • Response aids (e.g., adaptive pencils, key guards, and skins) for use on paper-based test administration
<ul style="list-style-type: none"> • Posters/wall charts describing the writing process or defining the writing traits. • Posters/wall charts relating to the writing process must only include the following text <u>verbatim</u>: <ul style="list-style-type: none"> ○ Step 1: Pre-write/Brainstorm ○ Step 2: Rough Draft ○ Step 3: Revise ○ Step 4: Proofread ○ Step 5: Publish • Posters/wall charts defining the writing traits must only include definitions and must <u>not</u> include specific examples.
<ul style="list-style-type: none"> • ODE-provided student directions handout <ul style="list-style-type: none"> ○ Only the ODE-provided student directions found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the OAKS Writing Performance Assessment. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included starting on pp. G-8 and G-12 of this manual which must be read aloud to students verbatim.
<ul style="list-style-type: none"> • ODE-provided Writing keyboard navigation symbols <ul style="list-style-type: none"> ○ Only the ODE-provided Online Writing keyboard navigation symbols found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the Online Writing Assessment. They should be made available to students at any grade in printed form, if requested.

NOTE: Although ODE-provided resources are not secure materials, they contain specific content that must not be altered. TAs may enlarge ODE-provided resources or their parts (e.g., as a poster or wall chart) but must NOT otherwise alter their content or change their presentation.

Accommodations

The OAKS Writing Performance Assessment will take approximately **three** 50-minute sessions. Individual students at any grade level should be given additional time if needed as long as they are making progress. There are a number of other supportive administration conditions that are allowed. See <http://www.ode.state.or.us/search/page/?=487>.

Administering the Test

Students log in (Online Administration Only)

On the first screen, students enter the Session ID, his/her legal first name and SSID. This must match a record in ODE's Student Centered Staging System, so be sure that the student uses the same first name as appears on the SSID file, not a nickname. If the student is unable to log in, he or she will be prompted to try again and will be provided with a message describing the reason (an invalid SSID for example). If the student is still having difficulty, the TA can look up the correct information in the *Student Lookup*. Students are only imported in the OAKS Online system if their SSID record has been updated for the current school year. For other problems during the log in process, please contact your [Regional Assessment Support ESD Partner](#).

The third screen calls for verification of student information. If you agree that the student's information is incorrect, instruct the student to select NO to exit the student login.

The student will now see a page indicating the test(s) the student is able to start as determined by the TA (who selects subjects when creating a session). If the session includes multiple subjects, the student must choose the appropriate test from those listed. Please note that students will only have one test opportunity for writing.

The TA should monitor the student's selection when sessions are open to multiple subjects.

Before approving students to test, TAs must review the student's test settings, including language, to ensure they are correct. After you approve students, remind them to verify that their test subject and test settings are correct. Remember, once a student starts a test opportunity, test settings may not be changed for that test opportunity.

Students begin the test

Make sure all students have notebook paper for prewriting and rough drafts. This paper is not provided in the test materials. Encourage students to do any prewriting they wish (outlining, brainstorming, clustering, etc.). However, students must do this prewriting individually. **Do NOT lead students in any structured prewriting activities, or make suggestions about their writing or which prompt/mode to choose.**

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with [Part IV - Test Security](#).

During testing, please be aware that all students approach test taking differently, and even though a student may appear to be daydreaming, that student may actually be mentally working through a test item. Interactions between a TA and a student during testing should be kept to a minimum. Before

approaching a student to remind him or her to stay on task, be sure to consider that student's individual needs and test-taking style.

Note for the online administration: It is important that students do not click END TEST until after they have completed their essay. When pausing the test between testing events, students must use the PAUSE button to avoid submitting their tests for scoring before they are finished. If the student selects PAUSE, the test session can be resumed at any time within 45 calendar days; after 45 calendar days the test record is expired and the opportunity is lost.

Finishing the testing session

The Writing Assessment involves a multiple-day administration.

At the end of Day 1, remind students to write their names in the upper right-hand corner of each sheet of their rough drafts, writing notes, or printed copies. Ask students to put all of the materials, including their rough drafts and notes, inside their response folders. **Collect all materials, and store them overnight in a secure place in between testing events. Rough drafts, notes, and printed copies of student essays must remain securely stored at the testing site and must not be taken home by either the students or TAs.**

When the students finish testing, for the **paper-based** administration, collect and inventory the test booklets and make sure they are securely stored. For the **online** administration, students must click END TEST (the NEXT button fades and cannot be clicked after the last item is presented). **If students are still working on their essays and are pausing for the day, be sure to remind them to click PAUSE instead of END TEST.**

Upon clicking END TEST, students are presented with a screen prompting them to review their answers or to submit the test for scoring. Students may review their essay response and make any final edits by clicking on REVIEW MY ANSWERS. Once a student has reviewed the essay response, the student must click SUBMIT TEST FOR SCORING. Once a student clicks on SUBMIT TEST FOR SCORING, the student will not be able to make any additional revisions to their essays.

Once students have completed testing, the TA is responsible for closing out the testing session. Be sure students successfully log off from the secure browser, and also be sure to log out of *your* session AND close the browser used for monitoring the session.

When the students finish testing, collect all printed materials, including rough drafts, pre-writing, and other notes, and securely shred them. If schools wish to retain rough drafts or printed copies of the student's final response for future instructional purposes, they must be kept in a secure location until the test administration window has closed. **Any drafts that include the specific wording of the secure writing prompt must be securely shredded and may not be retained or copied.**

Student Directions for Paper-Based Administration (English)

Translated Spanish student directions for paper-based administration appear beginning on p. G-14.

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to students.

Starting today, you will take part in a writing assessment. You will write a paper that will be read and scored by readers other than your teacher. Your answers need to be your own work. Please keep your eyes on your test and remember, there should be no talking.

STEP ONE: Prewriting on a Topic

Look on page 2 in your response folder to find the topic you can write about. You **MUST** write on **ONE** of the topics printed in your response folder for your score to count. Use a separate sheet of paper to list ideas or do some other prewriting **BEFORE** you write your rough draft. The writing response folder is for your final copy only, and most students will not write anything inside the response folder until the third day of the test.

STEP TWO: Writing the Rough Draft

Begin writing your rough draft on notebook paper when you finish prewriting. Be sure to completely fill in the bubble next to the topic you are choosing in your response folder. As you begin writing, please keep in mind that your paper may not be scored if it is written in the form of a poem or play; if it includes extreme violence or profanity, well beyond usual community standards for school writing; if it is “borrowed” or plagiarized from another source and that source is not identified; if it does not respond to the provided topic; if it is too long (more than the space provided in your response folder) or very short; or if your writing is too small or unreadable. Remember that your *final* copy should fit into the writing response folder on the two pages indicated. It is **not** acceptable to draw additional lines between the lines in your response folder to provide additional space. You may add a couple of lines at the end or attach a page to your response folder only to finish a thought or paragraph, but writing on this page must fill less than half of the extra page.

STEP THREE: Revising and Editing

When your rough draft is finished, you should spend some time revising and editing. Use your “Guide to Revision” to help you know the things that the raters will look for when they score your paper. You may want to revise your paper to include the things listed on the “Guide to Revision.”

STEP FOUR: Recopying and Proofreading

When you are done revising and editing, recopy your paper into the response folder. Please use a pen with black or dark blue ink or write firmly with a #2 pencil. Your final copy should fit on the two pages provided. Another page may be attached **only** to finish a paragraph begun on the final page of the response folder, and may not exceed one-half of the page. Final drafts written using computer technology should not exceed 850 words in length. Make your copy as *neat* as you can so that it is easy for others to read.

When you finish, make sure your name and your teacher's name are on the front of the response folder and also on any attached pages.

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?

Directions for Ending the Test Session

We are nearing the end of this testing period. You will have additional time to continue your writing at a later session. Use this time to review your work and make any changes you might overlook if you wait until later.

Student Directions for Online Administration (English)

Read the boxed text **verbatim** to all students when they are first seated at the computer.

Translated Spanish student directions for online administration appear beginning on p. G-16.

Log-in Directions

Starting today, you will take part in a writing assessment. You will write a paper that will be read and scored by readers other than your teacher.

If we take a short break but continue with the test today, you will use the PAUSE button on-screen. You may PAUSE at any point in the test by clicking on PAUSE. If you need an individual break during the test, raise your hand and wait for my instructions and permission.

Once you have logged in, you will have to wait for me to approve the test before you can start. I'll do that to make sure you have correctly entered your SSID and other information.

Enter your legal first name, not your nickname, your SSID, and the Session ID that I provided. Please do not share your ID as it is your own private information.

Once you have successfully logged in, you will see a screen with your full legal name, birth date, SSID, school, and grade. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong.

On the next screen, select the test you are taking today. If you are starting a new test, click on START TEST; if you are continuing a test started earlier, click on RESUME TEST.

After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure each of you are taking the correct test. Please wait quietly while I verify each of your tests.

After I approve you, you will see a screen asking you to confirm your test subject and settings. If all of the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand and I'll be with you shortly.

Before your test appears, you will see a page listing the test tools and buttons that will appear on the test. You may review this now, or you can also access it during your test by clicking on the Help button in the top-right corner.

Before beginning your test, please click on the link to the Writing Test Instructions. These instructions will show you how to take the online writing assessment, including a sample test.

Your answers need to be your own work. Please keep your eyes on your test and remember, there should be no talking. When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students.

STEP ONE: Prewriting on a Topic

Look at the prompts on the prompt selection screen to find the topic you can write about. You **MUST** write on **ONE** of the four topics on the prompt selection screen for your score to count. A scrollbar will appear for a prompt box if the entire prompt is not visible. Alternatively, you can expand a prompt box by clicking on the plus sign next to the prompt. To expand all prompts on the screen, click on the EXPAND ALL PROMPTS button.

Select the writing prompt you want to respond to by marking the checkbox. A checkmark will appear to indicate your selection. Only one prompt may be selected.

Once you have selected a prompt, click START WRITING ON SELECTED PROMPT to continue to the response screen. Your selected prompt will be displayed above the text box on the response screen and can be expanded by clicking on the plus sign next to the prompt.

You may either use the text box on the response screen or use a separate sheet of paper to list ideas or do some other prewriting **BEFORE** you write your rough draft.

Click the SAVE button to save your work. The system will automatically save your work every two minutes or when you pause the test.

You are able to change writing prompts at any time during the test. To select a different prompt, click the CHANGE PROMPT button and confirm your action by selecting YES in the dialog box. You will be directed back to the prompt selection screen where you can choose a new prompt. Your response to the original prompt will be automatically saved if you decide to change back to that

writing prompt. The response associated with the last prompt you select is the one that will be scored.

It is important that you do not submit your test for scoring. Your test should not be submitted until your written response has been proofread, revised, and edited. The PAUSE button is used to stop the test. Please raise your hand if you need a break and ask your Test Administrator prior to clicking PAUSE.

STEP TWO: Writing the Rough Draft

Begin writing your rough draft on notebook paper or in the text box on the response screen when you finish prewriting. As you begin writing, please keep in mind that your paper may not be scored if it is written in the form of a poem or play; if it includes extreme violence or profanity, well beyond usual community standards for school writing; if it is “borrowed” or plagiarized from another source and that source is not identified; if it does not respond to the provided topic; or if it is very short. Remember that your *final* copy must be no longer than 850 words.

You are able to adjust the formatting of text using tools such as Bold, Underline, and Italics. You also have the ability to select and move text within your draft, as well as undo your last written action. A spell-check tool is also available for your convenience. You can access instructions on how to use these tools by clicking HELP in the top-right corner of your screen.

STEP THREE: Revising and Editing

When your rough draft is finished, you should spend some time revising and editing. Use your “Guide to Revision” to help you know the things that the raters will look for when they score your paper. You may want to revise your paper to include the things listed on the “Guide to Revision.”

If you find it easier to make edits on paper, you have the option to print out your rough draft. To request a printed copy, click the PRINT button at the top of the screen containing your written response. Please wait patiently while I review your request and print your rough draft. Remember, your printout is to assist you with the editing and revision process. Any edits you make on the printout will need to be incorporated into your essay on the computer before you end the test and submit your test for scoring. All printouts will be collected at the end of today’s test session.

STEP FOUR: Recopying and Proofreading

When you are done revising and editing, make sure your final copy is no longer than 850 words and is entered in the text box on the response screen. If your final copy is longer than 850 you will receive an error message. You are permitted to return to your response for additional revising and editing before ending your test and submitting your test for scoring.

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?

Directions for Ending the Test Session

We are nearing the end of this testing period. You will have additional time to continue your writing at a later session. Use this time to review your work and make any changes you might overlook if you wait until later. When you are done reviewing your work, please save your work and click PAUSE.

When the time for the final test session is almost over, read aloud:

We are nearing the end of this testing period. Please review your writing now. If you need additional time, let me know.

Once you have made your final revisions, you must click END TEST. You will see a screen prompting you to review your answers or to submit the test for scoring. You may review your answers by clicking on REVIEW MY ANSWERS.

After you have reviewed answers, you must click SUBMIT TEST FOR SCORING. Once you click on SUBMIT TEST FOR SCORING, you will not be able to make additional revisions to your essay.

Student Directions for Paper-Based Administration (Spanish)

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students.

Empezando el día de hoy, usted tomará parte en una evaluación de escritura. Usted escribirá una composición que será leída y calificada por personas que no sean su maestro(a). Sus respuestas deben ser su propio trabajo. Por favor, mantenga su vista en su propia prueba y recuerde que no debe hablar.

PASO 1: Escritura previa del Tema

Busque en página 2 de su fólder de respuestas y escoja el tema que va a desarrollar. Usted debe escribir acerca de uno de estos temas para que pueda recibir una calificación. Use una hoja separada para hacer una lista de ideas u otras anotaciones previas ANTES de escribir el borrador de su composición. La carpeta de respuestas escritas es solamente para la copia final y la mayoría de los estudiantes no escribirán nada en la carpeta de respuestas hasta el tercer día de la prueba.

PASO 2: Haga un Borrador de su Composición

Empiece escribiendo su borrador en una hoja del cuaderno cuando termine la escritura previa. Asegúrese de rellenar completamente el círculo próximo al número del tema que seleccionó en su carpeta de respuestas. Al comenzar a escribir, por favor, tenga en cuenta que su papel puede que no sea clasificado si está escrito en forma de un poema o una obra de teatro; si se incluye violencia extrema o profanidades, mucho más allá de las normas habituales de la comunidad sobre la escritura escolar, y si es "prestado" o plagiado de otra fuente y esa fuente no es identificada, si no corresponde al tema provisto, si éste es demasiado largo (más que el espacio que aparece en la carpeta de respuesta) o muy corto, o si su escritura es demasiado pequeña o ilegible. Recuerde que su composición final debe ajustarse a las dos páginas del fólder de escritura. No es aceptable el dibujar líneas adicionales entre las líneas en su carpeta de respuesta para proporcionar espacio adicional. Puede añadir un par de líneas al final o adjuntar una página a la carpeta de respuesta solamente para completar un pensamiento o un párrafo, pero al escribir en esta página debe sólo hacerlo hasta la mitad de la hoja adicional.

PASO 3: Revisión y Edición

Cuando haya terminado su borrador, debe tomar tiempo para revisarlo y editarlo. Use su Guía de Revisión que le ayudará a saber lo que las personas que califican buscan para evaluar su composición. Si quiere revise su composición para incluir las cosas nombradas en la Guía de Revisión.

PASO 4: Copia y Corrección de Pruebas

Cuando usted termine de revisar y editar su composición, copie de nuevo su composición dentro del fólder de respuestas. Por favor use una pluma con tinta negra o azul o escriba firmemente con un lápiz. Su copia final debe ajustarse a las dos hojas proporcionadas. Otra hoja puede ser añadida sólo para terminar un párrafo que comenzó al final de la hoja del fólder y sin exceder más de media página. Haga su composición tan ordenadamente como le sea posible para que sea fácil que otros la lean.

Cuando usted termine, asegúrese que su nombre y el de su maestro(a) se encuentren en el folleto y también en las páginas adjuntas.

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

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

Directions for Ending the Test Session

Estamos llegando al final de este periodo de prueba. Usted tendrá más tiempo para continuar con su escritura en una sesión siguiente. Utilice este tiempo para revisar su trabajo y hacer los cambios que podría pasar por alto si espera hasta más adelante.

Student Directions for Online Administration (Spanish)

Log-in Directions

Empezando el día de hoy, usted tomará parte en una evaluación de escritura. Usted escribirá una composición que será leída y calificada por personas que no sean su maestro(a).

Si tenemos un descanso breve y continuamos con el examen hoy día, debe usar el botón de PAUSE (PAUSA) en la pantalla. Usted debe usar PAUSE en cualquier lugar del examen oprimiendo el botón PAUSE. Si necesita un descanso durante el examen, levante su mano y espere que le dé instrucciones y permiso.

Una vez que haya puesto su nombre en el examen, debe esperar que yo apruebe el examen antes que lo comience. Yo debo comprobar de que usted ha escrito correctamente su SSID (número de identificación segura del Estado) y demás informaciones.

Escriba su primer nombre legal, no su apodo, su número de SSID, y la identificación (ID) de la sesión que le he dado. Por favor no comparta su número de ID, es su propia información privada.

Una vez que haya entrado sin problemas al sistema, en la pantalla verá su nombre legal completo, su fecha de nacimiento, su número de SSID, el nombre de su escuela y su grado. Si toda la información es correcta, seleccione YES (SÍ) para continuar. Si cualquier parte de la información es incorrecta, por favor levante la mano para que me muestre que es lo que está incorrecto.

En la siguiente pantalla, seleccione el examen que va a tomar hoy. Si va a comenzar un examen nuevo, oprima el botón START TEST (COMENZAR EL EXAMEN); si va a continuar con el examen anterior, oprima el botón de RESUME TEST (CONTINUAR CON EL EXAMEN).

Cuando haya seleccionado su examen, verá en la pantalla una barra en movimiento y un mensaje que dice que usted está esperando la aprobación del administrador del examen. Este paso es para asegurar que usted va a tomar el examen correcto. Por favor espere en silencio mientras yo verifico cada uno de exámenes de los estudiantes. Después que yo le apruebe, verá una pantalla donde se le pide que confirme su materia de examen y ajustes. Si toda la información es correcta, puede seleccionar YES, START MY TEST (SI, COMENZAR MI EXAMEN). Si cualquier información es incorrecta, por favor levante su mano y yo le atenderé prontamente.

Antes que aparezca el examen, verá una página que le enseñará una lista de herramientas y botones que aparecerán en su examen. Puede leer estas instrucciones ahora, o tendrá acceso a estas durante el examen al oprimir el botón de Help (Ayuda) en la esquina superior derecha de la pantalla.

Antes de comenzar su examen, por favor oprima en el link de Writing Test Instructions (Instrucciones del examen de Escritura). Estas instrucciones le enseñarán como puede tomar el examen de escritura en línea, incluyendo el examen de práctica.

Sus respuestas deben ser su propio trabajo. Por favor, mantenga su vista en su propia prueba y recuerde que no debe hablar. Cuando esté listo(a) para comenzar su examen, oprima BEGIN TEST NOW (EMPIECE EL EXAMEN AHORA) en la parte de abajo de la página.

Ahora le voy a leer las instrucciones para tomar este examen...

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to students.

PASO 1: Escritura previa del Tema

Mire las instrucciones que aparecen en la pantalla para seleccionar el tema de lo que piensa escribir. Usted DEBE escribir solamente sobre UNO de los cuatro temas que se muestran en la pantalla de selección para que su puntaje sea válido. Verá una barra en movimiento para un cuadro de temas si su tema no es totalmente visible. Alternativamente, podrá ampliar un cuadro de temas al oprimir en el signo más (+) junto a la pregunta del tema. Para ampliar todos los temas en la pantalla, oprima el botón que dice EXPAND ALL PROMPTS (AMPLIAR TODOS LOS TEMAS).

Seleccione el tema para escribir que usted quiera marcando el cuadrado junto al tema que haya elegido. Una marca aparecerá para indicar su selección. Solamente puede elegir un tema.

Una vez que haya seleccionado un tema, oprima el botón que dice START WRITING ON SELECTED PROMPT (COMENZAR A ESCRIBIR SOBRE EL TEMA SELECCIONADO) para continuar en la pantalla de respuesta. El tema que ha elegido será mostrado encima del cuadro del texto en la pantalla de respuesta y puede ser ampliado al oprimir en el signo más (+) junto al tema.

Puede usar el cuadro de texto que se muestra en la pantalla de respuesta o en una hoja de papel escribir una lista de ideas o hacer una escritura previa ANTES de hacer su escritura final.

Oprima el botón que dice SAVE (GUARDAR) para guardar su trabajo. El sistema guardará automáticamente su trabajo cada dos minutos o cuando usted pause el examen.

En cualquier momento durante el examen usted puede cambiar el tema. Para seleccionar un tema diferente, oprima el botón CHANGE PROMPT (CAMBIAR EL TEMA) y confirme el cambio seleccionando YES en el cuadro de diálogo. Será dirigido(a) de vuelta a la pantalla de selección de tema donde podrá elegir un tema nuevo. Su escritura sobre el tema anterior será guardada automáticamente en caso que decida volver a seguir escribiendo sobre ese tema. Será evaluado(a) por la respuesta de su escritura del último tema que haya seleccionado.

Es importante que no entregue su examen para ser evaluado. Su examen no puede ser entregado hasta que su escritura haya sido releída, revisada, editada y corregida. El botón de PAUSE es usado para detener el examen. Por favor levante la mano si necesita un descanso y pregúntele al administrador del examen antes de oprimir PAUSE.

PASO 2: Haga un Borrador de su Composición

Empiece escribiendo su borrador en una hoja de cuaderno o en el cuadro de texto de la pantalla de respuesta antes de su escritura final. Al comenzar a escribir, por favor, tenga en cuenta que su papel

puede que no sea clasificado si está escrito en forma de un poema o una obra de teatro; si se incluye violencia extrema o profanidades, mucho más allá de las normas habituales de la comunidad sobre la escritura escolar, y si es " prestado "o plagiado de otra fuente y esa fuente no es identificada, si no corresponde al tema provisto, o si es demasiado corto. Recuerde que su composición final no debe tener más de 850 palabras.

Puede cambiar el formato del texto usando las herramientas para las letras **negritas (bold)**, subrayadas, o *cursivas*. También puede seleccionar y mover el texto dentro de su bosquejo, así como deshacer lo que ha escrito. Una herramienta de corrección ortográfica también está disponible para su conveniencia. Puede tener acceso a instrucciones de cómo usar estas herramientas al oprimir el botón de HELP en la parte superior derecha de la pantalla.

PASO 3: Revisión y Edición

Cuando haya terminado su borrador, debe tomar tiempo para revisarlo y editarlo. Use su Guía de Revisión que le ayudará a saber lo que las personas que califican buscan para evaluar su composición. Si quiere revise su composición para incluir las cosas nombradas en la Guía de Revisión.

Si encuentra que es más fácil hacer las correcciones en un papel, tiene la opción de imprimir su borrador. Para solicitar una copia impresa, oprima el botón de PRINT (IMPRIMIR) en la parte superior de la pantalla de respuesta. Por favor espere mientras yo reviso su solicitud e imprimo su borrador. Recuerde que lo impreso es para ayudarle en el proceso de revisión y corrección. Cualquier corrección en su papel impreso debe ser hecha en su composición en la computadora antes de que termine el examen y sea entregado para ser evaluado. Todas las hojas impresas serán coleccionadas al término de la sesión de examen de hoy.

PASO 4: Copia y Corrección de Pruebas

Cuando usted termine de revisar y editar su composición, asegúrese de que su copia final no tenga más de 850 palabras y que sea escrito en el cuadro de texto en la pantalla de respuesta. Si su escritura final tiene más de 850 palabras, recibirá un mensaje de error. Le será permitido volver a su escritura para hacer otra revisión y corrección de su examen y luego entregarlo para su evaluación.

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

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

Directions for Ending the Test Session

Estamos llegando al final de este periodo de prueba. Usted tendrá más tiempo para continuar con su escritura en una sesión siguiente. Utilice este tiempo para revisar su trabajo y hacer los cambios que podría pasar por alto si espera hasta más tarde. Cuando haya terminado de revisar su trabajo, por favor guarde su trabajo y oprima PAUSE.

When the time for the final test session is almost over, read aloud:

Ya estamos terminando esta etapa de examen. Por favor, ahora revise su escritura. Si necesita más tiempo, hágamelo saber.

Una vez que haya hecho su revisión final, debe oprimir END TEST (Examen terminado). En la pantalla verá si quiere revisar sus respuestas o entregar su examen para ser evaluado. Puede revisar sus respuestas al oprimir en REVIEW MY ANSWERS (REVISAR MIS RESPUESTAS).

Después de haber revisado sus respuestas, debe oprimir SUBMIT TEST FOR SCORING (ENTREGAR EXAMEN PARA SER EVALUADO). Una vez que haya oprimido en SUBMIT TEST FOR SCORING, no podrá hacer más revisiones de su composición.

Returning Paper-Based Writing Performance Assessments to District Test Coordinators

Checking and Completing Materials

To ensure that paper-based writing materials are properly prepared for return shipping, please be sure to follow these steps:

- Carefully review each response folder to ensure that students have correctly entered all requested information. If any information is missing, incorrect, or incomplete, please add or revise the information as necessary.
 - If the demographic information (e.g., date of birth, district, school) pre-bubbled on a student's answer document is incorrect, please contact your Regional Assessment ESD Partner Helpdesk. As long as the SSID on the answer document is correct, the student's results will be reported to the correct school and district. If the SSID is not correct, please call your Regional Assessment ESD Partner Helpdesk for instructions before returning the answer document for scoring.
 - If students used a blank answer document and bubbled in their demographic information, please check to make sure it was bubbled in number 2 pencil or dark (blue or black) ink.
 - Please check to make sure that the date the test was administered is filled in **and** bubbled on each student's answer document.
- Separate rough drafts from the writing response folder. **Please do not return any rough drafts or notes a student may have made.** Only return the response folders for scoring.
- Carefully review each response folder to check for inserted extra pages or typed responses. Students may use an extra page **only** to finish a paragraph begun on the final page of the response folder. Any extra text may not exceed more than one-half of a page. Typed responses must not exceed 850 words. To ensure that the inserted page is successfully scanned, please make sure the following steps are followed:
 - The extra page must be an 8-1/2" x 11" piece of paper. The page may be blank or lined, but **it must NOT have a pre-printed barcode on it.**

- **DO NOT** use a page photocopied from the student’s test booklet or another test booklet.
- **DO NOT** use a page torn or cut from another test booklet.
- **DO NOT** use a partial piece of paper.
- Write the last six digits of the barcode located at the top of page 1 of the response folder on the **top left-hand corner** of the additional page.
- Staple additional pages to the last page of the text booklet by putting a single staple in the **right-hand corner**.
- **DO NOT** staple through the barcode.
- **DO NOT** tape the extra page to the answer document.
- Neatly place all completed response folders into the district box(es) in which the response folders arrived at the start of the test window. (If the original boxes are no longer available, please use similarly sized boxes.)
 - Place the writing folders face up and aligned in the same direction.
 - Group all **used** overage booklets together and top with a completed and signed **overage certification form** (provided by AIR).
- Attach the return shipping label provided by the test vendor to the box. Make a note of the UPS tracking number so that you can track the status of your return shipment.

Blank response folders and all other secure testing materials must be returned to your School Test Coordinator (STC). Test administration manuals may be kept for future reference.

Local Rater Option

To discover how closely local scores compare to the raters at the state sites, many teachers have found it helpful to first score the student papers themselves, but **NOT** directly on the response folder. **For the paper-based test, if there is not enough time to score student work before the tests are sent in, pages 3 and 4 of the response folder may be copied. Do NOT make copies of pages 1 and 2. For the online test, TAs may instruct students to print out copies of their final response prior to submitting the test for scoring.** The scoring guides are located at <http://www.ode.state.or.us/search/page/?=32>.

Checking for Crisis Papers

Even though students are asked to write on one of the topics provided in the writing response folder, each year a number of students write about critical issues in their lives. Although we have a procedure for responding to these “crisis” papers at the scoring sites, a response would be more timely at the school level before the papers are sent to be scored. Remember that ORS 418.750 requires that any public or private official having reasonable cause to believe that a child has suffered abuse must report this information. ODE believes that such decisions are best made at the local level by educators who know individual students’ situations.

Please review your student papers briefly with this concern in mind. If you find papers that deal with topics such as abuse, negligent treatment, drug or alcohol abuse, extreme violence, depression, or suicidal tendencies by a student or a family member, you should take appropriate action. Such action

might include making a photocopy of the paper to share with a counselor or building administrator. The original paper can then be sent to the scoring site if that is appropriate.

ODE will continue to refer papers that the raters believe may contain such information to local schools. However, more immediate action made possible by your review of the papers would be the ideal response to these situations.

Secure Recycling of Test Materials

Given the small number of overages anticipated in most districts and the fact that all districts should have secure disposal options in place, districts must securely dispose of all unused Writing test materials onsite. All unused writing packets must be returned to the DTC and securely destroyed by the deadline to return tests for scoring listed in the 2012-2013 Test Schedule. If you have any questions about this process, please contact your [Regional Assessment Support ESD Partner](#).

Appealing Scores on the Writing Performance Assessment

For 2012-13, districts may appeal scores on the statewide High School Writing Performance Assessment. Procedures for submitting appeals of scores given to papers completed for the High School Writing Performance Assessment are as follows:

- The state scores for the paper are in the appropriate range of composite scores eligible for an appeal (25 to 39);
- A local trained rater with scoring guide expertise who has been approved by the DTC, re-scores the paper; typically, this individual would have received training through a local ESD, or would have qualified to score state assessments at a regional scoring site;
- If the local rater scores would produce a change in the paper's performance level, the paper may be submitted for appeals scoring; when the local rater scores result in no change or a lower performance level, papers may **not** be submitted for appeals scoring.
- Papers submitted for scoring appeals must be attached to a Writing Appeals Form (available online at <http://www.ode.state.or.us/search/page/?id=523>). All information on the form must be completed, including the paper's original scores and the local rater's new scores. The form must be signed by **both** the local rater and the DTC.
- Appeal forms and student work from the Winter Writing Window must be received by ODE by June 1, 2013. Appeal forms and student work from the Spring Writing Window must be received by ODE by September 30, 2013.
- Scores from the appeal scoring will replace the papers' original scores; it is important to note that it is possible for scores to go down.

Writing Performance Assessment Appeal Submission Form

Name of District: _____ Name of School: _____

Name of Student: _____ Grade of Student: _____

Student SSID: _____

Original Scores:

___ Ideas and Content
___ Organization
___ Sentence Fluency
___ Conventions

___ Voice
___ Word Choice

Total Composite Score: _____ Performance Level (D, C) _____

Scores for Local Rater (approved by DTC):

___ Ideas and Content
___ Organization
___ Sentence Fluency
___ Conventions

___ Voice (optional)
___ Word Choice (optional)

Performance Level (C, M) _____

Local scores reflect a higher performance level? * ___ Yes ___ No

* Districts may appeal scores only in those cases where the local rater scores would result in a different performance level than the original scores, i.e., a “meets” (M) rather than a conditionally meets (C), or a conditionally meets rather than a does not yet meet (D).

(Print name of local rater)

(Signature of local rater)

(Date)

(Signature of District Test Coordinator)

Appeals must be received no later than June 1, 2013 for the winter window or September 30, 2013 for the spring window. Address them to:

Oregon Department of Education
Attn: Ken Hermens
255 Capitol Street NE
Salem, OR 97310

APPENDIX H – REQUIREMENTS FOR ELPA ADMINISTRATION

Oregon’s ELPA is a required assessment under the Oregon Statewide Assessment System. Additionally, federal law requires that states assess all students who are English language learners to determine their English language proficiency. Currently this proficiency is determined based on a composite score that comprises the four domains of reading, writing, speaking, and listening. See [Part VII – English Language Learners](#) for English language learner assessment options. The ELPA assesses the four domains required by No Child Left Behind—listening, speaking, reading, and writing—within 5 grade bands: K-1, 2-3, 4-5, 6-8, and 9-12. The ELPA is administered as one test, with the speaking domain administered at the end of the test.

General Instructions for Administering ELPA

The ELPA is not a timed test. Students should be allowed to continue working as long as they are making reasonable progress. On average, students will finish the ELPA in 60-65 minutes. However, some students may need up to two hours. Remember to add time for starting computers and addressing logistical issues such as logging into the system and adjusting headphones. The ELPA test uses a diagnostic tool to verify that recording and playback capabilities are working properly on the computer. Although the diagnostic tool is run each time a student starts/resumes their ELPA test, test administrators (TAs) can take steps (such as checking for muted volume) to reduce technical issues that could delay a student from starting their test. The total time for administration, including logging into the system, is approximately 75 minutes. Students are allowed to exit the test and return at a later time as needed. However, as with other online tests, the ELPA has a 45-day expiration period to ensure the validity of the test results. To avoid test expiration, districts should ensure that students have the opportunity to complete their test opportunity within 45 days of starting the test. Administering the test in smaller time segments is an acceptable practice for any student or group of students. In addition, individual students at any grade level should be given additional time if needed as long as they are making progress.

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

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year.
- Locate student information prior to testing with the ELPA, including:
 - SSID
 - Student’s legal name
 - Student’s enrolled grade
 - Accommodations to be administered to the student

- Ensure that the student’s LEP flag is set to “yes” in the Test Information Distribution Engine (TIDE). Students will not be able to access the ELPA until this step has been done by the district.
- Examine the test environment for non-allowable resources. Only allowable resources may be visible during testing. Allowable resources for the ELPA are provided below.
- Familiarize students with the test format by allowing them to take the practice test available online at <https://oakspt.tds.airast.org/student>.
- Check headsets to ensure they are properly installed and functioning correctly and that all headset and computer updates needed for the ELPA have been installed.
- Review the student directions prior to testing.
- Read the appropriate script to all students verbatim prior to beginning each test (these are the **ONLY** instructions you may give to students).

Breaking up the Test

It may take some students more than 60 minutes to finish the test. Therefore, you may wish to break students’ testing into shorter sections. These shorter testing periods could be used to possibly make their testing experience less stressful.

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

- If you know you will be administering the test in multiple sessions, remind students before they begin that they will be resuming the test at another date/time.
- A student returning to an ELPA test will start on the same number the student was working on previously. No student notes or scratch paper may be retained between test sessions.
- When resuming a test, TAs should review the process and instructions for beginning a test.
- Note: For 2012-13, ODE will continue to suspend the 20-minute pause rule for the ELPA. This means that when a student logs back in after pausing his or her test, he or she will be able to review and change responses to any previously presented items within that test segment (Listening/Reading/Writing segment or Speaking segment).

Testing Procedure

Preparing for Test Administration

1. Several days prior to the day of testing, review this Test Administration Manual. Pay special attention to [Part III - Student Confidentiality](#), [Part IV - Test Security](#), and [Part VII – English Language Learners](#).
2. Review your notes from 2012-13 Test Administration training. Immediately contact your School Test Coordinator (STC) if you have not been trained **this year**.
3. Review the OAKS Online Test Administrator User Guide to ensure familiarity with both the TA and student interfaces.

4. Minimize interruptions or disturbances during testing by posting a **TESTING – PLEASE DO NOT DISTURB** sign while testing is in progress.
5. Plan time for make-up testing for students who are absent for any portion of the regular testing period. Every effort must be made to ensure that all students have an opportunity to complete the assessments.

Allowable Resources

During the administration of the ELPA, the use of resources such as a dictionary, a thesaurus, literature texts, or literary glossaries is **NOT** permitted. Wall charts that contain literary definitions or vocabulary must be removed or covered during the testing session.

Only those allowable resources listed below may be provided to students during the ELPA.

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE ELPA
<ul style="list-style-type: none"> • Blank scratch paper (Must be securely shredded immediately following each testing event) or individual erasable whiteboards
<ul style="list-style-type: none"> • ELPA Scoring Rubrics for hand-scored items <ul style="list-style-type: none"> ○ Only the Official ELPA Scoring Rubrics for Short Speaking Response, Speaking Extended Response, and Writing Extended Response found online at http://www.ode.state.or.us/search/page/?=2346 are allowed during the ELPA. They should be made available to students at any grade in printed form, if requested.
<ul style="list-style-type: none"> • Printed reading passages <ul style="list-style-type: none"> ○ Consistent with the prohibition of student coaching and leading students through instructional strategies, students must initiate the request to print reading passages from the online test. Test Administrators (TAs) may not prompt students to print reading passages. ○ All printed reading passages must be collected and securely shredded immediately following each testing event. Students may <u>not</u> keep printed reading passages for use during future testing events.
<ul style="list-style-type: none"> • Highlighter, marker, pen, and pencil
<ul style="list-style-type: none"> • Auditory amplification devices, hearing aids, noise buffers
<ul style="list-style-type: none"> • Transparent sheets (clear or tinted) to protect test materials or to improve focus
<ul style="list-style-type: none"> • Masks/markers to limit distractions

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE ELPA

- Headset
- ODE-provided ELPA keyboard navigation symbols
 - **Only the ODE-provided ELPA keyboard navigation symbols found online at <http://www.ode.state.or.us/search/page/?=2346> are allowed during the ELPA. They should be made available to students at any grade in printed form, if requested.**

NOTE: Although ODE-provided resources (i.e., ODE-provided ELPA keyboard navigation symbols) are not secure materials, they contain specific content that must not be altered. TAs may enlarge ODE-provided resources or their parts (e.g., as a poster or wall chart) but must **NOT** otherwise alter their content or change their presentation.

Accommodations

There are a number of allowable supportive administration conditions for the ELPA (see the ELPA Accommodations Table located at <http://www.ode.state.or.us/search/page/?=487>). For information regarding participation in ELPA for students with disabilities, see [Part VII – English Language Learners](#).

Student Skill Requirements

It may prove valuable for the TA to be able to speak the student’s language of origin 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 accommodation for the TA to provide translation of the audio instructions** (See the ELPA Accommodations Table located at <http://www.ode.state.or.us/search/page/?=487>).

In addition to properly configuring computer systems to run the ELPA, school staff should ensure that students have the computer skills necessary to take the ELPA. Table B.1 describes skills students will need to receive a valid score on the ELPA.

Table B.1 Technology Skills Needed for ELPA Access.

Grade Group	Listening	Speaking	Reading	Writing
K-1	Point and click mouse skills or keyboard navigation skills	Speak into a microphone. Point and click mouse skills or keyboard navigation skills	Point and click mouse skills or keyboard navigation skills	Point and click / drag mouse skills or keyboard navigation skills
2-3	Point and click mouse skills or keyboard navigation skills	Speak into a microphone. Point and click mouse skills or keyboard navigation skills	Point and click mouse skills or keyboard navigation skills	Point and click / drag mouse skills or keyboard navigation skills
4-5	Point and click mouse skills or keyboard navigation skills	Speak into a microphone. Point and click mouse skills or keyboard navigation skills	Point and click mouse skills or keyboard navigation skills	Point and click / drag mouse skills (or keyboard navigation skills) and keyboard words, phrases, and sentences
6-8	Point and click mouse skills or keyboard navigation skills	Speak into a microphone. Point and click mouse skills or keyboard navigation skills	Point and click mouse skills or keyboard navigation skills	Point and click / drag mouse skills (or keyboard navigation skills) and keyboard words, phrases, sentences and paragraphs
9-12	Point and click mouse skills or keyboard navigation skills	Speak into a microphone. Point and click mouse skills or keyboard navigation skills	Point and click mouse skills or keyboard navigation skills	Point and click / drag mouse skills (or keyboard navigation skills) and keyboard words, phrases, sentences and paragraphs

Students without the necessary computer skills to participate in the ELPA may have an assistant help with pointing and clicking the mouse. The assistant must click only the answer the student has selected regardless of whether the answer is correct. **Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with administration of the ELPA. (For more information about this accommodation, see <http://www.ode.state.or.us/search/page/?=487>.)**

IEP/504 Administration Guidelines

TAs must follow the instructions below when administering the ELPA to a student with IEP participation requirements. It is imperative for proper scoring of the ELPA that the TA confirms that the District Test Coordinator correctly entered the student's IEP code in Student Centered Staging. Web resources for this information may be found at: http://www.ode.state.or.us/teachlearn/testing/admin/ell/elpa_participation_guidance_09update.pdf. **Please note that due to changes in interpretation of Title III by the U.S. Department of Education, the administration guidelines for students on IEPs or 504 Plans may be subject to revision.**

To modify the Speaking domain:

At the first instance for the student to be recorded, the TA says verbatim what is in the box below:

This is a test administrator. This student is not participating in this portion of the ELPA.
--

Subsequent speaking questions, TA says verbatim:

Test Administrator

Make certain the student's IEP code is entered correctly in student staging when permitted.

To modify the Listening, Reading, or Writing domain: Multiple Choice or Point and Click prompts

If the IEP/504 states the student will not participate in one or more of these domains, the TA must enter random answers for the student for each question.

To modify Writing prompts requiring more than a Point and Click response (e.g., Extended Response):

If the IEP/504 states the student will not participate with this domain, the TA types verbatim:

Test Administrator

Make certain the student's IEP code is entered correctly in student staging when permitted.

Administering the Test

Students log in

Some individual students may need additional assistance while logging in. When administering the ELPA, TAs may refer to the ELPA Log-In Promising Test Administration Practices located at <http://www.ode.state.or.us/search/page/?id=2444> for suggestions on how to assist students during the student login and verification process without compromising the validity of the assessment.

On the first screen, students enter the Session ID, his or her legal first name, and SSID. This must match a record in ODE’s Student Centered Staging System, so be sure that the student uses the same first name as appears on the SSID file, not a nickname. If the student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID for example). If the student is still having difficulty, the TA can look up the correct information in the *Student Lookup*. Students are only imported in the system if their SSID record has been updated for the current school year. For other problems during the log in process, please contact your [Regional Assessment Support ESD Partner](#).

The third screen calls for verification of student information. TAs should confirm the information for younger students and any other students who may need this assistance. If you agree that the student’s information is incorrect, instruct the student to select “No” to exit the student login.

The student will now see a page indicating the test(s) the student is able to start as determined by the TA (who selects subjects when creating a session). If the session includes multiple subjects, the student must choose the appropriate test from those listed. The test opportunity the student will be using is displayed next to the corresponding test. The TA should monitor the student’s selection when sessions are open to multiple subjects.

Before approving students to test, TAs must review the student’s test settings to ensure they are correct. After you approve students, remind them to verify that their test subject and test settings are correct. Remember, once a student starts a test opportunity, test settings may not be changed for that test. Note: students have only one opportunity per year to take the ELPA.

Prior to the testing, test administrators should verify that computers used for the ELPA test are equipped with the correct headsets (authorized by ODE). Specific attention should be given to make sure students are not using personal headphones. After verifying their test subject and settings, the student will walk through a few simple steps to ensure that the headphones and microphone are working properly. If the student is having trouble, check the placement of the headphones and microphone and try the test again. If there is still trouble, check the connection of the headphones and microphone to the computer. Finally, if the system still does not work, contact your [Regional Assessment Support ESD Partner](#).

Students begin the test

Students may PAUSE on any item without answering all items in an item set. For 2012-13, ODE will continue to suspend the 20-minute pause rule for the ELPA. This means that when a student logs back in after pausing his or her test, he or she will be able to review and change responses to any previously presented items within that test segment (Listening/Reading/Writing segment or

Speaking segment). If the student selects PAUSE, the test session can be resumed at any time within 45 calendar days; after 45 calendar days the test record is expired and the opportunity is lost.

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with [Part IV - Test Security](#).

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

Finishing the testing session

After answering the last item, each student is presented with a screen prompting students to review their answers (marked and unmarked) for all items available to the student or to end the test. Tests can no longer be paused after the last question has been presented.

After answering the last item on the test and reviewing test items, students must end their test. They do so by clicking END TEST from the test screen. On the next screen, the student selects one of the two options: REVIEW MY ANSWERS or SUBMIT TEST FOR SCORING. If a student selects REVIEW MY ANSWERS, they are taken back to their test and can review their answers. If a student clicks on SUBMIT TEST FOR SCORING, the student will not be able to review answers.

After submitting his or her test for scoring, the student is directed to a screen and cannot perform any action other than select LOGOUT.

Student Directions for ELPA (English)

The following student directions take students through the log-in process for the ELPA. To ensure that students correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. Once students are comfortable with the log-in process, TAs may substitute the paraphrased log-in directions starting on p. H-10 for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to the ELPA or who may continue to benefit from having the full log-in directions read to them at the start of each testing event. **Remember, you must also read the verbatim student directions starting on p. H-10 to all students before students begin testing.**

Translated Spanish student directions appear beginning on p. H-11. Note: The directions below may be translated to the student's language of origin and will count as a standard administration.

Full Log-in Directions

Today, you will take a State of Oregon assessment in English Language Proficiency (ELPA). You will be given a Test Session ID that is required to start the test.

If we take a short break but continue with the test today, you will use the PAUSE button on-screen. You may PAUSE at any point in the test by clicking on PAUSE rather than on NEXT after answering an item. However, if there is only one item on the screen, you should try to answer that item before Pausing. If you need an individual break during the test, raise your hand and wait for my instructions and permission.

Once you have logged in, you will have to wait for me to approve the test before you can start. I'll do that to make sure you have correctly entered your SSID and other information.

Enter your legal first name, not your nickname, your SSID, and the Session ID that I provided. Raise your hand if you cannot see this number well enough to type it on your keyboard. Please do not share your ID as it is your own private information.

Once you have successfully logged in, you will see a screen with your full legal name, birth date, SSID, school, and grade. If all of the information on your screen is correct, select "Yes" to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong.

On the next screen, select the ELPA test you are taking today. If you are starting a new test click on START TEST; if you are continuing a test started earlier, click on RESUME TEST.

After you have selected your ELPA test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure each of you are taking the correct test. Please wait quietly while I verify each of your tests. After I approve you, a screen will ask you to confirm your test subject and settings. If all of the information on this screen is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand and I'll be with you shortly.

Before you can continue to your test, you will go through a few short steps to check your microphone and headphones. After you have verified your test subject and settings, you will go through a check to make sure that sound plays and records properly on your test. The first screen you see will ask if you can hear the sound through your headset. If you hear the sound, select YES. If you do not hear the sound, select NO.

Now we will test the microphone. The directions are on the screen. Follow along with me. First, press the microphone button to begin recording, and clearly say your name into the microphone. When you are done, press the microphone button to stop recording.

Now press the green play button to listen to your recording. If you hear your voice clearly, press yes. If you do not hear your voice, press Problem (No), and I will be around shortly to assist you.

I will now read to you the directions for taking this test...

Paraphrased Log-in Directions

Today, you will take a State of Oregon test in the area of English Language Proficiency.

Enter your legal first name, not your nickname, your SSID, and the Session ID that I provide on the board.

Once you have logged in, you will see a screen with your information. If all of the information is correct, select “YES” to continue.

On the next screen, you will check the sound and the microphone. If you can't hear the voice or your recording, please let me know. Once the sound and the microphone are checked, go to YES RESUME TEST.

Once you have logged in, please wait for me to verify and approve each of your tests.

After I approve you, if all the information is correct, you may select YES, START MY TEST. If anything is incorrect, please raise your hand.

If we take a short break but continue with the test today, you will use the PAUSE button on-screen. If you have questions regarding using the PAUSE button, please raise your hand.

I will now read to you the directions for taking this test...

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students.

After verifying that your headset plays and records correctly, you will see a help page listing the test tools and buttons that will appear on the test. Please read this over carefully. You can also access it during your test by clicking on the Help button in the top-right corner of the screen. Once you start your test, if you are unsure what to do for a particular question, you can click on the question mark button in the top-right corner of the question for instructions on how to answer that type of question.

You must answer each question on the screen before going on to the next page. If you are unsure of an answer, try to eliminate one or two of the options you know are wrong. Find the best answer even if you are not sure; there is no penalty for guessing. Before going to the next screen go ahead and select what you think is the best answer and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session. The PAUSE button is used to stop the test. Please raise your hand if you need a break and ask your Test Administrator prior to clicking PAUSE.

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

If you notice that a student is off task, you may say the following statement to the student, verbatim, to keep the student focused.

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

If you notice that a student appears unsure what to do for a particular item type, you may say the following statement to the student, verbatim, to direct the student to the item tutorial that explains how to respond to that item type.

You can click on the question mark for instructions on how to answer this type of question.

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. You can send a comment about this item if you wish by clicking on the comment button in the upper right-hand corner of the screen.

Directions for Ending the Test Session

We are nearing the end of this testing period. Please review any marked items now. If you need additional time let me know!

Student Directions for ELPA (Spanish)

Full Log-in Directions

Hoy tomará un examen del Estado de Oregon sobre el Dominio del Idioma Inglés (ELPA). Se le dará una identificación (ID) por sesión de examen, la que es requerida para comenzar el examen.

Si tenemos un descanso breve y continuamos con el examen hoy día, debe usar el botón de PAUSA (PAUSE) en la pantalla. Usted debe usar PAUSE en cualquier lugar del examen oprimiendo el botón PAUSE, en vez de oprimir NEXT (siguiente) después de haber contestado una pregunta. Sin embargo, si hay solamente una pregunta en la pantalla, usted debe tratar de responderla antes de hacer la pausa. Si necesita un descanso durante el examen, levante su mano y espere que le dé instrucciones y permiso.

Una vez que ha puesto su nombre en el examen, debe esperar que yo apruebe el examen antes que lo comience. Yo debo comprobar de que usted ha escrito correctamente su SSID (número de identificación segura del Estado) y demás informaciones.

Escriba su primer nombre legal, no su apodo, su número de SSID, y la identificación (ID) de la sesión que le he dado. Levante su mano si no puede leer bien el número para escribirlo con su teclado. Por favor no comparta su número de ID, es su propia información privada.

Una vez que haya entrado sin problemas al sistema, en la pantalla verá su nombre legal completo, su fecha de nacimiento, su número de SSID, el nombre de su escuela y su grado. Si toda la

información es correcta, seleccione “Yes” (Sí) para continuar. Si cualquier parte de la información es incorrecta, por favor levante la mano para que me muestre que es lo que está incorrecto.

En la siguiente pantalla, seleccione el examen ELPA (de Dominio del idioma Inglés) que está tomando hoy. Si está comenzando un examen nuevo, oprima el botón START TEST (COMENZAR EL EXAMEN); si está continuando el examen de antes, oprima el botón de RESUME TEST (CONTINUAR CON EL EXAMEN).

Cuando ha seleccionado su examen ELPA (de Dominio del idioma Inglés), verá en la pantalla una barra en movimiento y un mensaje que dice que usted está esperando la aprobación del administrador del examen. Este paso asegura que cada uno de ustedes está tomando el examen correcto. Por favor, espere en silencio mientras yo verifico cada uno de los exámenes de los estudiantes. Después que yo le apruebe, verá una pantalla donde se le pide que confirme su materia de examen y ajustes. Si toda la información es correcta, puede seleccionar YES, START MY TEST (SI, COMENZAR MI EXAMEN). Si cualquier información es incorrecta, por favor levante su mano y yo le atenderé prontamente.

Antes de continuar con su examen, debe seguir unos pasos para revisar el funcionamiento de su micrófono y audífonos. Después de comprobar la materia de su examen y los ajustes, pasará por una serie de controles para asegurarse que la reproducción del sonido y la grabación sean claras en su examen. La primera pantalla puede preguntar si puede escuchar el sonido a través de sus audífonos. Si escucha el sonido, seleccione YES (sí). En caso de que no escuche el sonido, seleccione NO.

Ahora probaremos el micrófono. Las instrucciones están en la pantalla. Sígales conmigo. Primero, presione el botón "microphone" (micrófono) para empezar a grabar y diga en forma clara su nombre al micrófono. Cuando haya terminado, presione el botón del micrófono para dejar de grabar.

Luego presione el botón verde "play " (tocar) para escuchar su grabación. Si escucha su voz claramente, presione "yes". Si no escucha su voz, presione "Problem (No)", y yo pronto vendré a ayudarle.

Ahora le voy a leer las instrucciones para tomar este examen...

Paraphrased Log-in Directions

Hoy, usted tomará el examen del Estado de Oregón sobre el Dominio del Idioma Inglés (ELPA).

Ingrese su nombre legal, no su apodo, su identificación de estudiante (SSID), y la identificación de la Sesión que he escrito en el pizarrón.

Una vez que ha entrado en el sistema, usted verá en la pantalla su información. Si toda la información es correcta, seleccione “YES” para continuar.

En la próxima pantalla, usted verificará el sonido y el micrófono. Si usted no puede escuchar la voz o su grabación, por favor hágamelo saber. Una vez que el sonido y el micrófono estén verificados, continúe con “YES RESUME TEST”.

Una vez que usted ha entrado al sistema, por favor espere a que yo pueda verificar y aprobar cada uno de sus exámenes.

Después de que yo le de la aprobación, si toda la información está correcta, usted puede seleccionar YES, START MY TEST. Si algo está incorrecto, por favor levante la mano.

Si tomamos un corto descanso, pero continuamos el examen hoy, usted utilizará el botón de PAUSE en la pantalla. Si tiene preguntas relacionadas al uso del botón PAUSE, por favor levante la mano.

Ahora le voy a leer las instrucciones para tomar este examen...

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students.

Después de verificar que sus audífonos y grabación funcionan correctamente, verá una página de ayuda con una lista de herramientas y botones que aparecerán en el examen. Por favor, lea estas instrucciones cuidadosamente. También podrá accederlas durante el examen al oprimir el botón Help (ayuda) en la esquina superior derecha de la pantalla. Una vez que empiece su prueba, si no está seguro qué hacer para una pregunta en particular, usted puede hacer clic en el botón con el signo de interrogación en la esquina superior derecha de la pregunta para obtener instrucciones sobre cómo responder a ese tipo de pregunta.

Usted debe contestar cada pregunta en la pantalla antes de pasar a la siguiente. Si no está seguro(a) de una respuesta, trate de eliminar una o dos de las opciones que usted sabe que son incorrectas. Encuentre la mejor respuesta aunque esté inseguro(a); no se penaliza el adivinar. Antes de pasar a la siguiente pantalla, siga y elija la respuesta que usted crea es la mejor y márkela antes de pasar a la siguiente pregunta, si quiere revisarla más tarde. Usted podrá volver y cambiar la respuesta durante esta sesión del examen. El botón de PAUSE es usado para detener el examen. Por favor levante la mano si necesita un descanso y pregúntele al administrador del examen antes de oprimir PAUSE.

Sus respuestas deben ser su propio trabajo. Por favor, mantenga su vista en su propia prueba y recuerde que no debe hablar. Cuando esté listo(a) para comenzar su examen, oprima BEGIN TEST NOW (EMPIECE EL EXAMEN AHORA) en la parte de abajo de la página.

If you notice that a student is off task, you may say the following statement to the student, verbatim, to keep the student focused.

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

If you notice that a student appears unsure what to do for a particular item type, you may say the following statement to the student, verbatim, to direct the student to the item tutorial that explains how to respond to that item type.

Usted puede hacer clic en el signo de interrogación para obtener instrucciones sobre cómo responder a ese tipo de pregunta.

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**.

Trate de hacer lo mejor posible y elija la respuesta que tenga más sentido para usted. Si lo desea puede enviar un comentario sobre este tema haciendo clic en el botón de comentarios en la esquina superior derecha de la pantalla.

Directions for Ending the Test Session

Estamos cerca del final de este periodo de examen. Por favor revise las preguntas que ha marcado ahora. Si necesita más tiempo dígamelo ahora.

2012-13 ELPA Data Delivery Schedule

The table below provides the 2012-13 schedule for delivering ELPA tests results to districts based on when the district administers the ELPA to its students. The date noted in the “Data Delivery to Districts” column is the date by which ELPA test results will be posted in Student Centered Staging and OAKS Online Reports.

Batch	Testing Dates	Scoring Window (Approximate)	Data Extract (from Hand Scoring to Quality Assurance)	Data Delivery to ODE	Data Delivery to Districts
1	1/9 – 1/31	2/1 - 2/15	2/22	3/5	3/15*
2	2/1 – 2/28	3/4 - 3/15	3/21	3/29	4/12
3	3/1 – 3/31	4/2 - 4/15	4/19	5/2	5/15
4	4/1 – 4/30	5/2 - 5/14	5/20	6/3	6/14

* Dependent upon calibrations.

APPENDIX I – OAKS EXTENDED ASSESSMENT

Oregon's Extended Assessment system is the state's alternate assessment system designed for students with significant cognitive disabilities. In Oregon, any student with an IEP whose team decides that this is the most appropriate assessment for the student's needs may take the Extended Assessment. Two main assessment options exist for students with disabilities: The team may decide (a) the student should be assessed via the Extended Assessment (Standard or Scaffold), or (b) the team may decide the student should be assessed with the General Assessment (possibly with accommodations selected from the Accommodations Manual located at <http://www.ode.state.or.us/search/page/?=487>). The team may also decide that the student should be assessed with the Extended Assessment for some subject areas and with the General Assessment for the other subject areas. Braille and Large Print options are also available for the Extended Assessments. Information and the order form can be found at <http://www.ode.state.or.us/search/page/?id=2691>. The assessment has been organized into three grade levels: Elementary (grades 3-5), Middle (grades 6-8), and High (grade 11*) for the subject areas of Reading, Writing**, and Science. For the subject area of Mathematics, each grade (3, 4, 5, 6, 7, 8, and 11*) has a unique test.

The following is the secure process for accessing student materials and entering student data for the Extended Assessments. **First**, only authorized district personnel are allowed to download, distribute, and/or enter student data for the Extended Assessments. Authorized personnel include District Test Coordinators as well as individuals trained in the Extended Assessments who also have the appropriate permissions (e.g., Qualified Trainers and Qualified Assessors). For the 2012-13 school year, individuals identified by the district for the first time to serve as a Qualified Assessor or Qualified Trainer must initially attend a live training and pass an associated proficiency test. Individuals trained in previous years who are interested in retaining their status must pass a refresher proficiency test annually (see <http://www.ode.state.or.us/search/page/?id=2689> for specific information regarding prerequisites and expectations associated with each role). **Second**, authorized personnel must obtain permission and the required information (i.e., username and password) from their District Security Administrator in order to access the Extended Assessment application in the District Secure site (<https://district.ode.state.or.us>) where the student materials (Resource Materials) and data entry (Data Entry Instructions) links for the Extended Assessments are located.

Materials will be made available one week prior to the start of 2012-13 Extended testing window, starting on February 14, 2013. Contact the ODE helpdesk at ode.helpdesk@state.or.us or call at 503-947-5715 for assistance.

For detailed information on administering the OAKS Extended Assessment, the Extended Assessment Manual is available on ODE's Web site at <http://www.ode.state.or.us/search/page/?id=2691>

The Extended Assessment Manual provides a general overview of the Extended Assessments, including a description of its architecture (organization and format as well as a review of decision-making for implementation). An overview of general administration and scoring procedures is also included. Materials preparation tables are available in Appendix A of the Extended Assessment Manual. The Extended Assessment Manual addresses the following topics: (a) prerequisite skills description, (b) content prompts description, (c) materials preparation, (d) administration considerations, and (e) general scoring procedures. Subject-specific scoring is provided on each Scoring Protocol.

The Extended Assessment Manual also includes a Frequently Asked Questions (FAQ) document that contains several pages of comprehensive information that an IEP team facilitator can use as a reference when discussing the Extended Assessments with a team and/or parent. Though the document can be copied and presented to parents as a whole, it is more advisable that it be used as a detailed reference as part of a meaningful discussion with parents. In addition, individual subject headings are included so interested parents can review information specific to a general concern without the need to search through the entire document.

Additional general and supporting information on the Extended Assessments may be found on the ODE Web site at <http://www.ode.state.or.us/search/results/?id=178> and via the Extended Assessment link through the District Secure Web site at <https://district.ode.state.or.us>.

* Because these students are typically working within a specialized curriculum and/or are receiving instruction that has been significantly adapted in order to allow access to grade-level content, the high school level Extended Assessment is to be administered at grade 11 only.

** The legislative action restricting Writing to students enrolled in grade 11 applies to the 2011-13 biennium. Therefore, the restriction will continue for 2012-13. (<http://www.ode.state.or.us/news/announcements/announcement.aspx?id=7908&typeid=4>).

APPENDIX J – ACCESSING STUDENT SCORES ONLINE

Reporting Student Assessment Results to Parents

OAR 581-022-1670 Individual Student Assessment, Recordkeeping, and Reporting requires school districts to report student scores on all state and local assessments at least annually to parents or guardians for all students. Individual Student Reports (ISR), Combined ISRs, Class Rosters, Class Summary reports, and Growth ISRs are available in the Secure Assessment Reports 2.0 application on the secure district website (<https://district.ode.state.or.us/>).

Accessing and Reviewing Assessment Records

The Student Centered Staging application allows a user in a district who has been granted access to view, edit, fix errors, download errors, and upload fixes to student test records that have been received by the Oregon Department of Education (ODE). The application is continuously accessible, and the 2012-12 test records are editable until final AYP and Report Cards are published.

For the 2012-13 school year, Student Centered Staging will be limited to district-editable fields, while the entire test record including the scoring and accountability fields will need to be retrieved from the Assessment Warehouse Extract application. There is a one-day lag for changes to test records in Student Centered Staging to be available in the Assessment Warehouse Extract application which extracts records from the Student Centered Operational Data Store (ODS). Access to these applications is controlled by a District Security Administrator (DSA) in each school district. Those needing access to these applications should contact their DSA.

The Assessment Transactional file format (for downloading/uploading records in Student Centered Staging) is available online in Excel format and can be downloaded at <https://district.ode.state.or.us/search/page/?id=185> by following the *Assessment Transactional File Format* link. This file should be used as a reference for definitions of the editable fields on the test records. (See below for test administration codes available in Student Centered Staging to indicate student status.) The *Assessment Reporting File Format* (for downloading read-only records in the Assessment Warehouse Extract) is available on the same page: <https://district.ode.state.or.us/search/page/?id=185>.

There are two methods for modifying student records in Student Centered Staging on ODE's district Web site, either by using the Edit Posted Records link or by using the Download/Upload Adjustments file format option on the same page. Techniques for making these adjustments are described in the *Student Staging User Guide* available for download from a link by that name at <https://district.ode.state.or.us/apps/info/AppDocs.aspx>.

More information can be found on the following web page: <https://www.ode.state.or.us/search/page/?id=2670>.

Administration Codes

Student Centered Staging records should be adjusted directly to indicate any of several special statuses for individual students. These are coded in a field labeled CalcAdmnCd. Acceptable codes for this field, and the outcome of each code, are indicated in the table below.

ADMINISTRATION CODE	DEFINITION	PARTICIPATION STATUS	PERFORMANCE STATUS
1	Absent (for an extended period of time) or Student Refusal = A student who is absent during the entire testing window and make-up testing period.	Non-participant	Not used
3	Modified – Language = A student who is non-literate in the language of the test and participates in the assessment under modified conditions.	Non-participant	Not used
5	Modified – Disability = A student with a disability who participates in the assessment under modified conditions.	Non-participant	Not used
6	Home Schooled Student, Foreign Exchange Student, or Out-of-State Student	Not used	Not used
7	Parent Request = A student whose parents request that the student not participate in testing for religious or disability related reasons.	Non-participant	Not used
8	Not Enrolled During Test Window = A student without a valid test score that was enrolled on the first school day in May but not during the school's testing window.	Not used	Not used
9	Medical Emergency = A student who cannot take the State assessment during the entire testing window, including the make-up dates, because of a significant medical emergency.	Not used	Not used
U	Invalidated test(s) with no opportunity to retest	Non-participant	Not used

ELPA “ONLY” IEP Test Administration Codes

ADMINISTRATION CODE	DEFINITION (REFER TO THE DOMAINS REQUIRED BY NCLB AND ASSESSED BY ELPA FOR ACADEMIC READINESS IN EACH. SEE PART VIII OF THIS MANUAL FOR MORE INFORMATION)
A	No Reading per IEP team
B	No Reading & Writing per IEP team
C	No Reading, Writing & Listening per IEP team
D	No Reading, Writing & Speaking per IEP team
E	No Reading, Writing, Listening & Speaking per IEP team (available only for tests not attempted)
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 an accommodation code field 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 accommodation codes. Districts may select these accommodations codes for each test opportunity in addition to setting the accommodations flag. The accommodation codes are included in the Accommodations Manual, available at <http://www.ode.state.or.us/search/page/?=487>.

APPENDIX K – REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS

Oregon Administrative Rule (OAR) 581-022-0615: Assessment of Essential Skills (revised in December 2009) clarifies that students who are receiving a regular or modified high school diploma are required to demonstrate proficiency in the Essential Skills based on the school year in which they were first enrolled in Grade 9.

The State Board of Education voted to implement the proficiency requirement for the Essential Skills on a roll-out schedule listed below. Regardless of when each proficiency requirement takes effect for the purpose of receiving a high school or modified diploma, districts must **continue assessing** student proficiency through local performance assessments.

The table below illustrates the timeline adopted by the State Board for the Essential Skills graduation requirement.

School year when students were first enrolled in Grade 9	Read and comprehend a variety of text	Write clearly and accurately	Apply mathematics in a variety of settings
2008-2009	Required		
2009-2010	Required	Required	
2010-2011	Required	Required	Required
2011-2012 and beyond	Required	Required	Required

Later student cohorts may also be accountable for additional Essential Skills approved by the State Board of Education by March 1 of the students' 8th grade year. The additional Essential Skills are:

- Listen actively and speak clearly and coherently;
- Think critically and analytically across disciplines;
- Use technology to learn, live and work;
- Demonstrate civic and community engagement;
- Demonstrate global literacy;
- Demonstrate personal management and teamwork skills.

Students may demonstrate proficiency in the required Essential Skills using any of the assessment options and corresponding achievement standards included in the following section. Additionally, students may use new assessment options as they are approved by the State Board of Education. The Assessment of Essential Skills Review Panel (AESRP) will provide the State Board of Education with recommendations regarding the phase-in of additional assessment options to demonstrate proficiency in the Essential Skills. For more information, ODE's website includes helpful links related to the Assessment of Essential Skills (see <http://www.ode.state.or.us/search/page/?=2042>). In addition, ODE has created an Essential Skills Toolkit (available at <http://assessment.oregonk-12.net>) to assist districts in planning an assessment

system for the Essential Skills that meets the requirements for an Oregon diploma. Future sections of the Toolkit will address issues in implementing and sustaining an assessment system.

Assessment Options

Assessment Option and Achievement Standard Matrix

The following table summarizes the approved assessment options available as of March 31, 2012. The State Board has adopted new assessment options for the Essential Skills of Reading and Writing. Please note that while the State Board may either raise or lower the achievement standards for future graduating classes, the required proficiency level for each Essential Skill will be no higher than the achievement standards in place when the student first enrolls in Grade 9.

ESSENTIAL SKILL	ASSESSMENT OPTIONS (ONLY ONE ASSESSMENT IS REQUIRED PER ESSENTIAL SKILL)	ACHIEVEMENT STANDARD*
Read and comprehend a variety of text (In effect starting with students first enrolled in Grade 9 in 2008-2009)	Oregon Assessment of Knowledge and Skills (OAKS) Reading Assessment	236
	ACT	18
	PLAN	18
	Work Keys	5
	Compass	81
	ASSET	42
	SAT	440
	PSAT	44
	2 Reading Work Samples: at least one informational reading selection (the second reading selection may either be informational or literary)	Score: 12 across the three required traits for each work sample (each trait must receive an individual score of at least 3). (Work samples are locally scored with the Official State Reading Scoring Guide)
	AP European History Exam	3
	AP English Literature & Composition Exam	3
	AP Macroeconomics Exam	3
	AP Microeconomics Exam	3
	AP Psychology Exam	3
	AP United States History Exam	3
AP World History Exam	3	
AP United States Government & Politics Exam	3	
AP Comparative Government & Politics Exam	3	

ESSENTIAL SKILL	ASSESSMENT OPTIONS (ONLY ONE ASSESSMENT IS REQUIRED PER ESSENTIAL SKILL)	ACHIEVEMENT STANDARD*
	IB English Language Exam	4
	IB History of Americas Exam	4
	IB History of Europe Exam	4
	IB 20 th Century Topics Exam	4
	IB Economics Exam	4
	IB Psychology Exam	4
	IB Social Anthropology Exam	4
	Accuplacer Reading Comprehension Assessment	86
<p>Write clearly and accurately (Phases in for students first enrolled in Grade 9 in 2009-2010)</p>	OAKS Writing Performance Assessment	40 Composite Score: Minimum of 4 on each of the four required traits.
	SAT Essay	460
	2 Writing Work Samples: at least one expository or persuasive (the second may be expository, persuasive, or narrative)	Score: 4 on each of the four required traits for each work sample. (Work samples are locally scored with the Official State Writing Scoring Guide)
<p>Apply mathematics in a variety of settings (Phases in for students first enrolled in Grade 9 in 2010-2011)</p>	OAKS Mathematics Assessment	236
	ACT	19
	PLAN	19
	Work Keys	5
	Compass	66 (Intermediate Algebra Test)
	ASSET	41 (Intermediate Algebra Test)
	SAT	450
	PSAT	45
	2 Mathematics Work Samples (one each for two of the following reporting categories): <ul style="list-style-type: none"> ▪ algebra ▪ geometry ▪ statistics 	Score: 4 on each of the five process dimensions. (Work samples are locally scored with the Official State Mathematics Problem Solving Scoring Guide)
	AP Statistics Exam	3
	AP Calculus AB Exam	3
AP Calculus BC Exam	3	
IB Mathematics SL Exam	4	

ESSENTIAL SKILL	ASSESSMENT OPTIONS (ONLY ONE ASSESSMENT IS REQUIRED PER ESSENTIAL SKILL)	ACHIEVEMENT STANDARD*
	IB Mathematics HL Exam	4
	IB Math Studies Exam	4

*Students may use achievement standards adopted in their 9th through 12th grade years that are equal to or lower than the achievement standards approved as of March 1 of the student’s 8th grade year.

Districts may choose to offer students only a subset of the approved assessment options. However, if a student chooses to use an approved assessment option that is not offered by the district, the district must accept an official score for that assessment option. For instance, if a district does not offer the ACT as an option for all of its students but an individual student chooses to take the ACT, the student may still use the ACT to meet an Essential Skill requirement. Similarly, if a student takes the ASSET while enrolled in one district and then transfers to another district that does not offer the ASSET, the student may still use the ASSET to meet an Essential Skills requirement.

In addition, OAR 581-022-0615: Assessment of Essential Skills as revised in June 2011 establishes requirements for districts that choose to develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills.

Proposing New Assessment Options

The Assessment of Essential Skills Review Panel (AESRP) is composed of 28 members representing K-12 education, post-secondary institutions, and business/industry. The panel reviews and recommends additions or changes to the list of approved Essential Skills assessment options, basing their recommendation on evidence provided by research organizations and other experts that the proposed assessment option accurately measures the Essential Skill. For more information about the AESRP, please visit <http://www.ode.state.or.us/go/AESRP>.

March Addendum

In accordance with OAR 581-022-0615 Assessment of Essential Skills, should the State Board adopt any new Essential Skills graduation requirements that would impact current 8th graders, ODE will issue these additional Essential Skills requirements by March 1, 2013.

Administration Conditions and Documentation of Student Scores

Administration Conditions

When assessing Essential Skills through an approved standardized assessment option, school and district staff across Oregon must use the same test administration procedures, and all test items, test

materials and student level testing information must be handled in a secure manner as described in [Part IV - Test Security](#). When assessing Essential Skills through work samples, school and district staff must follow the requirements described in [Appendix M – Work Samples and State Scoring Guides](#).

Documentation for Essential Skills Graduation Requirement

Districts must retain documentation of student scores for all assessment options eligible for use in meeting the Essential Skills graduation requirement through the time a student exits the public school system. Although it is not required, ODE strongly recommends that districts develop a policy regarding the retention of student work and student performance data to ensure that sufficient evidence is available in the event of a student appeal. The Assessment of Essential Skills Toolkit (available online at <http://estoolkit.orvsd.org/>) provides resources and sample policies, in partnership with the Oregon School Boards Association (OSBA), to aide districts in developing local policies.

Student Appeals Process

Districts must develop a process allowing students to appeal the district decision to deny a high school diploma based on the Essential Skills graduation requirement. The Assessment of Essential Skills Toolkit (available online at <http://estoolkit.orvsd.org/>) provides information on this policy. This process must address both the invalidation of an assessment based on an impropriety or, for locally-administered assessments such as work samples, the score received on the assessment. When establishing a student appeals process, it may be helpful for districts to address the following considerations:

- Whether to establish a set window of time in which a student may appeal
- How to notify students of the appeals process
- Whether to retain documentation of student work (beyond the student score) at the school or district level or whether to return the student work to the student upon completion of the assessment
- Eligibility criteria (e.g., grade of enrollment, other available assessment options)

English Language Learners

On December 9, 2010, the State Board voted to adopt OAR 581-022-0617: Essential Skill Assessments for English Language Learners, which requires school districts and public charter schools to adopt a policy whether to allow eligible ELL students to demonstrate proficiency in the Essential Skills in the students' language of origin if they meet specific criteria (also identified in the OAR).

Based on a recommendation by the Assessment of Essential Skills Review Panel (AESRP), an advisory group comprised of K-12 and higher education representatives, OAR 581-022-0617 maintains the rigor of the Oregon diploma while allowing eligible students more flexibility in demonstrating their proficiency in the Essential Skills required for graduation.

OAR 581-022-0617 addresses the needs of a small group of highly skilled, highly motivated students who have not had sufficient time in the U.S. to gain the English language skills necessary to demonstrate their academic content knowledge. These students must be able to meet all other graduation requirements, including credit completion, in order to graduate under this option. ODE estimates that this population would be between 475 to 825 students statewide per year.

The requirements set forth in OAR 581-022-0617 are as follows:

1. Consistent with OAR 581-022-0615: Assessment of Essential Skills, school districts and public charter schools shall adopt a policy whether to allow ELL students to demonstrate proficiency in the Essential Skill of Applying Mathematics in their language of origin for those ELL students who by the end of their 11th grade year:
 - a. Are on track to meet all other graduation requirements; and
 - b. Are unable to demonstrate proficiency in the Essential Skills in English.
2. Consistent with OAR 581-022-0615: Assessment of Essential Skills, school districts and public charter schools shall adopt a policy whether to allow ELL students to demonstrate proficiency in Reading, Writing, and any additional Essential Skills in their language of origin for those ELL students who by the end of their 11th grade year:
 - a. Are on track to meet all other graduation requirements;
 - b. Are unable to demonstrate proficiency in the Essential Skills in English;
 - c. Have been enrolled in a U.S. schools for five (5) years or less; and
 - d. Have demonstrated sufficient English language skills using an English language proficiency assessment option that is approved by the State Board of Education (currently a level 3 (Intermediate) or higher on the English Language Proficiency Assessment (ELPA)).

As noted above, for the Essential Skills other than Apply Mathematics, eligible ELL students will be limited to those who will have been enrolled in U.S. schools for 5 years or less (at predicted time of graduation based on initial enrollment year in grade 9) and to those who have demonstrated sufficient English language skills using an English language proficiency assessment option approved by the State Board. This ensures that the policy is limited to those students who have not yet had sufficient time to fully master academic English but who have gained sufficient English skills to pursue their next steps (college, community-college, or workforce training). At this time, the only English language proficiency assessment option approved by the State Board is the ELPA. To be eligible to demonstrate proficiency in an Essential Skill other than Apply Mathematics, an eligible ELL student must receive at least a 3 on the ELPA by graduation. Districts are not required to document evidence of a student's achievement level of at least a 3 on the ELPA prior to offering an assessment in the student's language of origin. To provide districts with greater flexibility, ODE will

work with stakeholders to investigate additional options for students to demonstrate their English proficiency.

The following table summarizes the approved English language proficiency assessment options and corresponding proficiency levels approved by the State Board as of June 2010. Districts may use an English language proficiency assessment option from this table to determine whether an ELL student is eligible to demonstrate their proficiency in an Essential Skill other than Apply Mathematics in the student’s language of origin.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT OPTIONS* (ONLY ONE ASSESSMENT IS REQUIRED)	PROFICIENCY LEVEL
English Language Proficiency Assessment (ELPA)	3

* ODE will work with stakeholders to investigate additional options for students to demonstrate their English proficiency.

The rigor of native language assessments offered to eligible ELL students to demonstrate their proficiency in the Essential Skills under this policy must be equal to the rigor of assessment options available in the English language. Districts may administer the side-by-side translations of OAKS provided by ODE under OAR 581-022-0620: Test Development for those Essential Skills for which the State Board has adopted OAKS as an assessment option. Districts may also develop work sample prompts in the LEP student’s language of origin.

To provide guidance to districts on implementing this policy for eligible ELL students, the State Board adopted OAR 581-022-0617: Essential Skill Assessments for English Language Learners in December 2010. This OAR is copied below.

OAR 581-022-0617: Essential Skill Assessments for English Language Learners (Adopted 12/9/10)

(1) Definitions. As used in this rule:

- (a) “Assessment option” means an assessment approved to assess proficiency in the Essential Skills for the purpose of earning a high school diploma or a modified diploma.
- (b) “English Language Learner” (ELL) means a student who meets the definition of “Limited English Proficient” found in Title IX, Part A, Section 9101.25 of the No Child Left Behind Act of 2001 (NCLB).

(c) “Essential Skills” means process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

(d) “Qualified Rater” means any individual who is:

- (i) Trained to a high degree of proficiency in scoring the assessment administered to the student; and
- (ii) Endorsed by the school district or public charter school, consistent with local school board policy, as proficient in the student’s language of origin for the purposes of accurately scoring the student’s work in the student’s language of origin.

(2) Consistent with OAR 581-022-0615, school districts and public charter schools must adopt a policy whether to allow ELL students to demonstrate proficiency in the Essential Skill of “Apply mathematics in a variety of settings” in the students’ language of origin for those ELL students who by the end of their 11th grade year:

- (a) Are on track to meet all other graduation requirements; and
- (b) Are unable to demonstrate proficiency in the Essential Skills in English.

(3) Consistent with OAR 581-022-0615, school districts and public charter schools must adopt a policy whether to allow ELL students to demonstrate proficiency in Essential Skills other than “Apply mathematics in a variety of settings” in the students’ language of origin for those ELL students who by the end of their 11th grade year:

- (a) Meet the criteria in Section 2(a)-(b) of this rule;
- (b) Have been enrolled in a U.S. school for five (5) years or less; and
- (c) Have demonstrated sufficient English language skills using an English language proficiency assessment option that is approved by the State Board of Education. ODE will issue final notice of the State Board of Education’s adoption of English language proficiency assessment options by March 1 of each year as an addendum to the Test Administration Manual.

(4) If a school district or public charter school adopts a policy allowing ELL students to demonstrate proficiency in the Essential skills in the students’ language of origin under Sections 2 and 3 of this rule, that policy must include the following:

- (a) Development of a procedure to provide assessment options as described in the Test Administration Manual in the ELL students’ language of origin for those ELL students who meet the criteria in Section 2(a)-(b) of this rule.

(b) Development of a procedure to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Stat. Auth.: ORS 329.451, 338.025, 339.115, and 339.505

Stats. Implemented: 329.045, 329.075, 329.485, and 338.115

Students with Disabilities

The most appropriate method for a student with disabilities to participate in the Assessment of Essential Skills is determined by the student's Individualized Education Program (IEP) team. Each student's needs must be considered individually and not merely on the basis of his or her disability category.

If a student's IEP Team determines that the nature of a student's disability prevents the student from demonstrating proficiency in an Essential Skill using any of the approved assessment options listed in the Test Administration Manual, the student's IEP Team may exempt the student from the approved assessments as listed in the Test Administration Manual. The team would then determine an appropriate replacement assessment option based on an equivalent level of rigor for the student to use that addresses the Essential Skill in a format that is consistent with the student's instructional plan. Replacement assessment options must be considered only in rare instances where the nature of a student's disability strictly precludes them from responding in the required mode of the assessment. The student may then use this replacement assessment option to meet the Essential Skills graduation requirement.

Please note that consistent with OAR 581-022-0612: Exception of Students with Disabilities from State Assessment Testing, a district may not exempt a student with disabilities from participating in the Essential Skills graduation requirement based on the student's disability unless the student's parent requests the exemption in writing from the district.

Essential Skills and the Modified Diploma

Modifications, as described in OAR 581-022-0610, are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. Regarding students seeking a modified diploma, Section 20 of OAR 581-022-0615: Assessment of Essential Skills clarifies that, while students seeking a modified diploma must meet the Essential Skills requirements, school districts and public charter schools may modify certain assessment options adopted by the State Board for these students as described below.

For students on IEPs or 504 Plans:

Consistent with federal special education law, school districts and public charter schools may administer modified work samples or OAKS assessments consistent with the requirements of the student's IEP or 504 Plan. When modifying an OAKS assessment, the school district or public

charter school must also ensure that the modifications are in compliance with section 4(d) of OAR 581-022-0610: Administration of State Tests. Pursuant to State and Federal Law, these modifications must be appropriately explained and documented as necessary in order to ensure that these students receive equitable educational opportunities and individualized instruction (34 CFR 300.320(6)(i) and (ii)). Modified OAKS assessments will remain invalid for purposes of school and district accountability.

For students who are not on an IEP or a 504 Plan:

School districts and public charter schools may only administer modifications to work samples that are consistent with the modifications the student has received during instruction. Students must have received those same modifications during instruction in the content area to be assessed and in the year in which the work sample is administered. These modifications must be approved in advance by the student’s school team responsible for monitoring the student’s progress. To ensure stringent decision-making around awarding the modified diploma to students without a documented need (general education students) and to deter unintended educational outcomes for students, students who are not on an IEP or a 504 Plan may not receive a modified OAKS assessment.

Additional guidance, including student eligibility criteria for the Modified Diploma, is included in Memorandum No. 010-2009-10 – Modified Diploma and the Essential Skills (available at <http://www.ode.state.or.us/news/announcements/announcement.aspx?5441>).

OAR 581-22-0615: Assessment of Essential Skills (Adopted June 2011)

581-022-0615: Assessment of Essential Skills

(1) Definitions. As used in this rule:

(a) “Assessment option” means an assessment approved to assess proficiency in the Essential Skills for the purpose of earning a high school diploma or a modified diploma.

(b) “Essential Skills” means process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

(c) “Local performance assessment” means a standardized measure (e.g., activity, exercise, problem, or work sample scored using an official state scoring guide), embedded in the school districts’ and public charter schools’ curriculum that evaluates the application of students’ knowledge and skills.

(d) “Official state scoring guide” means an evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a 1-6 point scale to help rate student work. It is used by Oregon teachers to evaluate student work samples.

(e) “Student-initiated test impropriety” means student conduct that:

(A) Is inconsistent with:

- (i) The Test Administration Manual; or
- (ii) Accompanying guidelines; or

(B) Results in a score that is invalid.

(f) “Work sample” means a representative sample of individual student work (e.g., research papers, statistical experiments, speaking presentations, theatrical performances, work experience) that may cover one or more content areas and therefore may be scored using one or more official state scoring guide(s). At the high school level, a work sample can be used to fulfill both the local performance assessment requirement described in Section 2 of this rule and the Essential Skills requirement described in Section 3 of this rule.

(2) School districts and public charter schools that offer grades 3 through 8 or high school shall administer local performance assessments for students in grades 3 through 8 and at least once in high school. For each skill area listed in section (18) of this rule, the assessments shall consist of:

- (a) One work sample per grade scored using official state scoring guides; or
- (b) Comparable measures adopted by the district.

(3) School districts and public charter schools shall require high school students to demonstrate proficiency in the Essential Skills using assessment options that are approved by the State Board of Education for the purpose of student eligibility for:

- (a) The high school diploma as established in OAR 581-022-1130; or
- (b) The modified diploma as established in OAR 581-022-1134.

(4) Pursuant to ORS 339.115 and 339.505, school districts and public charter schools shall provide any eligible student with instruction in and multiple assessment opportunities to demonstrate proficiency in the Essential Skills for the purpose of achieving the high school diploma or the modified diploma.

(5) To be eligible to receive a high school diploma or a modified diploma:

- (a) For students first enrolled in grade 9 during the 2008-2009 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skill listed in section (17)(a) of this rule: Read and comprehend a variety of text.

(b) For students first enrolled in grade 9 during the 2009-2010 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in sections (17)(a)-(b) of this rule:

- (A) Read and comprehend a variety of text; and
- (B) Write clearly and accurately.

(c) For students first enrolled in grade 9 during the 2010-2011 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in section (17)(a)-(c) of this rule:

- (A) Read and comprehend a variety of text;
- (B) Write clearly and accurately; and
- (C) Apply mathematics in a variety of settings.

(d) For students first enrolled in grade 9 during the 2011-2012 school year or first enrolled in grade 9 in any subsequent school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in Section (17)(a)-(c) of this rule and any additional Essential Skills for which:

- (A) The State Board of Education has adopted the determination to phase in for inclusion in the high school diploma and modified diploma requirements; and
- (B) The State Board of Education has adopted assessment options by March 1 of the student's 8th grade year.

(e) School districts and public charter schools may require students to demonstrate proficiency in additional Essential Skills beyond the minimum requirements described in section (5)(a)-(d) of this rule.

(6) The Superintendent of Public Instruction shall establish an Assessment of Essential Skills Review Panel (AESRP) to make recommendations on:

- (a) The phasing in of Essential Skills for inclusion in the high school diploma and the modified diploma requirements;
- (b) The adoption of assessment options to measure students' proficiency in the approved Essential Skills for the purpose of the high school diploma or the modified diploma; and
- (c) The achievement standards used to determine student eligibility for the high school diploma or the modified diploma.

(7) The AESRP shall work toward the goal of a system with a high degree of technical adequacy and equivalent rigor between assessment options as practicable.

(8) The AESRP shall base its recommendations on evidence provided by:

- (a) School districts;
- (b) Research organizations; and
- (c) Other experts.

(9) The AESRP shall consist of assessment experts from:

(a) School districts, including but not limited to:

- (A) Superintendents;
- (B) Principals;
- (C) Curriculum Directors;
- (D) Educators;
- (E) Special education educators; and
- (F) English Language Learners (ELL) educators;

(b) Post-secondary education institutions; and

(c) Business partners who have expertise in:

- (A) Assessment design;
- (B) Assessment administration; or
- (C) Use of assessments

(10) The State Board of Education shall make the determination to adopt the AESRP's assessment options and achievement standards for the purpose of conferring high school diplomas and modified diplomas. The determination of the State Board of Education will be final and not subject to appeal.

(11) The ODE shall issue the State Board of Education's intentions regarding the AESRP's recommendations by December 15 of each year and formal notice of the State Board of Education's final determination regarding the AESRP's recommendations by March 1 of each year as an addendum to the Test Administration Manual, which the ODE shall issue by August 1 of each year.

(12) School districts and public charter schools shall adhere to the requirements set forth in the Test Administration Manual to:

- (a) Administer;

- (b) Score;
 - (c) Manage; and
 - (d) Document the district and school assessments of students' proficiency in the Essential Skills required to receive a high school diploma or a modified diploma.
- (13) School districts and public charter schools shall establish conduct and discipline policies addressing student-initiated test impropriety.
- (14) School districts and public charter schools shall allow students to use assessment options and achievement standards adopted by the State Board of Education in a student's ninth through twelfth grade years as follows:
- (a) Students may demonstrate proficiency in the Essential Skills using assessment options adopted in their ninth through twelfth grade years.
 - (b) Students may use achievement standards adopted in their 9th through 12th grade years that are equal to or lower than the achievement standards approved as of March 1 of the students' 8th grade year.
- (15) Districts may develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills, using established professional and technical standards in place of the assessment options adopted by the State Board of Education as described in section 14 of this rule. Districts that choose this option are required to publish:
- (a) A communication strategy to ensure stakeholders are notified of the district's approach to the local assessment option; and
 - (b) Materials written in plain language that contain descriptions of the
 - (A) Purpose of the assessment;
 - (B) Scoring methodology;
 - (C) Method by which students and parents will receive results from the assessment;
 - (D) Criteria for determining student proficiency using the assessment; and
 - (E) Criteria for determining which students will have access to the assessment.
- (16) The ODE shall publish the subset of Essential Skills assessment options and the associated performance levels which may be used by each of Oregon's post-secondary institutions as defined by those institutions' policies provided to the ODE by October 15 of each year.
- (17) The Essential Skills identified by the State Board of Education as of July 1, 2008 are as follows:

- (a) Read and comprehend a variety of text;
- (b) Write clearly and accurately;
- (c) Apply mathematics in a variety of settings;
- (d) Listen actively and speak clearly and coherently;
- (e) Think critically and analytically;
- (f) Use technology to learn, live, and work;
- (g) Demonstrate civic and community engagement;
- (h) Demonstrate global literacy; and
- (i) Demonstrate personal management and teamwork skills.

(18) School districts and public charter schools shall include one or more local performance assessments for grades 3 through 8 and for high school for each of the following skill areas:

- (a) Writing;
- (b) Speaking;
- (c) Mathematical problem-solving; and
- (d) Scientific inquiry.

(19) School districts and public charter schools may include one social science analysis work sample that is administered in accordance with school district or public charter school policies as a local performance assessment for grades 3 through 8 and for high school.

(20) For students on an Individualized Education Plan (IEP) or 504 Plan, if a student's IEP or 504 Team determines that the nature of a student's disability prevents the student from demonstrating proficiency in an Essential Skill using any of the approved assessment options listed in the Test Administration Manual, the student's IEP Team may exempt the student from the requirement as listed in the Test Administration Manual and determine an appropriate replacement assessment option for the student to use that addresses the Essential Skill in a manner that is consistent with:

- (a) The student's instructional plan; and
- (b) The state assessment criteria adopted by the State Board of Education.

(21) For students seeking a modified diploma, school districts and public charter schools may modify the assessment options adopted by the State Board of Education when the following conditions are met:

- (a) For students on IEP or 504 Plans:

(A) School districts and public charter schools must comply with all requirements established by the student's IEP or 504 Plan when implementing modifications for work samples;

(B) School districts and public charter schools must comply with OAR 581-022-0610 section (4)(d) when implementing modifications for a statewide assessment.

(b) For students not on IEP or 504 Plans:

(A) School districts and public charter schools may only implement modifications for work samples that are consistent with the modifications the student has received during instruction in the content area to be assessed in the year in which the work sample is administered.

(B) School districts and public charter schools must obtain approval from the school team responsible for monitoring the student's progress toward the modified diploma before implementing modifications for work samples.

(C) Consistent with OAR 581-022-0610, school districts and public charter schools may not implement modifications for statewide assessments for students who are not on an IEP or 504 Plan.

Stat. Auth.: ORS 329.451, 338.025, 339.115 & 339.505

Stats. Implemented: 329.045, 329.075, 329.451, 329.485 & 338.115

Hist.: ODE 17-2008, f. & cert. ef. 6-27-08; ODE 10-2009(Temp), f. & cert. ef. 9-1-09 thru 2-28-10;

ODE 19-2009, f. & cert. ef. 12-10-09

APPENDIX L – LOCAL PERFORMANCE ASSESSMENTS

Local Performance Assessment Requirement

In June 2008, the State Board of Education adopted OAR 581-022-0615: Assessment of Essential Skills. This rule requires school districts and public charter schools to administer local performance assessments on an annual basis to all students at Grades 3 through 8 and once in high school in the following skill areas:

- Writing
- Speaking
- Mathematical Problem-Solving
- Scientific Inquiry
- Social Science Analysis (optional)

The purpose of this requirement is to ensure that Oregon students are afforded opportunities to learn and to receive feedback regarding their progress toward meeting specific state standards throughout their years in public schools.

DEFINITION OF LOCAL PERFORMANCE ASSESSMENTS (OAR 581-022-0615)	A local performance assessment is, “a standardized measure (e.g., activity, exercise, problem, or work sample scored using an official state scoring guide) embedded in the school districts’ and public charter schools’ curriculum that evaluates the application of students’ knowledge and skills.” Districts may meet the local performance assessment requirement either by using a work sample scored with an official state scoring guide or by using a locally developed measure.
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Over time, districts may build banks of local performance assessments for future use and to ensure flexibility for students with different interests. Districts may also share local performance assessments with other districts to increase the number and variety of local performance assessments available for use.

For districts who choose to meet the local performance requirement using work samples, [Appendix M – Work Samples and State Scoring Guides](#) provides guidance on the development, administration, and scoring of work samples.

Documentation for Annual Local Performance Assessment Requirement

Districts may adopt local policies to determine whether to retain documentation related to the assessments administered annually under the local performance requirement at Grades 3 – 8 and high school.

APPENDIX M – WORK SAMPLES AND STATE SCORING GUIDES

Introduction

A work sample is a representative sample of individual student work that may be used to demonstrate proficiency in one or more skills and may be assessed using one or more of Oregon's official scoring guides. Examples of work samples are an expository essay, responses to an informative reading selection, a persuasive speaking presentation, or responses to an open-ended math problem. Other examples of work samples appear throughout this Appendix.

Student work samples serve two different but related purposes for Oregon students:

- The first purpose is to provide an option for students to fulfill the Essential Skills requirement for a high school diploma.
- The second purpose is to provide an option to fulfill the annual local performance assessment requirement that ensures that students in Grades 3 through 8 and once in high school are afforded opportunities to learn and to receive feedback regarding their progress toward meeting specific state standards throughout their years in public schools.

Please note that districts choosing to use work samples for one of these two purposes must score the work samples using an official state scoring guide and follow the guidelines described in this Appendix. While districts may refer to these guidelines when administering other locally developed assessment options, they are not required to do so.

Work Samples as an Option for Fulfilling the Essential Skills Diploma Requirement

According to OAR 581-022-0615: Assessment of Essential Skills, students must demonstrate proficiency in the Essential Skills in order to receive a high school diploma:

- Students first enrolled in Grade 9 in 2008-2009 must demonstrate proficiency in the Essential Skill of Reading;
- Students first enrolled in Grade 9 in 2009-2010 must demonstrate proficiency in the Essential Skills of Reading and Writing; and
- Students first enrolled in Grade 9 in 2010-2011 or beyond must demonstrate proficiency in the Essential Skills of Reading, Writing, and Mathematics.

As of October 2009, the State Board of Education has approved work samples scored using an official state scoring guide as one of the assessment options available for the Essential Skills of Reading, Writing, and Mathematics. The State Board will approve additional options over time. For more information, see [Appendix K – Requirements for Assessment of Essential Skills](#).

The following table summarizes the requirements for using work samples to demonstrate proficiency in the Essential Skills:

ESSENTIAL SKILL	WORK SAMPLE ASSESSMENT OPTION	ACHIEVEMENT STANDARD
Read and comprehend a variety of text	Two Reading Work Samples: at least one informational reading selection (the second reading selection may either be informational or literary)	Score: 12 across the three required traits for each work sample (each trait must receive an individual score of at least 3). (Work samples are locally scored with the Official State Reading Scoring Guide)
Write clearly and accurately* (Phases in starting with students first enrolled in Grade 9 in 2009-2010)	Two Writing Work Samples: at least one expository or persuasive (the second may be expository, persuasive, or narrative)	Score: 4 on each of the four required traits for each of the three work samples. (Work samples are locally scored with the Official State Writing Scoring Guide)
Apply mathematics in a variety of settings* (Phases in starting with students first enrolled in Grade 9 in 2010-2011)	Two Mathematics Work Samples (one of each for two of the following strands): <ul style="list-style-type: none"> ▪ algebra ▪ geometry ▪ statistics 	Score: 4 on each of the four traits plus accuracy. (Work samples are locally scored with the Official State Mathematics Problem Solving Scoring Guide)

*A work sample used to demonstrate proficiency in either the Essential Skill of Writing or Mathematics may also fulfill a student’s local performance assessment requirement in that subject area at the high school level.

Work Samples as Local Performance Assessments to Demonstrate Opportunity to Learn

OAR 581-022-0615 also requires school districts and public charter schools to provide students in Grades 3 through 8 and once in high school with annual opportunities to demonstrate their progress in the skill areas of Writing, Speaking, Mathematical Problem-Solving, and Scientific Inquiry. These opportunities must consist of annual local performance assessments.

<p>DEVELOPMENT OF LOCAL PERFORMANCE ASSESSMENTS</p>	<p>Over time, districts may build banks of local performance assessments for future use and to ensure flexibility for students with different interests.</p> <p>Districts may also share local performance assessments with other districts to increase the number and variety of local performance assessments available for use.</p>
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School districts and public charter schools are free to develop their own local performance assessments; however, they may choose to meet this requirement by administering work samples scored using the official state scoring guide. The following table summarizes the requirements for using work samples as local performance assessments.

SKILL AREA	GRADE	ACHIEVEMENT STANDARD	NOTES ABOUT WORK SAMPLES
Writing	Grade 3	<ul style="list-style-type: none"> ▪ Meets = Score of 3 in each required trait ▪ Exceeds = Score of 4, 5, or 6 	Grade 3 students are not held to a standard in Sentence Fluency.
	Grades 4-8 and High School	<ul style="list-style-type: none"> ▪ Meets = Score of 4 in each required trait ▪ Exceeds = Score of 5 or 6 	Voice and Word Choice may be scored but are not required traits. Exemplars reflect expectations at each grade level.
Speaking	Grade 3	<ul style="list-style-type: none"> ▪ Meets = Score of 3 in each required trait ▪ Exceeds = Score of 4, 5, or 6 	Grade 3 students are not held to a standard in the trait of Language.
	Grades 4-8 and High School	<ul style="list-style-type: none"> ▪ Meets = Score of 4 in each required trait ▪ Exceeds = Score of 5 or 6 	Exemplars reflect expectations at each grade level.
Mathematics Problem Solving	Grades 3-8 and High School	<ul style="list-style-type: none"> ▪ Meets = Score of 4 in each required trait ▪ Exceeds = Score of 5 or 6 	Exemplars reflect expectations at each grade level.
Scientific Inquiry	Grade 3-8 and High School	<ul style="list-style-type: none"> ▪ Meets = Score of 4 in each required trait ▪ Exceeds = Score of 5 or 6 	A separate official scoring guide exists for each of the four grade-bands (3, 4-5, 6-8, and High School).

Guidelines for Work Sample Design

Work samples must align with the state content standards for the skill area being assessed. For example, questions about reading selections, prompts for writing, topics for speaking, and problems for mathematics must clearly provide students with opportunities to demonstrate proficiency in the content standards being assessed in the work sample. In addition, for those work samples being used to satisfy Essential Skills graduation requirements, prompts must provide students with the opportunity to demonstrate high school level knowledge and skills. (For examples of work samples released by ODE, see <http://www.ode.state.or.us/go/worksamples>.)

Work samples must reflect independent, individual student work **only**. Collaborative group projects or products may **not** be used to demonstrate an individual student’s proficiency, although individual

work samples may grow out of common learning experiences or group work. For example, a student may write in response to a school assembly, an individual student's math or scientific inquiry work sample may stem from group research on a local situation, or a student's speaking work sample may consist of a presentation made as part of a panel discussion.

Factors to Consider (District Options)

Minimum and maximum lengths

For work samples used to meet only the local performance assessment requirement, districts may set their own rules about length, although the work samples must be long enough and complex enough to meet the standards being assessed. For work samples used to demonstrate proficiency in the Essential Skills, see the content-specific guidance located online at <http://www.ode.state.or.us/go/worksamples>. If a work sample will be used to meet both the local performance assessment and the Essential Skills requirement, it must follow these specific guidelines for Essential Skills work samples.

Embedding work samples in the curriculum

Students, teachers, and parents will most likely experience a smoother, more integrated system when work samples are embedded in the regular curriculum and are also part of the normal, ongoing evaluation and grading process. Examples of work samples embedded in the curriculum might include a student in a health class writing a persuasive paper about a contemporary personal or community health issue, a student in a woodworking class speaking about the merits of different types of woods for different purposes, a student in physical education devising and then explaining to the class his or her own exercise or nutritional plan, or a student in music describing the historical significance of a composer or specific composition.

Student choice

Whenever possible, work samples should be designed to offer student choices among reading selections, writing prompts, speech topics, math problems, etc. Students usually perform better when they are able to exercise some choice and when they have had some experience with the subject or topic.

Multi-disciplinary work samples

An overarching, multi-disciplinary project could be used to assess more than one skill. For example, a Senior Project could provide opportunities to demonstrate reading, writing, and speaking; a rich, complex reading passage could form the basis of an assessment in reading and then be a jump-off point for a choice of writing prompts or social science analysis; the results of a group project in statistics and probability could be used as the starting point of further analysis in an individual assessment in math and also give rise to a choice of expository speaking prompts about the project.

Administration of Work Samples: Procedures and Conditions

Time Allowances

Whether used as a local performance assessment or to meet an Essential Skills requirement, work samples are not meant to be timed. Each individual student should be granted ample time

to demonstrate his or her skills, and some students may require significantly more time than others. Most work samples will take more than one session for students to complete. If most students in a class have completed their work samples, it is reasonable to move on with the curriculum, but creative ways should be sought for individual students to complete their work samples. For example, teachers may provide organized time periods for multiple students to work on a variety of assessments under supervision or allow a student to complete a work sample before or after school while supervised by a teacher.

Use of Word Processors

All work samples may be word-processed. Consistent with prior practice, ODE does not restrict the use of spell-check or grammar-check features when using a word processor for a work sample.

Guidelines for the Degree of Supervision and Use of Outside Resources

Some work samples may be longer and more complex than others, possibly requiring students to conduct research using outside resources to find supporting facts, statistics, or examples. For such work samples, ODE allows districts to retain flexibility regarding student use of outside resources and the degree of supervision.

To ensure that a work sample is a student’s own independent work, ODE has set some guidelines regarding the degree of supervision required while the student completes the work sample. For those work samples requiring research, districts may allow students to complete parts of the work sample outside of class. When this option applies, students may use computers or other resources such as printed materials to conduct research. **If districts choose to offer students this option, the student must provide additional evidence to verify that the final product is the student’s own independent work.** Examples include but are not limited to notes, outlines, data collections, attached sources of information, and lists of works cited. While these guidelines are **recommended** for work samples used as local performance assessments, they are **required** for work samples used to meet the Essential Skills requirement.

The following table summarizes the degree of supervision **recommended** for work samples used as local performance assessments.

SKILL AREA	DIRECT SUPERVISION RECOMMENDED	DISTRICT OPTION FOR WORK SAMPLES THAT INVOLVE RESEARCH
Writing	Annual work sample must be completed under direct supervision with no outside resources	ODE does <u>not</u> recommend allowing students to complete the writing work sample outside of class
Speaking	If annual work sample is an unrehearsed speech work sample, it must be completed under direct supervision with no outside resources	If annual work sample is an expository or persuasive speech, then parts of the <u>preparation</u> may be done outside of class with additional evidence; however, delivery must be directly supervised
Mathematics		Parts of annual work sample may be completed outside of class with additional evidence

SKILL AREA	DIRECT SUPERVISION RECOMMENDED	DISTRICT OPTION FOR WORK SAMPLES THAT INVOLVE RESEARCH
Scientific Inquiry		Parts of annual work sample may be completed outside of class with additional evidence
Social Science Analysis (Optional)		Parts of annual work sample may be completed outside of class with additional evidence

Ensuring Independent Student Work

Although individual student work samples may grow out of preliminary group work, students must complete their work samples independently with no inappropriate feedback, coaching, or editing suggestions from anyone, including teachers, parents, or peers. Given that work samples must reflect an individual student’s independent work, it is important that teachers understand the difference between providing acceptable levels of feedback and providing inappropriate assistance which could lead to an invalid representation of what a student can accomplish independently. After the work sample has been completed and scored, there are limited opportunities for teacher feedback and subsequent student revision. For instance, providing scores is appropriate feedback, but providing specific suggestions such as, “This paragraph contains a run-on sentence” or “Type of soil is another variable that should be considered in this investigation” are not appropriate. Additional opportunities for appropriate feedback are described on p.[M-8](#).

To help ensure that work samples consist of independent student work, districts must establish a procedure for checking student progress throughout completion of the work sample. In addition, districts may choose to require each student to sign an assurance form stating that a given work sample is his or her own work. The supervising teacher should also sign the form, attesting that the student followed appropriate guidelines and that, to the best of the teacher’s knowledge, the work sample is the student’s independent work.

Scoring Work Samples

Whether used as local performance assessments or to meet the Essential Skills requirement, work samples must be scored using Oregon’s Official Scoring Guides, available online at <http://www.ode.state.or.us/go/worksamples>.

Raters

Work samples must be scored by certified teachers, administrators, or other staff who have been trained to a high degree of proficiency in using the official scoring guides. In some cases, districts may choose to hire retired teachers who have been recently trained on the scoring guides but who are no longer certified to assist with scoring.

Districts may obtain training on official scoring guides from a variety of sources. Some ESDs and professional organizations such as the Oregon Science Teacher Association or the Oregon Council

of Teachers of Mathematics have teams of trainers who have participated in ODE-sponsored professional development and who are available to help with district-level training. Many districts have also developed their own group of trainers to provide training during in-service activities. For more information on training opportunities, see <http://www.ode.state.or.us/go/worksamples>.

Although each work sample is required to be scored by only one rater, districts may choose to double-score a certain percentage of work samples to help ensure reliability among raters. It is helpful to conduct such a scoring in a group setting so that discrepant scores can be discussed and resolved, allowing raters to refine their understanding of the scoring guides in the process. Districts may also choose to conduct scoring in a group setting to provide anonymity for individual raters or to allow for consensus decisions for work samples on the borderline between two scores.

Achievement Standards for Work Samples

In order to use a work sample to meet the Essential Skills requirement, it must meet the achievement standard approved by the State Board. Writing and Mathematics work samples are considered to meet the achievement standard with a score of 4 in each of the required traits on the appropriate official scoring guide. In Reading, a work sample must have a total score of 12, with no trait receiving a score lower than 3. **A student may not meet the achievement standard by combining scores for different traits from two separate work samples.**

When assigning a score, raters should be able to justify a response using the language from the official scoring guide. Raters should use professional judgment to determine the predominant score or composite score for each trait.

In addition to receiving scores based on the scoring guides, work samples may earn academic credit or grades in a class. It is important to distinguish between scoring a work sample for the traits on the Scoring Guide and assigning a traditional academic grade. In scoring, a work sample must be considered as a separate, stand-alone piece of work. As long as a work sample responds to the assigned topic and meets the standards, other factors such as neatness or handwriting must not be considered. In contrast, academic grades may reflect factors such as the extent to which a student follows directions and other legitimate factors. For example, if a student assigned to write an expository work sample instead writes a personal narrative, the work sample could still meet the achievement standards as a narrative work sample. Under academic grading criteria, however, that same work sample might earn a lower grade for failing to follow directions.

Scoring Forms

Districts may use scoring forms to provide limited feedback to students beyond that provided by the official scoring guide. ODE has developed scoring forms to accompany the official state scoring guides for Reading, Writing, Speaking, and Applying Mathematics (see <http://www.ode.state.or.us/go/worksamples>). The ODE-provided scoring forms are annotated with bullets from the official scoring guides and may be used to communicate information that students may find helpful during their revision process. **Please note, the official scoring guides and accompanying scoring forms are the only means that districts may use to communicate feedback to students if the work sample is to be revised to demonstrate proficiency in an Essential Skill (see below).**

Opportunities for Student Revision

Districts may adopt policies to allow students to revise their work samples. For work samples that are NOT being used to demonstrate proficiency on an Essential Skill, districts have wide latitude in setting revision guidelines. **For work samples being used to demonstrate proficiency in an Essential Skill, the guidelines below must be followed.** As long as the work sample remains the product of the student's independent efforts, revision is a reasonable alternative to starting over again, particularly on longer projects.

Essential Skills Work Samples that Nearly Meet the Achievement Standard

Work samples used to demonstrate proficiency in an Essential Skill that nearly meet the achievement standard (scoring a mix of 4s and 3s) may be returned to students for revision, along with the official scoring guide and optional scoring form. If districts choose to use the ODE-provided scoring forms, teachers may use the forms to indicate to students what they should work on by checking off certain phrases. **Except for the use of these forms, no teacher or peer feedback is permitted for work samples applied toward the Essential Skills requirement. Teachers may not discuss the students' work with them, make any written or oral comments, or point out any specific errors or places in the work sample that need attention.** Absolutely no coaching or prompting is allowed, since it is critical that the work sample represent the student's own, independent work. For instance, it would not be appropriate for the teacher to give a lesson or other direct input specifically addressing issues the student encounters while completing or revising the work sample. At the completion of the revision cycle, the teacher should be able to verify that, to the best of his or her knowledge, the work sample is the product of the student's independent work.

For work samples applied toward the Essential Skills requirement, all revisions must be completed under the direct supervision of a teacher or administrator. **Students may not complete revisions outside of the classroom.** In general, students should have only one opportunity to revise a work sample to be used to demonstrate proficiency in an Essential Skill, although it is up to district policy whether to allow an additional round of revision. If a revision is submitted for scoring and would require only a minimal amount of second-round revisions to meet the achievement standard, then the teacher may decide to return it to the student for one final round of revision.

The guidelines for scoring work samples also apply to scoring work sample revisions. When submitting the revision for scoring, students must staple the revision to the top of the original work sample and scoring form, and the rater must use a fresh scoring form when scoring the revision.

Essential Skills Work Samples that Clearly Do Not Meet the Achievement Standard

Work samples intended to be used to demonstrate proficiency in an Essential Skill that clearly do not meet the achievement standard (scoring 1s and 2s) may be used as an instructional opportunity for students who need additional instruction before they are ready to meet the standards independently. After agreeing with the student that the work sample will no longer be considered valid for Essential Skills proficiency, teachers may provide the student with specific feedback, pointing out specific errors and areas that need additional work. Teachers may provide specific suggestions for correcting the work, or they may provide mini-lessons in certain sub-skills. For instance, teachers may point out and explain specific grammar or punctuation errors, provide a mini-lesson in a certain math sub-skill, or encourage students to develop data analysis skills through

scaffolding questions using Bloom’s taxonomy until students get used to higher level self-reflection (e.g., What do you know about...? How can you explain...? How can you apply...? What part of this shows...?). **If a teacher chooses to follow this option, the work sample will be invalid and may not be used to meet the Essential Skills requirement, even if the work sample meets the achievement standard upon revision.**

Collecting and Managing Work Samples

Districts may adopt local policies to determine whether to retain documentation related to work samples which are administered to satisfy the annual local performance assessment requirement at Grades 3 – 8 and high school, but which are not eligible for use in meeting the Essential Skills graduation requirement. For work samples which are eligible for use in meeting the Essential Skills graduation requirement, districts must retain documentation of student scores through the time a student exits the public school system. Additional guidance on documentation of Essential Skills assessment options is included in Appendix K – Requirements for Assessment of Essential Skills of the 2010-2011 Test Administration Manual.

Ensuring Consistency

To ensure that student work samples are reflective of the appropriate level of academic rigor, districts should closely match the task to the suitable grade-level content standards. In addition, districts should compare their work samples with those released by ODE through its website (see <http://www.ode.state.or.us/go/worksamples>), and if the opportunity arises, with those of other districts.

In addition, ODE has developed resource materials in most content areas that serve as grade level or benchmark “anchors” or exemplars of each of the score points for each trait of the official scoring guides. Samples of student work, scores, commentaries, and other scoring resource materials are available through the ODE website (see <http://www.ode.state.or.us/go/worksamples>).

Professional Development

The Dynamic Integrated Scoring Calibration System (DISCS) is an online scoring guide training tool designed to aid educators in calibrating to the Oregon Official State Scoring Guides for the Essential Skills of Reading, Writing, and Mathematics. The tutorial materials and scoring practice activities included in this resource allow educators to self-evaluate and improve their current levels of proficiency using the Official State Scoring Guides. Currently, High School Reading and Writing materials are available on DISCS. High School Mathematics Problem Solving will be added soon, as will middle school reading, writing, and math. Each addition will be announced through the Assessment and Accountability Update as well as other ODE communication tools. Middle school students are not required to demonstrate proficiency in Essential Skills, but the use of work samples and scoring guides assists students and teachers in identifying strengths and weaknesses and preparing for high school work samples. In order to access DISCS, click the following link and follow the instructions (<http://discs.orvsd.org/>).

APPENDIX N – PSAT/NMSQT® ADMINISTRATION

The 2007 Legislative Assembly directed the ODE to administer a nationally-normed test for students in grade 10 which would provide information on the student's readiness for college or advanced-level course work, possible career options, and major areas of study to consider for the future. After issuing a competitive Request For Proposals (RFP), the ODE awarded the contract to the College Board, administrator of the PSAT/NMSQT®.

Ordering PSAT/ NMSQT® Test Materials

The PSAT/NMSQT® is an assessment offered in Oregon; however, testing procedures and training requirements for administration of the PSAT/NMSQT® are governed by the College Board and Educational Testing Service, not ODE. While TAs may still refer to the testing procedures included in this manual as best practices when administering the PSAT/NMSQT®, TAs must follow the official PSAT/NMSQT® testing procedures provided by the College Board. Detailed information on ordering materials and administering the test are available from The College Board at <http://professionals.collegeboard.com/testing/psat/about>. FAQs have been posted on the ODE Web site at <http://www.ode.state.or.us/apps/faqs/index.aspx?=145>. This information can also be found by entering PSAT in the yellow search box in the upper right-hand corner of the ODE Web site.

Testing Requirements

All public high schools must offer students in grade 10 the opportunity to take the PSAT/NMSQT® on one of the two testing dates identified in the 2012-13 Test Schedule located in [Appendix A](#).

According to rules established by the National Merit Scholarship Corporation, students must take the PSAT/NMSQT® while in grade 11 to be eligible for many academic scholarships. While districts may choose to offer the PSAT/NMSQT® to additional students in grades other than grade 10, districts should note that the state will only fund PSAT/NMSQT® testing for students in grade 10. Should the district choose to test additional students, the district must test those students on the same day as the grade 10 students in their building.

The College Board provides fee waivers for needy juniors. These waivers should be ordered by June 15.

Questions should be directed to Nancy Potter at npotter@collegeboard.org or 425-643-7989.

APPENDIX O – NAEP ADMINISTRATION

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

From January 28 – March 8, 2013, NAEP will assess 4th, 8th, and 12th grade students selected by the National Center for Education Statistics to represent students throughout the state and the nation. In 2013, NAEP will assess mathematics and reading at all three grade levels. In addition, some 8th graders may be chosen to participate in the field test for the computer-based Technology and Engineering Literacy assessment.

The results from NAEP are published as *The Nation's Report Card*. For 2013, results will include information on student performance for Oregon and the nation on the 4th and 8th grade mathematics and reading assessments and for the nation on the 12th grade mathematics and reading assessments. Results from the 8th grade Technology and Engineering Literacy field test will be used to prepare for the NAEP 2014 operational assessment. NAEP does not provide results for individual students, schools, or districts in Oregon.

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

ODE will work with schools selected for NAEP to prepare for the assessment. 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 will provide a template letter for schools to use in conducting parent/guardian notification. ODE will verify by email that each selected school has completed parent/guardian notification before the scheduled NAEP assessment day.

ODE will provide an optional WebEx training session for the staff members designated as the NAEP school coordinators at selected schools. This training session will support the NAEP school coordinators in preparing for the pre-assessment visit with the NAEP team leaders. Prior to the pre-assessment visit, the NAEP school coordinators must work with school staff members to update demographic data for selected students and to complete the Students with Disabilities Worksheet and the English Language Learner Worksheet. These worksheets document how students 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 IEPs who participate in the OAKS Extended tests may be excluded from NAEP, if appropriate.

ODE expects that most English Language Learners (ELL students) will be included in NAEP. According to National Assessment Governing Board policy, only ELL students enrolled in U.S. schools for less than one full academic year before 2012-2013 may be excluded, if appropriate.

Since some students may require accommodations in order to access the assessment and to demonstrate their knowledge and skills, NAEP offers most of the accommodations that Oregon allows on the state assessments. Please note that for NAEP the only students eligible to use accommodations are ELL students or students with disabilities. If an accommodation that a student routinely uses on state assessments is not allowed for NAEP, the student's parent or guardian may refuse to have the student participate. Please keep in mind that, unlike state assessments, NAEP does not produce results for individual students or schools. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

The NAEP Questions Tool, located online at <http://nces.ed.gov/nationsreportcard/itmrls/>, provides teachers, students, and parents with sample items from previous assessments.

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

APPENDIX P – GLOSSARY

Accommodations:	A practice or procedure in presentation, response, setting, and timing or scheduling that, when used in an assessment, provides equitable access to all students. State-approved Accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment.
Braille Embosser	A Braille printer that produces Braille and supports tactile embossing of graphical representations (e.g., graphs, diagrams, tables)
District Test Coordinator:	District personnel responsible for the overall administration of testing in a district.
Force Majeure:	An extraordinary circumstance (e.g. a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g. flooding, earthquake, volcano) which directly prevents a school from making reasonable attempts to adhere to the current year test schedule.
Invalidation:	The act omitting test results and student responses from the testing, reporting, and accountability systems for a given testing event for which the student may not retest. For OAKS Online invalidated tests will count toward one of the student’s three testing opportunities.
Modifications:	Any change away from a standard administration that is not listed in the Accommodations Tables 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 authorized explicitly by the Oregon Accommodations Panel and listed on the state’s Accommodations Table.
Official State Scoring Guide:	An evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a 1-6 point scale to rate student work. It is used by Oregon teachers to evaluate student work samples.
Refreshable Braille Display	Electronic device that outputs individual lines of text from a computer screen into Braille.

Regional Assessment Support

ESD Partner:

Regional system administrators who provide help desk services for assessment and data collection questions, as well as liaisons with ODE and with ODE's testing contractors.

Reset:

The removal of student responses from the web-based testing application for a given testing event for which the student may retest. For OAKS Online **reset tests will not count toward one of the student's three testing opportunities.**

Restricted Resource:

Any computer-based application, tool, functionality, or a non-electronic resource approved by the Accommodations Panel that does not interfere with the measured construct, but has restricted availability and requires district documentation of individual student need prior to its use.

School Test Coordinator:

School personnel responsible for monitoring the testing process, Test Administrators, and the handling of paper test materials within individual schools.

Test Administrator:

District or school personnel or volunteer responsible for administering the Oregon Statewide Assessments in a secure manner in compliance with the policies and procedures in the Test Administration Manual.

Testing Impropriety:

The administration of an Oregon Statewide Assessment not in compliance with this Test Administration Manual.

Testing Irregularity:

Unusual circumstances that impact a group of students who are testing and may potentially affect student performance on the test or interpretation of those scores.

Work Sample:

Representative samples of individual student work that may cover one or more content areas and therefore may be scored using one or more official state scoring guide(s).