

Test Administration Manual

2013-2014 School Year



Mathematics
Reading/Literature
Science
Social Sciences
Writing
English Language Proficiency
Kindergarten Assessment



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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>

Kindergarten Assessment: <http://oregonearlylearning.com/kindergarten-assessment/>

Kindergarten Assessment Resources: <http://www.ode.state.or.us/go/ka>

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) 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 2013-2014 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).
- **New for 2013-14:** The Kindergarten Assessment

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 new Kindergarten Assessment, 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 – N located at the end of the manual. Appendix O 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 & O 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 2012-13 Test Administration Manual

ODE has made several important changes to the 2013-14 Test Administration Manual compared to the 2012-13 Test Administration Manual. These changes are summarized below:

- Added Kindergarten Assessment to Oregon’s Statewide Assessment System (pp. 1, 6-8, 10-11, 16, 22, 31, 33-34, and new Appendix L)
- Updated training requirements for DTCs, STCs, and TAs (p. 5 - 8)
- Added a new standard testing condition, formerly identified as an accommodation (p. 11)
- Added clarification that the Writing Assessment is available for eligible students in Grades 11 and 12 during both the winter and spring windows (pp. 30, 31, 36, 38, and Appendix G)
- Updated the ELPA Test Window to close April 15, 2014 (Appendix A)
- Added cell phone reminder to student directions (Appendices B, G, and H)
- Reorganized student directions for ease of reading (Appendix G)
- Updated subject-specific allowable resource lists to include enlarged print size and computer-based read-aloud as available by subject, both formerly identified as accommodations (Appendices C, D, E, F, G, and H)
- Combined Essential Skills, Local Performance Assessment, and Work Sample Appendix for ease of reading (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 starting on p. 7 below. 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, inventorying, and returning materials. DTCs manage the Extended Assessment in conjunction with the Special Education Directors.
- 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 ESD Partner:** Regional Assessment Support ESD Partners (Regional ESD Partners) are regional system administrators who provide help desk services for assessment and data collection questions, as well as liaisons with ODE and with ODE’s testing 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 provides 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 2013-14 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. 13, 2013	8:00a – noon PDT
Experienced DTCs	Aug. 15, 2013	9:00a – 11:00a PDT
New DTCs	Sept. 24, 2013	Noon – 4:00p PDT
Experienced DTCs	Sept. 26, 2013	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 session, DTCs must contact their [Regional ESD Partner](#) by August 1, 2013. DTCs who are unable to participate in one of these ODE-provided trainings must notify their regional ESD partner by September 15, 2013 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 of the make-up training.

- ODE-Provided Training:** ODE or its authorized regional ESD partner will provide one make-up training session as needed in January 2014 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 13, 2013. ODE will schedule the specific date and time for the make-up training based on those districts who sign up by December 13.
- Internal Training:** Districts may provide internal make-up training in cases where the outgoing DTC has received annual ODE-provided training for the current school year. The outgoing DTC must train the incoming DTC using the recorded training modules posted to <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.

New for 2013-14, DTCs from all districts supporting Kindergarten programs in 2013-14 are also required to participate in a specialized Kindergarten Assessment Training. In addition to addressing protocols for administering the Kindergarten Assessment, this training will also address the general test administration and security training that is required for all test administrators. The following table includes the 2013-14 schedule for the required ODE-provided Kindergarten Assessment Training. This training schedule includes six in-person options as well as a WebEx option.

DATE	TIME*	LOCATION
May 16, 2013	1:30 – 3:30p PDT	Willamette ESD, Salem
May 17, 2013	1:30 – 3:30p PDT	Douglas ESD, Roseburg
May 23, 2013	1:30 – 3:30p PDT	WebEx
July 22, 2013	10:00a – Noon MDT	Four River Cultural Center, Ontario
August 7, 2013	9:30 – 11:30a PDT	Clackamas ESD, Clackamas
August 12, 2013	9:30 – 11:30a PDT	Intermountain ESD, Pendleton
August 15, 2013	1:00 – 3:00 PDT	Ridgeview High School, Redmond

*Each training will be followed by an optional 30 minute question and answer session.

To register for a training session, DTCs must contact their [Regional ESD Partner](#) by **May 15, 2013**. DTCs who are unable to participate in one of these ODE-provided trainings must notify their regional ESD partner by August 1, 2013 and make arrangements for make-up training. The Kindergarten Assessment Training will follow a train-the-trainer model. Districts are welcome to include additional staff beyond the DTC (e.g., school test coordinators, kindergarten teachers, or others who will administer the assessment) in the ODE-provided training. However, if districts do not have school test coordinators or test administrators participate directly in the ODE-provided training, then districts must separately ensure that these staff are trained locally prior to administering the Kindergarten Assessment.

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. To ensure consistent and valid administration of the Oregon Statewide Assessments, districts must use the ODE-provided 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 – OAKS Online
- Module 7 – ELPA
- Module 8 – Writing (required for STCs whose school will administer the Writing assessment)

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

- Module 9 – TIDE
- Module 10 – 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.

New for 2013-14, STCs from all schools supporting Kindergarten programs in 2013-14 are also required to participate in a specialized Kindergarten Assessment Training. Based on local district policy, STCs may participate directly in one of the ODE-provided trainings listed above. If the district does not arrange for its STCs to participate directly in the ODE-provided training, then the district must separately ensure that STCs are trained locally prior to administration of the Kindergarten Assessment.

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. To ensure consistent and valid administration of the Oregon Statewide Assessments, districts must use the ODE-provided 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 – OAKS Online (required for TAs administering OAKS Online, including the Braille interface)
- Module 7 – ELPA (required for TAs administering the ELPA)
- Module 8 – 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 the Extended Assessments or OAKS through the Braille Interface must receive additional specialized training from ODE in addition to receiving the test administration and security training required for all TAs.

- For information on training requirements specific to the Extended Assessment, see [Appendix I – OAKS Extended Assessment](#).
- For information on training requirements specific to the Braille interface, see [Part VIII – Students with Disabilities](#).

New for 2013-14, TAs who will administer the Kindergarten Assessment are required to participate in a specialized Kindergarten Assessment Training. As this training will include general test administration and test security requirements, the Kindergarten Assessment training will satisfy all test administrator training requirements for Kindergarten Assessment TAs. Based on local district policy, TAs may participate directly in one of the ODE-provided trainings listed above. If the district does not arrange for its TAs to participate directly in the ODE-provided training, then the district must separately ensure that all Kindergarten Assessment TAs are trained locally prior to administering the Kindergarten Assessment. DTCs must also ensure that all TAs administering the Kindergarten Assessment read the required sections of the Test Administration Manual and sign an Assurance of Test Security Form.

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 ESD Partners

After contacting your STC and DTC, your Regional ESD Partner should be your next contact for all assessment and accountability related support, including questions regarding test administration, test ordering, test record management, data collection, federal accountability, and Oregon Report Cards. Before contacting your Regional ESD Partner, please have the following information available:

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

Because phone numbers or staff assignments may change during the school year, the Regional 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: 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, the Extended Assessment, **and new for 2013-14, the Kindergarten 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.

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 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. 7](#) 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 [p. 22](#) 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 & O 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 [pp. 24 – 25](#) 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 p. [23](#) 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 practices as standard testing conditions available for all students:

- Dividing testing into several testing events, including providing students with extended time or frequent breaks as needed.
- Reading or rereading student directions to students. The verbatim student directions are provided in Appendix B (OAKS Online), Appendix G (Writing), and Appendix H (ELPA). The student directions for the Extended Assessments and the new Kindergarten Assessment are embedded directly in the assessments.

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 and L .
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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 pp. [22–25](#)). Paper-based test materials must not be given to the TA prior to the date of the actual test administration. The only exception to this rule is for Sign language interpreters who will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger-spelled, consistent with the new signed interpretation accommodation described in the [Accommodations Manual](#). After testing is complete, the DTC must securely dispose of all unused test materials 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 test impropriety to apply this restricted resource for a student without documentation of that 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 OAKS Online practice 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 and inventoried 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 2013-14 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.
<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.
<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"> • Failing to securely store test materials, including allowing students to remove test items, reading passages, writing prompts, or scratch paper that was used during a statewide assessment from the secure test environment.
<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.

<p>SPECIAL CONSIDERATIONS FOR THE KINDERGARTEN ASSESSMENT</p>	<p>New for 2013-14, ODE will offer a Kindergarten Assessment. The Kindergarten Assessment is a required assessment for all students entering kindergarten and will be administered to students one-on-one, with the test administrator recording the student’s responses. Given the heightened level of required interaction between the student and the test administrator, test administrators must be especially vigilant to avoid coaching students to protect the</p>
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	<p>validity of the assessment results. To avoid coaching, the Assessor Copy contains specific language that TAs may say to students who appear to be confused or struggling. For more information, see Appendix L – Kindergarten Assessment</p>
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Student-Initiated Test Improprieties

Student-initiated test improprieties are student behaviors prohibited during test administration because they can give students an unfair advantage or otherwise compromise the State’s standard test administration. 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"> • Having access to 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	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>
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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 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 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.

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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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.

PRIVATE SCHOOLS & TESTING IMPROPRIETIES	ODE may deny access to OAKS for private schools that have testing improprieties.
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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 ODETestSecurity@state.or.us (503-947-5928), 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 ODETestSecurity@state.or.us (503-947-5928). 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 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 & O of the 2013-14 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 Test Administration and Security Training for the current school year.

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) KINDERGARTEN ASSESSMENTS (APPENDIX L PLUS ATTEND ADDITIONAL TRAINING)

I will make every attempt to assure that all students participate in testing. In accordance with the 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 Test Administration Manual, including but not limited to:

- Handling and administering the 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 2013-14 Test Administration Manual and have received Test Administration and Security training for the current school year.

I will make every attempt to assure that all students participate in testing. In accordance with the 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 Test Administration Manual, including but not limited to:

- Handling and administering the 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 2013-14 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 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 securely destroy any Oregon test items or test booklets from previous years.

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

- Handling and administering the 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 ODETestSecurity@state.or.us (503-947-5928) 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 Brad Lenhardt, Office of Student Learning and Partnerships, Oregon Department of Education. The form may be submitted via e-mail to brad.lenhardt@state.or.us, or by mail to Brad Lenhardt, 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 the accommodations of 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. 19-25 of the Accommodations Manual. In addition, Fact Sheet 7 – Dos and Don’ts When Selecting Accommodations for Assessment on p. 52 of the Accommodations Manual will provide additional guidance for decision-making teams.
- ALL accommodations offered to students must comply with the 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?i=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>.

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, 2013 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’ qualified personnel (e.g., DTCs, Qualified Assessors, Qualified Trainers) must access and download OAKS Extended Assessments via the “Resource Materials” link in the Extended Assessment application on ODE’s District Web site. Districts must order the Braille and Large Print OAKS Extended Assessments using the order form on ODE’s Extended Assessment Web site (<http://www.ode.state.or.us/search/page/?id=2691>). 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), and new for 2013-14, all Kindergarten students must take the new Kindergarten Assessment.

The following assessments are part of the Oregon statewide assessment system:

- OAKS Online (includes Reading, Mathematics, Science, and Social Sciences Assessments). 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 as an accommodation 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.
- Writing Performance Assessment. The Writing Performance Assessment is a required assessment for the general student population at grade 11. **For 2013-14, the Writing**

Performance Assessment will only be available for 11th and 12th grade students 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 or 10. Each student has one opportunity to be assessed. For grade 11 students, districts must choose whether to assess students either during the winter or the spring writing window. **New for 2013-14, eligible grade 12 students may also test during either 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](#).

- [English Language Proficiency Assessment \(ELPA\)](#). All students eligible for services under Title III of the Elementary and Secondary Education Act (ESEA) 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](#).
- [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](#).
- **[New for 2013-14, ODE will offer a Kindergarten Assessment.](#)** The Kindergarten Assessment is a required assessment for all students entering kindergarten. This new assessment is a critical component of Oregon’s efforts towards an integrated Preschool to Workforce system and will measure areas of school readiness. For more information, see Appendix L – Kindergarten Assessment.

<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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In addition, Oregon students have access to the following assessments:

- **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 2013-14 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 M – 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 2013-14 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 N – NAEP Administration](#).

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 available at <http://www.ode.state.or.us/search/results/?id=223>.

STANDARD TEST ADMINISTRATION IS REQUIRED	Non-standard test administration will result in tests that are invalid.
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Oregon’s OAKS Online assessments are adaptive, 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 tests administered with the side-by-side English-Spanish accommodation 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, as well as the new Kindergarten Assessment. 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 current year's 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 current year’s Test Schedule;
- End no later than the end date for the applicable statewide Writing Performance test window identified in the current year’s Test Schedule; and
- Last for at least two calendar weeks.

School-imposed test windows for the Kindergarten Assessment must:

- Begin no earlier than the start date for the applicable statewide Kindergarten Assessment test window identified in the current year’s Test Schedule;
- Begin on the first day of the district’s 2013-14 school year;
- End no later than the end date for the applicable statewide Kindergarten Assessment test window identified in the current year’s Test Schedule; and
- Last for six calendar weeks.
- Note: districts may exempt any student enrolling in Kindergarten in the last three weeks of the school-imposed test window from participating in the Kindergarten Assessment.

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 Participation or Performance for accountability purposes.

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.

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 Grades 3 – 8

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 in High School

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, eligibility is restricted to those students who are currently enrolled in either grade 11 or grade 12 and who have not already met the achievement standard.

Students in grade 12 who have not yet met the achievement standard may retest in the Oregon Statewide Assessments, including the Writing Performance Assessment and the Extended Assessments, 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.

Targeting up is available only for OAKS Online Mathematics and Reading. The OAKS Online Science and Social Sciences assessments, the Writing assessment, and the Extended assessments may only be administered at grade level. No assessment can be targeted to a lower grade level. 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 ESD partner](#).

Targeting up for Students through Grade 7

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.

Targeting up to the High School Assessment

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 Students

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 Students

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.

For 2013-14, the Writing Performance Assessment is only available for 11th and 12th grade students who have not yet met or exceeded the achievement standard. This means that districts may not administer the Writing Performance Assessment to students enrolled in grade 9 or 10.

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 as an accommodation 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, ELD, 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-side versions of OAKS Online. Tests administered with this accommodation are standard administration.*
- ELL Students who are also on IEPs must 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. Tests administered with this accommodation are standard administration.*
- Eligible students ([Table 1](#)) may take the Grade 3 Spanish Reading assessment through OAKS Online. Tests administered with this accommodation are standard administration.

*For high school students using the OAKS assessments to meet Essential Skills graduation requirements, students must adhere to the local school board policy in determining which assessment options may be used to demonstrate proficiency in the Essential Skills consistent with OAR 581-022-0617.

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, 2012 but before May 2, 2013 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 both 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 one of the two 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 ELD 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 (2013-14)	Tests Required Next Year (2014-15)
Enrolled on or after May 1 this year[†]	5/1/14 – end of current school year	None	ELPA* Math**† Science*
Enrolled “late” for ELPA this year[†]	4/1 – 4/30/14	Math** Science***	ELPA* Math**† Science*
Enrolled “late” the preceding year or earlier this year.	5/2/13- 3/31/14	ELPA* Math** Science***	ELPA Math Science*** English Language Arts †
Enrolled in previous years	Before 5/2/13	ELPA Math Science*** Reading Writing Performance***	ELPA Math† Science*** English Language Arts †

[†] 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.

† Beginning in 2014-15, Oregon will begin administering new Mathematics and English Language Arts assessments aligned to the Common Core State Standards and will no longer offer the OAKS Math, Reading or Writing Performance assessments aligned to the 2003 Oregon ELA content standards and the 2009/10 Oregon Math content standards.

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 19th 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 19th 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. 33](#)). 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 district must code the domain exemption(s) as a restricted resource in TIDE. Districts must also code skipped domain(s) 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, Braille, and/or Large Print of the Extended Assessment in any or all of the subject areas (per the student’s IEP): Extended Reading, Extended Writing, Extended Mathematics, or Extended Science.
- 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 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 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 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 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: 2013-2014 Oregon Statewide Testing Schedule (Revised 6/24/13)

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,F,G,I,K}	11/5 – 5/22							11/5 – 5/22			
		Mathematics ^{B,F,G,I,J,K}	11/5 – 5/22							11/5 – 5/22			
		Science ^{C,F,G,I,J,K}			11/5 – 5/22			11/5 – 5/22	11/5 – 5/22				
		Social Sciences ^{D,G,I,J,K}			11/5 – 5/22			11/5 – 5/22	11/5 – 5/22				
		Winter Writing (11 th & 12 th grade only) ^{H,I,J}								1/8 – 3/21			
		Spring Writing (11 th & 12 th grade only) ^{H,I,J}								4/2 – 5/22			
	Spanish Reading/Literature ^I	11/5 – 5/22											
ELPA	Required for all students eligible to receive NCLB Title III services		Grades K-1	Grades 2-3	Grades 4-5	Grades 6-8		High School (Grades 9-12)					
			1/8 – 4/15										
P A P E R	PAPER TESTS		Order Window	K	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School (Grade 11) ^A	Submission Deadline	
	OAKS Writing	Winter Writing (11 th & 12 th grade only) ^{H,J,N}	10/19 – 12/10								1/8–2/20	3/4	
		Spring Writing (11 th & 12 th grade only) ^{H,J,N}	1/25 – 3/15								4/11–5/22	6/3	
	OAKS Extended	Extended Reading ^{N,O}	11/18/ – 1/17	2/20–4/24							2/20–4/24	2/20–4/24	Data Entry closes on 5/9
		Extended Mathematics ^{N,O}		2/20–4/24									
		Extended Science ^{N,O}		2/20–4/24				2/20–4/24	2/20–4/24				
		Extended Writing ^{N,O}		2/20–4/24									
	Kindergarten Assessment ^E		N/A	8/12 – 10/24									11/1
2013 PSAT/NMSQT ^M		6/28/13								10/16	10/17		
									10/19	10/21			
NAEP	Selected Schools	N/A			1/27–3/7				1/27–3/7	1/27–3/7	N/A		

NOTE: Footnotes do not provide comprehensive test administration information. Please refer to the 2013-2014 Test Administration Manual for requirements and instructions.

A) The High School grade of accountability is 11 th grade. Although not required, 12 th graders may also test (for Writing and Extended, only 12 th graders who have not yet met the achievement standard may retest). 9 th and 10 th graders may also take OAKS Online Reading, Math, Science, and Social Sciences.	I) Online testing will be offline for scheduled maintenance 12/23/13 – 1/3/14 and 3/24/14 – 3/28/14.
B) Required test for students in grades 3 through 8 and in High School.	J) Both English-only and English-Spanish formats are available.
C) Required test for students in grades 5, 8, and in High School.	K) Braille interface is available in English only. 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.
D) Optional test for students in grades 5, 8, and in High School. Each student has two annual test opportunities in social sciences.	
E) Required test for students entering Kindergarten. Students are only allowed one test opportunity.	L) If the submission deadline is missed, students will be counted as non-participants
F) Two annual test opportunities for grades 3 – 8; three annual test opportunities for high school.	M) Districts must provide the opportunity for all 10th grade students to take the PSAT/NMSQT [®] except in districts with waiver.
G) Only one test opportunity will be available per student between 11/5/13 and 1/6/14. Students may retest at the district's discretion after 1/6/14.	N) OAKS Writing and OAKS Extended tests requiring Braille (Writing or Extended) or Large Print (Extended) format must be ordered during the applicable order window.
H) Students are only allowed one writing test opportunity, either during the winter or spring window, and either Online or Paper administration.	O) Available for download starting one week before the start of the test window, on 2/13/14.

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 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 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 final testing opportunity who may not have received a passing score.

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. 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 have a cell phone, please raise your hand and I will come and collect it before the test begins.

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. Si usted tiene un teléfono celular, por favor levante su mano y yo pasaré a recogerlo antes de que el examen comience.

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 dígame 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 2013-14 versions of the user guides referenced below will all be available on ODE's Web site in September 2013 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 order 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 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 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 for 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.

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">• New for 2013-14: Enlarged print size (previously listed as an accommodation)<ul style="list-style-type: none">○ Print size refers to the size font that displays on the screen; the selected print size also applies to printed reading passages or test items for students with the print-on-request restricted resource.○ The default print size is 14 pt for Grade 3 and 12 pt for grades 4–high school. Districts may assign enlarged print size for individual students up to 3x magnification, either through TIDE or through the TA Approval screen. Students may also manually adjust the print size for individual items from the Student Interface.
<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. 12 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 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 one of the two 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 both 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, 2013 but before May 2, 2014 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

- **New for 2013-14:** Enlarged print size (previously listed as an accommodation)
 - Print size refers to the size font that displays on the screen; the selected print size also applies to printed test items for students with the print-on-request restricted resource.
 - The default print size is 14 pt for Grade 3 and 12 pt for grades 4–high school. Districts may assign enlarged print size for individual students up to 3x magnification, either through TIDE or through the TA Approval screen. Students may also manually adjust the print size for individual items from the Student Interface.
- **New for 2013-14:** Computer-based read-aloud (previously listed as an accommodation)
 - The computer-based read-aloud is available in English for students testing in English or in Spanish for students taking the English-Spanish side-by-side test. Note: the Spanish computer-based read-aloud requires installation of a separate Spanish voice pack. Instructions are included in the TIDE User Guide, available at <http://www.ode.state.or.us/search/page/?=391>.
 - Districts may assign the computer-based read-aloud for individual students either through TIDE or through the TA Approval screen. Before testing begins, TAs must ensure that students receiving the computer-based read-aloud have headsets that are functioning properly to ensure that the read-aloud does not interfere with other students who are testing.
 - **Note: The human-based read-aloud remains available to individual students as an accommodation.** Please refer to the Accommodations Manual, available at <http://www.ode.state.or.us/search/page/?=487>, for guidance on appropriately identifying students who would benefit from this accommodation and for instructions on how to administer the human read-aloud accommodation.

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.
 - Calculators **cannot** be shared between students during testing. Each student will need to use either their own calculator or the online calculator available through the student interface.
 - 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
 - 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

**Allowable Resources During Administration of the
OAKS Mathematics Assessment**

- 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
 - Stopwatch
 - 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. Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer.
 - Manipulatives must be available in the test environment where students may get them if they choose to use them.
 - Manipulatives must **not** be labeled (e.g., fractions, decimals, numerals, text).
 - Students are not to work with manipulatives in concert with other students.

Allowable Resources During Administration of the OAKS Mathematics Assessment
<ul style="list-style-type: none"> ○ 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: <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

Allowable Resources During Administration of the OAKS Mathematics Assessment
<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 process for administering the math read-aloud accommodation.○ 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

**Allowable Resources During Administration of the
OAKS Mathematics Assessment**

- 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**

- 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. 12 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 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 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
<ul style="list-style-type: none">• New for 2013-14: Enlarged print size (previously listed as an accommodation)<ul style="list-style-type: none">○ Print size refers to the size font that displays on the screen; the selected print size also applies to printed test items for students with the print-on-request restricted resource.○ The default print size is 14 pt for Grade 3 and 12 pt for grades 4–high school. Districts may assign enlarged print size for individual students up to 3x magnification, either through TIDE or through the TA Approval screen. Students may also manually adjust the print size for individual items from the Student Interface.
<ul style="list-style-type: none">• New for 2013-14: Computer-based read-aloud (previously listed as an accommodation)<ul style="list-style-type: none">○ The computer-based read-aloud is available in English for students testing in English, and new for 2013-14, in Spanish for students taking the English-Spanish side-by-side test. Note: the Spanish computer-based read-aloud

Allowable Resources During Administration of the OAKS Science Assessment

requires installation of a separate Spanish voice pack. Instructions are included in the TIDE User Guide, available at <http://www.ode.state.or.us/search/page/?=391>.

- Districts may assign the computer-based read-aloud for individual students either through TIDE or through the TA Approval screen. Before testing begins, TAs must ensure that students receiving the computer-based read-aloud have headsets that are functioning properly to ensure that the read-aloud does not interfere with other students who are testing.
- **Note: The human-based read-aloud remains available to individual students as an accommodation.** Please refer to the Accommodations Manual, available at <http://www.ode.state.or.us/search/page/?=487>, for guidance on appropriately identifying students who would benefit from this accommodation and for instructions on how to administer the human read-aloud accommodation.

- 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 **cannot** be shared between students during testing. Each student will need to use either their own calculator or the online calculator available through the student interface.
- 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.
 - 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>).

- Abacus

- Highlighter, marker, pen, and pencil

Allowable Resources During Administration of the OAKS Science Assessment
<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"> • Instruction clock with numbers
<ul style="list-style-type: none"> • Stopwatch
<ul style="list-style-type: none"> • Thermometers with numbers on scale
<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.
<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

Allowable Resources During Administration of the OAKS Science Assessment

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. 12 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 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

- **New for 2013-14:** Enlarged print size (previously listed as an accommodation)
 - Print size refers to the size font that displays on the screen; the selected print size also applies to printed test items for students with the print-on-request restricted resource.
 - The default print size is 14 pt for Grade 3 and 12 pt for grades 4–high school. Districts may assign enlarged print size for individual students up to 3x magnification, either through TIDE or through the TA Approval screen. Students may also manually adjust the print size for individual items from the Student Interface.
- **New for 2013-14:** Computer-based read-aloud (previously listed as an accommodation)
 - The computer-based read-aloud is available in English for students testing in English.
 - Districts may assign the computer-based read-aloud for individual students either through TIDE or through the TA Approval screen. Before testing begins, TAs must ensure that students receiving the computer-based read-aloud have headsets that are functioning properly to ensure that the read-aloud does not interfere with other students who are testing.
 - **Note: The human-based read-aloud remains available to individual students as an accommodation.** Please refer to the Accommodations Manual, available at <http://www.ode.state.or.us/search/page/?=487>, for guidance on appropriately identifying students who would benefit from this accommodation and for instructions on how to administer the human read-aloud accommodation.

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 cannot be shared between students during testing. Each student will need to use either their own calculator or the online calculator available through the student interface. ○ 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). 	
• Abacus	
• Highlighter, marker, pen, and pencil	
• Masks/markers to limit distractions	
• Rulers	
• Blank scratch paper (Must be securely shredded immediately following a testing event) or individual erasable whiteboards	
• 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” 	

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS SOCIAL SCIENCES ASSESSMENT
<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
<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. 12 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 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](#).

APPENDIX G – REQUIREMENTS FOR OAKS WRITING PERFORMANCE ADMINISTRATION

ODE offers both an online and a paper-based version of the Writing Performance Assessment. **For 2013-14, the Writing Performance Assessment will only be available for 11th and 12th grade who have not yet met or exceeded the achievement standard.** The Writing Performance Assessment will not be offered at grades 4 or 7, or for high school students in grades 9 or 10. 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 using a double rating system.

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 current year’s 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	10/19/2013 – 12/10/2013	Available for 11th and 12th Grade Students
Spring Writing	1/25/2014 – 3/15/2014	Available for 11th and 12th Grade Students

Districts may also order Spanish or Braille 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 forms. To order Braille writing prompts, districts must order a standard test booklet for the student through TIDE and must separately submit an order to ODE using the 2013-14 Braille Writing Order Form available online at <http://www.ode.state.or.us/search/page/?=499> by the close of the order window. The student will respond using the Braille form, and the test administrator will then transcribe the student response into the standard booklet for scoring as described on p. G-10.

Districts will receive a shipment of test materials approximately one week* before the start of the test window and a separate return shipment packet two weeks before the close of the test window listed in the Test Schedule ([Appendix A](#)). **(*Note: because the winter test window starts the week that many districts resume classes after Winter Break, districts will receive winter writing materials 1 – 2 days prior to the start of the test window).** 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 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 scanning in preparation 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-11 (for paper-based) or p. G-12 (for online) prior to testing.
- Read the student directions starting on p. G-11 (for paper-based) or p. G-12 (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 2013-14, the Writing Performance Assessment will only be available for 11th and 12th grade students who have not yet met or exceeded the achievement standard. Students in grades 9 and 10 are prohibited from taking the Writing Performance Assessment.**

When a district cannot avoid having non-testing students present in the test environment (including 11th or 12th grade students who have already met or exceeded the achievement standard and 9th or 10th graders), 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 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](#). For students developing their response using a word processing program (not the Online Writing student response screen), ensure the student's work is saved securely in a manner that is only accessible by the student in a properly supervised, secure test environment. One example would be to save the response to a flash drive that is collected and securely stored by the TA. Saving the student work to a student's network account is not considered secure if the student can access it outside of the test environment.
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 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

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 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"> • New for 2013-14: Enlarged print size (previously listed as an accommodation) <ul style="list-style-type: none"> ○ Print size refers to the size font that displays on the screen; the selected print size also applies to printed test items for students with the print-on-request restricted resource. ○ The default print size is 12 pt for high school. Districts may assign enlarged print size for individual students up to 3x magnification, either through TIDE or through the TA Approval screen. Students may also manually adjust the print size for individual items from the Student Interface.

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS WRITING PERFORMANCE ASSESSMENT
<ul style="list-style-type: none"> • New for 2013-14: Computer-based read-aloud (previously listed as an accommodation) <ul style="list-style-type: none"> ○ The computer-based read-aloud is available in English for students testing in English. ○ Districts may assign the computer-based read-aloud for individual students either through TIDE or through the TA Approval screen. Before testing begins, TAs must ensure that students receiving the computer-based read-aloud have headsets that are functioning properly to ensure that the read-aloud does not interfere with other students who are testing. ○ Note: The human-based read-aloud remains available to individual students as an accommodation. Please refer to the Accommodations Manual, available at http://www.ode.state.or.us/search/page/?=487, for guidance on appropriately identifying students who would benefit from this accommodation and for instructions on how to administer the human read-aloud accommodation.
<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 (includes non-English language and picture dictionaries)
<ul style="list-style-type: none"> • Thesaurus
<ul style="list-style-type: none"> • ODE-provided graphic organizers:

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS WRITING PERFORMANCE ASSESSMENT	
<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	
<ul style="list-style-type: none">● Correction fluid (“white-out”); correction tape	

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS WRITING PERFORMANCE ASSESSMENT
<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.**

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.

Student Directions for Paper-Based Administration (English)

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

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to students. These directions are organized into the four steps that students should follow when developing their response. When breaking up the test administration over multiple days, TAs may choose to read only the steps that apply to what students will be working on for a particular test session (e.g., Steps One and Two on Day One, continuing Step Two on Day Two, and Steps Three and Four on Day Three). However, TAs should remain attentive to the needs of individual students who may continue to benefit from having the full directions read to them at the start of each testing event.

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. If you have a cell phone, please raise your hand and I will come and collect it before the test begins.

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)

The following student directions take students through the log-in process for the Online Writing Assessment. 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. G-13 for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to Online Writing 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. G-13 to all students before students begin testing.**

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.

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

Paraphrased Log-in Directions

Today, you will take part in a writing assessment.

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.

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. These directions are organized into the four steps that students should follow when developing their response. When breaking up the test administration over multiple days, TAs may choose to read only the steps that apply to what students will be working on for a particular test session (e.g., Steps One and Two on Day One, continuing Step Two on Day Two, and Steps Three and Four on Day Three). However, TAs should remain attentive to the needs of individual students who may continue to benefit from having the full directions read to them at the start of each testing event.

Your answers need to be your own work. Please keep your eyes on your test and remember, there should be no talking. If you have a cell phone, please raise your hand and I will come and collect it before the test begins.

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. Si usted tiene un teléfono celular, por favor levante su mano y yo pasaré a recogerlo

antes de que el examen comience.

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.

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

Empezando el día de hoy, usted tomará parte en una evaluación de escritura.

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.

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.

Sus respuestas deben ser su propio trabajo. Por favor, mantenga su vista en su propia prueba y recuerde que no debe hablar. Si usted tiene un teléfono celular, por favor levante su mano y yo pasaré a recogerlo antes de que el examen comience.

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, hágamelos 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 ESD Partner. 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 ESD Partner 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 current year's Test Schedule. If you have any questions about this process, please contact your [Regional ESD Partner](#).

Appealing Scores on the Writing Performance Assessment

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, 2014. Appeal forms and student work from the Spring Writing Window must be received by ODE by September 30, 2014.
- 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

___ Voice

___ Organization

___ Word Choice

___ Sentence Fluency

___ Conventions

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

Scores for Local Rater (approved by DTC):

___ Ideas and Content

___ Voice (optional)

___ Organization

___ Word Choice (optional)

___ Sentence Fluency

___ Conventions

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, 2014 for the winter window or September 30, 2014 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 the Elementary and Secondary Education Act (ESEA)—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. Note: expired ELPA tests will not be re-opened.

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: the 20-minute pause rule does not apply to 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 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 an electronic translator, 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"> • New for 2013-14: Enlarged print size (previously listed as an accommodation) <ul style="list-style-type: none"> ○ Print size refers to the size font that displays on the screen; the selected print size also applies to printed reading passages or test items for students with the print-on-request restricted resource. ○ The default print size is 14 pt for Grades K–3 and 12 pt for grades 4–high school. Districts may assign enlarged print size for individual students up to 3x magnification, either through TIDE or through the TA Approval screen. Students may also manually adjust the print size for individual items from the Student Interface.
<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

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE ELPA
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
<ul style="list-style-type: none">• Headset
<ul style="list-style-type: none">• ODE-provided ELPA keyboard navigation symbols<ul style="list-style-type: none">○ 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.

RESTRICTED RESOURCES DURING ADMINISTRATION OF THE ELPA
<ul style="list-style-type: none">• Exclusion of ELPA domain (reading, writing, listening, speaking)<ul style="list-style-type: none">○ Exclusion of an ELPA domain may only be set for qualifying 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 p. H-6 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.

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	Listening	Reading	Writing	Speaking
K-1	Mouse*/keyboard navigation	Mouse*/keyboard navigation	Mouse*/keyboard navigation	Speak into a microphone Mouse*/keyboard navigation
2-3	Mouse*/keyboard navigation	Mouse*/keyboard navigation	Mouse*/keyboard navigation	Speak into a microphone Mouse*/keyboard navigation
4-5	Mouse*/keyboard navigation	Mouse*/keyboard navigation	Mouse*/ keyboard navigation Typing words, phrases, sentences	Speak into a microphone Mouse*/keyboard navigation
6-8	Mouse*/keyboard navigation	Mouse*/keyboard navigation	Mouse*/keyboard navigation. Typing words, phrases, sentences, paragraphs	Speak into a microphone Mouse*/keyboard navigation
9-12	Mouse*/keyboard navigation	Mouse*/keyboard navigation	Mouse*/keyboard navigation Typing words, phrases, sentences, paragraphs	Speak into a microphone Mouse*/keyboard navigation

* Refers to “point and click” or “drag and drop” skills

Students without the necessary computer skills to participate in the ELPA may have an assistant help with pointing, clicking, dragging, and dropping with the mouse. The assistant must click or

move only the answer the student has selected to the area the student indicates 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>.)**

Exempting Domains for Students on an IEP or 504 Plan

Due to the nature of some students' disabilities, a student's IEP or 504 Plan might exempt the student from responding to a particular domain of the ELPA (reading, writing, speaking, or listening). For instance, students with a hearing impairment might have an IEP or 504 Plan that exempts them from the listening domain. **As a restricted resource, districts may code ELPA domain exemptions in TIDE.** This restricted resource will ensure that the student does not receive any items from the exempted domain when taking the ELPA and will replace the need for TAs to enter false responses through the student interface as in past years. For students who test with this new restricted resource, the student's ELPA score will be generated based on the remaining domains.

Note: This restricted resource may only be entered by either the DTSA or DSA and must be entered **prior** to approving the student to start the ELPA. Once a student has been approved to start the ELPA, the district may no longer set this restricted resource for the student. **Should a TA approve a student to start the ELPA without this restricted resource in violation of the student's IEP or 504 Plan, the TA must pause the student's test immediately and report as an impropriety.** In addition to coding this restricted resource in TIDE, districts must also ensure that the student's IEP code is entered correctly in Student Centered Staging using the ELPA "Only" IEP test administration codes found in [Appendix J – Accessing Student Scores Online](#).

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 Secure Student Identification 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 (approved 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. Because the 20-minute pause rule does not apply to the ELPA, 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 making sure 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 find 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, make your best guess. 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 before 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 have a cell phone, please raise your hand and I will come and collect it before the test begins. When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

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 at the top of the screen 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 your answers before you pause the test. 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 lo 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. Sígalas 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 Oregon 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 dé 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 asegurarse 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 encontrar 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 no esté inseguro(a), adivine lo mejor que pueda. 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. Si usted tiene un teléfono celular, por favor levante su mano y yo pasaré a recogerlo antes de que el examen comience. 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 en la parte superior de la pantalla 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

Nos estamos acercando al final de este periodo de examen. Por favor revise sus respuestas antes de pausar el examen. Si necesita más tiempo dígamelo ahora.

2013-14 ELPA Data Delivery Schedule

The table below provides the 2013-14 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. Please note that districts may receive early data results for those students with an ELPA domain exemption that excludes them from all hand-scored items.

Batch	Testing Dates	Scoring Window (Approximate)	Data Extract (from Hand Scoring to Quality Assurance)	Data Delivery to ODE	Data Delivery to Districts
1	1/8 – 1/31	2/1 - 2/14	2/21	3/7	3/14*
2	2/1 – 2/28	3/1- 3/14	3/21	4/2	4/11
3	3/1 – 3/31	4/1 - 4/15	4/25	5/2	5/9
4	4/1 – 4/15	4/16 - 4/30	5/7	5/14	5/23

* 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 with the General Education Assessment (possibly with accommodations selected from the Accommodations Manual located at <http://www.ode.state.or.us/search/page/?=487>), or (b) the student should be assessed via the Extended Assessment (Standard or Scaffold). The team may also decide that the student should be assessed with the General Education Assessment for some subject areas and with the Extended 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>. For the subject area of Reading, 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 Mathematics, Writing, and Science each grade has a unique test per the following: Mathematics (3, 4, 5, 6, 7, 8, and 11*), Writing (11*); and Science (5, 8, and 11*).

*RETESTING STUDENTS AT GRADE 12	Due to implications for the Essential Skills graduation requirement, students with disabilities enrolled in grade 12 who participate in Oregon’s Extended Assessment and who did not meet the alternate achievement standard(s) for any subject area(s) as an enrolled 11 th grader are eligible to retake the Extended Assessment(s) in grade 12. While retests are not mandatory, districts should make testing opportunities available for grade 12 students with disabilities who wish to retest, especially those needing to demonstrate proficiency for the Essential Skills graduation requirements.
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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) and security clearance on file at the district office. Individuals identified by the district for the first time to serve as a Qualified Assessor (QA) or Qualified Trainer (QT) 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). In addition, all QAs and QTs who will administer Extended Assessments must receive test security training annually and have a signed **Test Administrator Assurance of Test Security** form on file at the

district office, valid for the current school year. **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 Extended Assessment testing window, starting on February 13, 2014. Contact your [Regional ESD Partner](#) or the ODE helpdesk at ode.helpdesk@state.or.us or 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, and materials preparation tables, and addresses the following topics: (a) prerequisite skills description, (b) content prompts description, (c) materials preparation, (d) administration considerations, and (e) general scoring procedures.

The Extended Assessment Manual also includes a Frequently Asked Questions (FAQ) section that contains several pages of comprehensive information—including information 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.

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>.

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 test records are editable until final accountability reports (such as school and district Report Cards) are published.

Student Centered Staging is limited to district-editable fields. The entire test record, including the scoring and accountability fields, can be retrieved from the Accountability Warehouse Extract application. There is a one-day lag for changes to test records in Student Centered Staging to be available in the Accountability 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 Accountability 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: <http://www.ode.state.or.us/search/page/?id=2670>. You can also contact your [Regional Assessment Support ESD Partner](#) for assistance.

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 ESEA 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 – ESSENTIAL SKILLS AND LOCAL PERFORMANCE ASSESSMENT REQUIREMENT

To facilitate ease of reading, ODE has made the following organizational changes to Appendix K: (1) combined all requirements from OAR 581-022-0615: Assessment of Essential Skills into a single appendix, incorporating requirements on Local Performance Assessments and Work Samples which had previously been contained in Appendices L and M, respectively; (2) removed all assessment recommendations (they are now posted on the Essential Skills website as separate resources) so the appendix includes only requirements; (3) removed the full text of OAR 581-022-0615: Assessment of Essential Skills and OAR 581-022-0617: Essential Skills Assessment for English Language Learners (also now posted on the Essential Skills website as separate resources); and (4) reformatted text from paragraphs into tables, where appropriate. Appendix K is now organized into the following sections:

- Introduction to Essential Skills and Local Performance Assessment Requirements (p. K-1)
- Essential Skills Graduation Requirement (p. K-1)
- Essential Skills Assessment Options (p. K-5)
- Essential Skills District Policy Requirements (p. K-10)
- Special Populations (p. K-10)
- Work Samples (p. K-13)
- Local Performance Assessment Requirement (p. K-17)

Introduction to the Essential Skills and Local Performance Assessment Requirements

Oregon Administrative Rule (OAR) 581-022-0615: Assessment of Essential Skills (revised in June 2011) includes two requirements.

1. Students who are receiving a regular or modified high school diploma are required to demonstrate proficiency in the Essential Skills.
2. Districts are required to administer local performance assessments.

This OAR is available at <http://www.ode.state.or.us/go/es>.

Essential Skills Graduation Requirement

The Essential Skills are cross-disciplinary skills necessary for student success after high school. They are not, in themselves, sufficient for student success after high school. Many additional areas of knowledge, skills, and abilities are required for success in the transition after high school, with the exact skills dependent upon the path a student is interested in pursuing. The skills are being incrementally added to the graduation requirements to ensure that Oregon students graduate with the skills necessary to be successful in their college and career pursuits.

The State Board of Education voted to implement the proficiency requirement for the Essential Skills on a roll-out schedule described in the tables below. There are nine Essential Skills; the first three are already incorporated into the graduation requirements, with the specific requirements determined by the year the student first enrolled in Grade 9. **Students first enrolled in Grade 9 in 2010-11 must demonstrate proficiency in the following Essential Skills:**

- Read and comprehend a variety of text
- Write clearly and accurately
- **New for 2010-11 Cohort:** Apply mathematics in a variety of settings

Definitions and Graduation Requirements Timeline

Essential Skill Definitions and Timeline	Requirement for students first enrolled in Grade 9 in:
<p>1. Read and comprehend a variety of text*</p> <ul style="list-style-type: none"> • Demonstrate the ability to read and understand text.* • Summarize and critically analyze key points of text,* events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements. • Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols. • Follow instructions from informational or technical text* to perform a task, answer questions, and solve problems. <p><i>*Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats</i></p>	<p>2008-2009 and beyond</p>
<p>2. Write clearly and accurately</p> <ul style="list-style-type: none"> • Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology. • Develop organized, well-reasoned, supported, and focused communications. • Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications. • Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting. 	<p>2009-2010 and beyond</p>

Essential Skill Definitions and Timeline	Requirement for students first enrolled in Grade 9 in:
<p>3. Apply mathematics in a variety of settings</p> <ul style="list-style-type: none"> • Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable. • Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution. • Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods. 	<p>2010-2011 and beyond</p>
<p>4. Listen actively and speak clearly and coherently</p> <ul style="list-style-type: none"> • Listen actively to understand verbal and non-verbal communication. • Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems. • Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques. • Use language appropriate to particular audiences and contexts. 	<p>Student cohorts beyond 2013-2014 may also be accountable for the additional Essential Skills.</p>
<p>5. Think critically and analytically</p> <ul style="list-style-type: none"> • Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon. • Develop a method to explore the relationships between the key elements of a complex event, text*, issue, problem or phenomenon. • Gather, question and evaluate the quality of information from multiple primary and secondary sources. • Propose defensible conclusions that address multiple and diverse perspectives. • Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions. 	<p>Additional Essential Skills graduation requirements must be approved by the State Board of Education by March 1st of the students' 8th grade year.</p>

Essential Skill Definitions and Timeline	Requirement for students first enrolled in Grade 9 in:
<p>6. Use technology to learn, live, and work</p> <ul style="list-style-type: none"> • Use creativity and innovation to generate ideas, products, or processes using current technology. • Use technology to participate in a broader community through networking, collaboration and learning. • Recognize and practice legal and responsible behavior in the use and access of information and technology. • Use technology as a tool to access, research, manage, integrate, and communicate ideas and information. 	<p>Student cohorts beyond 2013-2014 may also be accountable for the additional Essential Skills.</p> <p>Additional Essential Skills graduation requirements must be approved by the State Board of Education by March 1st of the students' 8th grade year.</p>
<p>7. Demonstrate civic and community engagement</p> <ul style="list-style-type: none"> • Apply knowledge of local, state, and U.S. history and government to explain current social and political issues. • Perform the civic and community responsibilities essential to living in a representative democracy. 	
<p>8. Demonstrate global literacy</p> <ul style="list-style-type: none"> • Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions. • Apply a global perspective to analyze contemporary and historical issues. 	
<p>9. Demonstrate personal management and teamwork skills</p> <ul style="list-style-type: none"> • Participate cooperatively and productively in work teams to identify and solve problems. • Display initiative and demonstrate respect for other team members to complete tasks. • Plan, organize, and complete assigned tasks accurately and on time. • Exhibit work ethic and performance, including the ability to be responsible and dependable. 	

Graduation Requirements by Cohort			
Students first enrolled in Grade 9 in	1. Read and comprehend a variety of text	2. Write clearly and accurately	3. Apply mathematics in a variety of settings
2008-2009	Required		
2009-2010	Required	Required	
2010-2011 and beyond	Required	Required	Required

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.

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, 2014.

Essential Skills Assessment Options

Approved Assessment Options

Students may demonstrate proficiency in the required Essential Skills using any of the assessment options and corresponding achievement standards included in this section.

While the State Board of Education 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 as of March 1st of the student’s 8th grade year. 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 1st of the student’s 8th grade year.

The State Board of Education has approved three categories of assessments by which students may demonstrate proficiency in the required Essential Skills. All three categories require equivalent achievement standards to pass.

ASSESSMENT CATEGORIES	NOTES
Oregon’s Standardized Assessment (OAKS)	All students have the opportunity to demonstrate proficiency in the Essential Skills through OAKS.
Other Standardized Assessment	There are several other standardized assessments that have been approved by the State Board.
Work Samples	A work sample is a local performance assessment designed for a specific purpose – to provide students an opportunity to fulfill the Essential Skills graduation requirement – and developed and implemented in accordance with the requirements described in this Appendix.

Notes

By administering a work sample for the “Write clearly and accurately” and/or “Apply mathematics in a variety of settings” Essential Skills graduation requirement, the district has also fulfilled their local performance assessment requirement for high school Writing and/or Mathematical Problem-Solving, respectively. The local performance assessment requirement is described in greater detail starting on p. K- below.

Only OAKS is valid for federal school and district accountability; results from other standardized assessments, work samples, or modified versions of the OAKS are not valid for federal accountability.

Districts may choose to offer students only a subset of the approved assessment options. However, if a student chooses to use one of the other standardized assessments and it 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 Skills 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.

All test materials and student level testing information related to administering an Essential Skills assessment option must be handled in a secure manner as described in [Part IV - Test Security](#). The table below identifies the specific approved assessment options available as of March 1, 2013.

Specific Assessments and Achievement Standards

<i>ONLY ONE ASSESSMENT OPTION IS REQUIRED PER ESSENTIAL SKILL</i>			
Essential Skill	Assessment Category	Specific Assessment Option	Achievement Standard
1. Read and comprehend a variety of text	Oregon’s Standardized Assessment	Oregon Assessment of Knowledge and Skills (OAKS) Reading Assessment	236
	Other Standardized Assessment	ACT	18
		PLAN	18
		Work Keys	5
		Compass	81
		ASSET	42
		SAT	440
		PSAT	44
		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
		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	
	Work Samples	2 Work Samples: <ul style="list-style-type: none"> • One must be informational; • One may either be informational or literary 	For each Work Sample, Composite Score of 12, with no Trait lower than 3. <i>Traits:</i> <ul style="list-style-type: none"> • Demonstrate General Understanding • Develop an Interpretation • Analyze Text

<i>ONLY ONE ASSESSMENT OPTION IS REQUIRED PER ESSENTIAL SKILL</i>			
Essential Skill	Assessment Category	Specific Assessment Option	Achievement Standard
2. Write clearly and accurately	Oregon's Standardized Assessment	OAKS Writing Performance Assessment	40 Composite score
	Other Standardized Assessment	SAT Writing*	460
		ACT Writing**	19
	Work Samples	2 Work Samples: <ul style="list-style-type: none"> • One must be expository or persuasive • One in any of the approved modes (expository, persuasive, narrative) 	Minimum score of 4 in the required Traits. <i>Required Traits:</i> <ul style="list-style-type: none"> • Ideas/Content • Organization • Sentence Fluency • Conventions (Word Choice and Voice are not required.)
3. Apply mathematics in a variety of settings	Oregon's Standardized Assessment	OAKS Mathematics Assessment	236
	Other Standardized Assessment	ACT	19
		PLAN	19
		Work Keys	5
		Compass	66 (Intermediate Algebra Test)
		ASSET	41 (Intermediate Algebra Test)
		SAT	450
		PSAT	45
		AP Statistics Exam	3
		AP Calculus AB Exam	3
		AP Calculus BC Exam	3
		IB Mathematics SL Exam	4
		IB Mathematics HL Exam	4
		IB Math Studies Exam	4
Work Samples	2 Work Samples: One each for any two of the required content strands (Algebra, Geometry, or Statistics)	Minimum score of 4 in all Process Dimensions. <i>Process Dimensions:</i> <ul style="list-style-type: none"> • Making Sense of the Task • Representing and Solving the Task • Communicating Reasoning • Accuracy • Reflecting and Evaluating 	

* SAT Writing refers to the Writing section of the SAT (49 selected response questions and a timed, 25-minute essay).

** ACT Writing refers to the combined English/Writing test (75 selected response questions and a timed, 30-minute essay).

Local Assessment Option

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.

Districts who use the Local Assessment Option must:

1. Use established professional and technical standards in place of the assessment options adopted by the State Board (as described in Section 14 of OAR 581-022-0615).
2. Publish required materials on district website, including descriptions of:
 - 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.
3. Develop a communication strategy to ensure:
 - a. Stakeholders are notified of the district's approach to the local assessment option, including aware of published materials; and
 - b. All published materials are written in plain language.

Proposing New Assessment Options

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.

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>.

Essential Skills District Policy Requirements

Documentation

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

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.

It may be helpful for districts to address the following considerations when establishing a student appeals process:

- 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)

Assessing Eligible Students in Languages other than English

Districts must develop a policy whether to allow eligible English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills in languages other than English. For additional information on this policy requirement, including student eligibility criteria, please see the English Language Learners section below.

Special Populations

English Language Learners

On December 9, 2010, the State Board voted to adopt OAR 581-022-0617: Essential Skill Assessments for English Language Learners (ELLs), 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). These students must be able to meet all other graduation requirements, including credit completion, in order to graduate under this option.

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

- Eligibility for demonstrating proficiency in their language of origin varies based on the Essential Skill; to qualify for demonstrating proficiency in their language of origin students must meet the appropriate criteria for the Essential Skill.
- School districts and public charter schools must adopt a policy whether to allow ELL students to demonstrate proficiency in their language of origin for each of the Essential Skills.
- The rigor of Essential Skills assessments offered to eligible ELL students in their language of origin must be equal to the rigor of assessment options available in the English language.

ELL Students and Apply Math Essential Skill

Student Qualifications for Demonstrating Proficiency in Their Language of Origin for “Apply mathematics in a variety of settings”	
By the end of their 11 th grade year, the ELL student:	
✓	Is on track to meet all other graduation requirements
✓	Is unable to demonstrate proficiency in the Essential Skills in English

ELL Students and Reading and Writing Essential Skills

Student Qualifications for Demonstrating Proficiency in Their Language of Origin for “Read and comprehend a variety of text” and “Write clearly and accurately”	
By the end of their 11 th grade year, the ELL student:	
✓	Is on track to meet all other graduation requirement
✓	Is unable to demonstrate proficiency in the Essential Skills in English
✓	Has been enrolled in a U.S. schools for five (5) years or less
✓	Has demonstrated sufficient English language skills using an English language proficiency assessment option that is approved by the State Board of Education (see below)
	<p>Approved English Language Proficiency Assessment Option</p> <p>The only English language proficiency assessment option currently approved by the State Board (as is the Oregon’s English Language Proficiency Assessment (ELPA) and a 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.</p>

<p><i>To provide districts with greater flexibility, ODE will work with stakeholders to investigate additional options for students to demonstrate their English proficiency.</i></p> <p>Reasoning</p> <p>These requirements ensure 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).</p>

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.

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 Table 4 above, the student’s IEP Team may exempt the student from the approved assessments and determine an appropriate replacement assessment option based on an equivalent level of rigor that addresses the Essential Skill in a format that is consistent with the student’s instructional plan.

Note: 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. 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.

Regarding students seeking a Modified Diploma, Section 20 of OAR 581-022-0615: Assessment of Essential Skills clarifies that, students seeking a Modified Diploma must meet the Essential Skills requirement. As described in OAR 581-022-0610: Administration of State Tests, Modifications, Pursuant to State and Federal Law, school districts and public charter schools may modify the achievement level, construct, or measured outcome of the OAKS or Work Sample Essential Skill assessment options for students on IEP or 504 Plans. For students NOT on IEP or 504 Plans, the modifications are limited to the Work Sample assessment options.

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>).

Essential Skills Assessment Modifications

	Students on an IEPs or 504 Plan	Students <u>not</u> on an IEP or a 504 Plan
Which assessment may be modified?	<ul style="list-style-type: none"> • Work Samples • OAKS 	<ul style="list-style-type: none"> • Work Samples
The modifications must be:	<ul style="list-style-type: none"> • Consistent with the requirements of the student’s IEP or 504 Plan • In compliance with section 4(d) of OAR 581-022-0610: Administration of State Tests. • Appropriately explained and documented as necessary in order to ensure that these students receive equitable educational opportunities and individualized instruction (Pursuant to State and Federal Law, 34 CFR 300.320(6)(i) and (ii)) 	<ul style="list-style-type: none"> • Consistent with the modifications the student has received during instruction. • Same as the modifications the student received 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.
Are these assessments valid for federal school and district accountability?	<ul style="list-style-type: none"> • No, modified OAKS assessments are not. • No, modified Work Samples (modified or not) are not. 	<ul style="list-style-type: none"> • No, modified Work Samples (modified or not) are not.

Work Samples

Should districts choose to offer work samples as an Essential Skill assessment option, districts must follow the guidance below regarding work sample development, administration, and scoring. These requirements help to ensure that work samples used for the Essential Skills are valid and of an equivalent rigor across schools and districts.

Work Sample Development

Secure Maintenance

For work samples to be a valid assessment of student knowledge and skills, the work samples must be securely maintained, including updating and replacing content. Students must not be able to access—or hear about—the work sample content prior to administration.

Aligned to Content Standards

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.

Work Sample Administration

Work Sample Time Allowances

Work samples may not be timed. Each individual student must be granted sufficient time to demonstrate his or her skills.

Use of Word Processors on Work Samples

All work samples may be word-processed. ODE does not restrict the use of spell-check or grammar-check features when using a word processor for a work sample.

Use of Outside Resources on Work Samples

Districts may allow students to complete the parts of the work samples that require research outside of class. Students may use computers or other resources such as printed materials to conduct research. The student is required to provide additional evidence to verify that the final product is the student's own independent work. Examples of evidence include, but are not limited to notes, outlines, data collections, attached sources of information, and lists of works cited.

For work samples, ODE does not restrict student access to a list of explicitly identified allowable resources. However, districts must still monitor the resources available to students while completing work samples to ensure that the finished work is a valid representation of what the student knows and can do. The use of outside resources on work samples is intended to allow students to find supporting facts, statistics, or examples.

Students must not have access to outside resources that compromise the learning expectations, construct, or measured outcome of the assessment. The following table provides examples for each skill area of appropriate outside resources and non-allowable outside resources. This list is not intended to be comprehensive.

SKILL AREA	EXAMPLES OF APPROPRIATE OUTSIDE RESOURCES	EXAMPLES OF NON-ALLOWABLE OUTSIDE RESOURCES
Reading	<ul style="list-style-type: none"> • Biographical information about the passage’s author • Resources that provide additional historical, political, or cultural contextual information related to the passage 	<ul style="list-style-type: none"> • Dictionary • Cliff’s Notes or other commercial outlines • Electronic translation devices or internet sites
Writing	<ul style="list-style-type: none"> • Internet sites, encyclopedias, or other resources from which the student may gather quotes, statistics, or other facts on the condition that the student makes appropriate citations • Spell Check • Dictionary (includes non-English language and picture dictionaries) • Thesaurus 	<ul style="list-style-type: none"> • Electronic translation devices
Mathematics	<ul style="list-style-type: none"> • Internet sites, encyclopedias, or other resources that provide data that is used in solving the equation. For instance, the student may collect data that they input into an equation and from which they develop graphs or charts. 	<ul style="list-style-type: none"> • Internet sites, calculators, or computer software which have the ability to solve some or all of the equation.

To help ensure that work samples consist of independent student work, districts are strongly encouraged to establish a procedure for checking student progress throughout completion of the work sample.

Independence on Work Samples

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.

Collaboration on Work Samples

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 work sample may stem from group research on a local situation.

Feedback on Work Samples

Feedback may only be provided after the work sample has been completed and scored. The official scoring guides and accompanying scoring forms are the only means that districts may use to communicate feedback.

ODE developed the scoring forms to accompany the official state scoring guides, and they may be used to provide limited feedback to students beyond that provided by the official scoring guide. Scoring forms are available online at <http://www.ode.state.or.us/go/worksamples>.

APPROPRIATE FEEDBACK	INAPPROPRIATE FEEDBACK
Providing students with their scores and a copy of the state scoring guide.	Pointing out any specific errors or places in the work sample that need attention.
Checking off certain phrases on the scoring form to indicate to students what they should work on (after the work sample has been scored).	Making any written or oral comments about the work.
	Discussing the students' work with student.
	Providing specific suggestions.
	Coaching or prompting.
	Providing a lesson or other direct input specifically addressing issues the student encounters while completing or revising the work sample.

Given that work samples must reflect an individual student's independent work, it is important that teachers understand the difference between providing appropriate feedback and providing inappropriate assistance which could lead to an invalid representation of what a student can accomplish independently.

Student Revision on Work Samples

All revisions must be completed under the direct supervision of a teacher or administrator. Students may not complete revisions outside of the classroom. 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.

Work Sample Scoring

Work samples must be scored using the state scoring guides, available online at <http://www.ode.state.or.us/go/worksamples>.

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, original score and/or scoring form, and the rater must use a fresh scoring form when scoring the revision.

A student may not meet the achievement standard by combining scores for different traits from two separate work samples. Raters should use professional judgment to determine the predominant score or composite score for each trait.

Raters

Work samples must be scored by teachers (currently or previously certified), administrators, or other staff who have been trained to a high degree of proficiency in using the official scoring guides. Each work sample is required to be scored by one rater.

Scoring Guide Training

Districts may obtain training on state 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.

Official state scoring guide training modules are available for download and use from the ODE website. These materials have been designed as “train-the-trainer” sessions, and provide various levels of training for each of the three Essential Skills content areas. For each module, an Overview, Facilitator’s Packet, Participant Packet, and Powerpoint have been provided in order to allow local education entities to facilitate scoring guide and task development training. To view and download these training modules, please see: <http://www.ode.state.or.us/search/page/?=3623>. Many districts have used one or both of the above methods to develop their own group of trainers to provide training during in-service activities.

Local Performance Assessment Requirement

The purpose of the local performance assessment requirement is to ensure that Oregon students are afforded opportunities to learn and to receive feedback regarding their academic progress.

Requirement Description

Local performance assessments must be:

- Embedded within the curriculum;
- Aligned to content standards;
- An opportunity for students to learn and receive feedback on their academic progress;

- Administered once a year to all students at Grades 3 through 8 and once in high school.

Required skill areas:

- Writing
- Speaking
- Mathematical Problem-Solving
- Scientific Inquiry

Optional skill area:

- Social Science Analysis

Additional Information about Requirements

Aligned to Content Standards

Local performance assessments 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.

Difference between Local Performance Assessments and Work Samples

Local performance assessment is a broad term that encompasses assessments that are embedded in the curriculum and evaluate student knowledge and skill. A work sample is a specific kind of local performance assessment that is an approved assessment option for the Essential Skills graduation requirement. Work samples must be administered, scored, and potentially revised under strict administrative conditions, including that they must be scored using the state scoring guides. For local performance assessments—other than work samples—districts have wide latitude in setting the administrative, scoring, and revision guidelines. The term work sample can be confusing because it sounds generic, but it actually means something quite specific.

Using a Work Sample to Meet the Local Performance Assessment Requirement

If districts choose to offer work samples to meet the local performance assessment requirements, districts are encouraged but are not required to follow the guidance in the Work Sample section above regarding work sample development, administration, and scoring.

APPENDIX L – KINDERGARTEN ASSESSMENT

Overview

On March 8, 2013 the State Board of Education adopted [OAR 581-022-2130](#) which directs all school districts to administer the Oregon Kindergarten Assessment to students enrolled in kindergarten beginning with the 2013-2014 school year. To help communicate to the field about the new Kindergarten Assessment, ODE published [Numbered Memorandum 010-2012-13](#), collaborated on the development of Kindergarten Assessment pages on the Early Learning System website (<http://oregonearlylearning.com/kindergarten-assessment>), and developed a Kindergarten Assessment Resource on the ODE website(<http://www.ode.state.or.us/go/ka>). The state of Oregon has set an ambitious goal—100% high school completion by 2025, with the vast majority of students going on to college or workforce training. To make progress toward this goal, and prepare all students for college, career, and citizenship, we must support students and their families from early childhood through higher education. This begins with ensuring students get a strong educational start and enter school ready to learn.

- In 2012, the Legislature directed the Early Learning Council and the Department of Education to jointly develop a kindergarten assessment. The Department of Education and the Early Learning Council developed and piloted the kindergarten assessment in fall 2012 and will implement a statewide operational field test in fall 2013. There are four intended purposes for the Statewide Kindergarten Assessment: Provide baseline local and statewide information to communities, schools, and families to ensure all early learners are ready for kindergarten;
- Provide essential information on all children as they enter kindergarten to inform K-12 educators on students’ strengths and needs which can then guide instructional decisions to ensure students are well prepared for their educational experience;
- Identify achievement gaps early, thus providing instruction and support to address them early. By doing this, we help prepare students for success not just in kindergarten but in the years to come; and
- Provide a consistent tool to be used across the state. A statewide assessment will provide the state-level perspective on where kindergarten students are today so that we can measure progress in the years to come.

The kindergarten assessment includes measures in the domains of Early Literacy, Early Math, and Approaches to Learning (which includes Self-regulation and Social-emotional). It will be administered within the first six weeks of kindergarten, with data reported to the Department of Education through ODE’s Consolidated Collections. For the 2013-14 school year, districts will include participation rates for the kindergarten assessment in their Achievement Compacts. A student is determined to have participated if they attempt to answer one Early Literacy question (that is, a single letter sound or syllable), OR one Early Math question. Since the Approaches to Learning segment is filled out by the assessor, it is mandatory to respond to all Approaches to Learning items.

To support districts in implementing this new assessment and to ensure valid assessment results, ODE will provide specialized Kindergarten Assessment training. In addition to addressing protocols for administering the Kindergarten Assessment, this training also addresses the general test administration and security training that is required for all test administrators. The ODE-provided Kindergarten Assessment training is required for DTCs from all districts supporting Kindergarten programs in 2013-14. This training, provided in six in-person trainings as well as a WebEx option, will follow a train-the-trainer model. Districts are welcome to include additional staff beyond the DTC (e.g., school test coordinators, kindergarten teachers, or others who will administer the assessment) in the ODE-provided trainings. However, if districts do not have school test coordinators or test administrators participate directly in the ODE-provided training, then districts must separately ensure that these staff are trained locally prior to administering the Kindergarten Assessment. For a schedule of the ODE-provided training opportunities, please refer to [Part II – Test Administration Roles](#).

Receiving the Kindergarten Assessment

The Kindergarten Assessment is a paper-based assessment which ODE will print and distribute to districts. Districts must store all printed assessment materials in a secure area in accordance with [Part IV – Test Security](#) until they are distributed to schools and instruct School Test Coordinators (STCs) to keep materials secure at all times. The secure test materials include: A1- Assessor Booklet in English; A2- Assessor Booklet for Spanish speakers; S1- Student Booklet in English; and S2- Student Booklet in Spanish/English. **Student assessment materials must not be in the Test Administrator's (TA's) hands more than 24 hours prior to the actual administration of the Kindergarten Assessment.** As per the Kindergarten Assessment Accommodations Table, the only exception to this rule is for Sign language interpreters who will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled.

General Instructions for Administering the Kindergarten Assessment

The Kindergarten Assessment will be administered one-on-one to students and consists of three segments:

- Early Literacy
 - This is a direct assessment, measuring the student's early literacy skills in English Letter Names and English Letter Sounds.
 - Spanish-speaking English language learners (ELLs) will also take a Spanish Literacy assessment, measuring the student's early literacy skills in Spanish Syllable Sounds. The Early Literacy segment may be administered by any district or school staff who has received Kindergarten Assessment Training for 2013-14. The Spanish Syllable Sounds measure must be administered by a trained fluent Spanish-speaker.
- Early Math
 - This is a direct assessment measuring the student's early math skills in numbers and operations.

- This segment may be administered by any district or school staff who has received Kindergarten Assessment Training for 2013-14.
- Approaches to Learning
 - This is an observational segment completed by the student’s teacher using the Child Behavior Rating Scale.
 - This segment must be administered by the student’s teacher who has received Kindergarten Assessment training for 2013-14.

Districts should plan to administer the Early Literacy and Early Math segments early in the test window. The Early Literacy segment is timed, with students having 60 seconds per measure. ODE anticipates that, with set-up time, this segment will take approximately 6 minutes to complete. ODE anticipates that the Early Math segment, will take approximately 6 to 9 minutes to administer, for a combined administration time of 15 minutes for both the Early Literacy and Early Math segments. Spanish Speaking ELL students taking the additional Spanish Literacy assessment will need an additional 3 minutes to complete, for a combined administration time of 19 minutes. The Approaches to Learning segment should be administered later in the test window after the teacher has had an opportunity to observe the student during regular classroom routines and activities. ODE anticipates that this segment will take approximately 6 minutes for the teacher to complete. Note: the Approaches to Learning segment will not take any student time to administer.

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

- The Kindergarten Assessment will be administered to students one-on-one, with the test administrator recording the student’s responses. Given the heightened level of required interaction between the student and the test administrator, test administrators must be especially vigilant to avoid coaching students to protect the validity of the assessment results. To avoid coaching, the Assessor Copy contains specific language that TAs may say to students who appear to be confused or struggling.
- Ensure that the Kindergarten Assessment is only administered by personnel who have received specialized Kindergarten Assessment training, either directly from ODE or locally, and have signed an Assurance of Test Security form for the current school year. (Note: for 2013-14, the specialized Kindergarten Assessment training provided by ODE includes the general test administration and security training required for all test administrators.)
- Locate student information prior to administering the Kindergarten Assessment, including:
 - Secure Student Identifier (SSID) if assigned by your district at the time of administration
 - Student’s legal name
 - Language of assessment (English, Spanish)
 - Accommodations to be administered to the student
- Examine the assessment environment for non-allowable resources. Only those allowable resources listed below may be visible during administration of the Kindergarten Assessment.

- Provide each student, at the time of testing, an opportunity to familiarize themselves with the Early Math assessment format by completing the two sample assessment items in the “Numbers and Operations Student Copy” booklet. Please note that there will be no sample assessment items for the early literacy segment.
- Review the directions included in the Assessor Copy prior to administering the assessment. Read the directions included in the Assessor Copy to students verbatim (these are the **ONLY** instructions you may give to students).

Breaking up the Assessment

The Kindergarten Assessment includes 3 segments. Therefore, you may wish to break administration into shorter sections. These shorter administration periods may make the assessment experience less stressful for entering kindergarteners. As stated above, both the Early Literacy and Early Math segments should be administered early in the test window and may be administered separately. The Approaches to Learning segment should be administered later in the window and does not take any student time to administer.

Breaking up the assessment requires great care to avoid breaches of test security. TAs must ensure that assessment materials are securely stored between sessions.

Allowable Resources

Only those allowable resources listed below may be provided to students during administration of the Kindergarten Assessment.

ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE KINDERGARTEN ASSESSMENT
• Highlighter, marker, pen, and pencil
• Auditory amplification devices, hearing aids, noise buffers
• Transparent sheets (clear or tinted) to protect test materials or to improve focus
• Markers/guides to limit distractions
• Stopwatch or timer

Accommodations

Accommodations are available for all students based on determination of individual student need. There are a number of allowable supportive administration conditions for the Kindergarten Assessment. See <http://www.ode.state.or.us/search/page/?=487>. As a promising practice, ODE has developed a decision tree mapping out the factors that districts should take into account when

identifying whether incoming kindergarten students may benefit from accommodations, and if so, which ones. This promising practice is available online at <http://www.ode.state.or.us/search/page/?=2444>.

Assessment Procedure

Preparing for Administration

1. Several days prior to the day of assessment, review this Test Administration Manual. Pay special attention to [Part III - Student Confidentiality](#) and [Part IV - Test Security](#).
2. Review your notes from the Kindergarten Assessment training. Immediately contact your School Test Coordinator (STC) if you have not been trained **this year**.
3. Minimize interruptions or disturbances during testing. It is preferable to provide a location outside of the regular classroom for one-on-one assessment. If it is not possible to separate the assessment environment from the classroom, set up a table and chairs in a quiet area of the classroom (for example, the reading area or computer center). Consider posting an “Assessing—Please Do Not Disturb” sign to help minimize distractions. Prepare students ahead of time by introducing them to the quiet area and expectations when students are being assessed. Strategize with classroom staff and volunteers on classroom management when individual assessments are occurring. Carefully review student accommodations before you begin testing.
4. Plan time for make-up testing for students who are absent for any portion of the scheduled assessment period. Every effort must be made to ensure that all students have an opportunity to complete the assessment.

Administering the Assessment

Segment One: Early Literacy

The Early Literacy segment includes two measures for all students: English Letter Names and English Letter Sounds. Spanish-Speaking ELLs will also take a Spanish Syllable Sounds assessment.

English Letter Names:

- This is a 60 second timed assessment.
- Place the “English Letter Names Student Copy” chart in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy.
- Record student responses on the Assessor Copy.
 - If a student provides the letter sound instead of the letter name, repeat the directions verbatim (allowed one time):

Say the name of each letter.

Di el nombre de cada letra.

- If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.
- At 60 seconds mark the last letter named with a bracket] on the Assessor Copy but let the student finish the row or come to a natural stopping point before saying “**Stop.**”
- Enter the student scores, number correct, and number attempted on the Assessor Copy.

English Letter Sounds:

- This is a 60 second timed assessment
- Place the “English Letter Sounds Student Copy” chart in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy.
- Record student responses on the Assessor Copy.
 - Long or short vowel sounds are scored as correct on the English Letter Sounds measure. Either is acceptable.
 - Certain combinations of two or more letters are called letter blends. There are both single letters and letter blends included on the English Letter Sounds measure. If a student encounters a letter blend and gives isolated (separate) letter sounds, it is scored as incorrect.
 - If a student provides the letter name instead of the letter sound, repeat the directions verbatim (allowed one time):

Say the sound of each letter.

Di el sonido en inglés que hace cada letra.

- If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.
- At 60 seconds mark the last letter named with a bracket] on the Assessor Copy but let the student finish the row or come to a natural stopping point before saying “**Stop.**”
- Enter the student scores, number correct, and number attempted on the Assessor Copy.

Spanish Syllable Sounds:

- This is a 60 second timed assessment
- Place the “Spanish Syllable Sounds Student Copy” chart in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy.
- Record student responses on the Assessor Copy.
 - If a student provides letter names instead of the syllable sounds, repeat the directions verbatim (allowed one time):

Say the Spanish syllable sounds.

Di el sonido que hace cada sílaba.

- If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.
- At 60 seconds mark the last letter named with a bracket] on the Assessor Copy but let the student finish the row or come to a natural stopping point before saying “**Stop.**”
- Enter the student scores, number correct, and number attempted on the Assessor Copy.

Segment Two: Early Math

The Early Math segment includes a measure of Numbers and Operations:

- This segment is not timed.
- Place the “Numbers and Operations Student Copy” section of the appropriate booklet in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy. For the Kindergarten Assessment, the test administrator does not read numbers/symbols to students.
- Record student responses on the Assessor Copy.
 - 1) Verbal responses are not accepted in the Early Math segment. While it is an allowable accommodation for students to verbalize their thought process, the responses recorded by the test administrator must rely on the student’s pointed response. If a student verbalizes an answer, test administrators may remind students to point to or choose the answer. For students who would benefit, the Accommodations Manual identifies additional non-verbal means by which students may communicate their response.

Students are able to self-correct as described in the Assessor Copy for the Early Literacy segment. For the Early Math assessment, it is allowable for students to return to a previous item and change an answer.

Segment Three: Approaches to Learning

The Approaches to Learning segment is an observational segment completed by the student’s teacher using the Child Behavior Rating Scale. The focus of this instrument is to measure a child’s behavior with other children and adults in the classroom and their interaction with classroom materials. This segment does not take any student time to administer.

- Complete all 15 items on this instrument for each child.
- Circle the response number that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers indicate the following:
 - 1) The child never exhibits the behavior described by the item.
 - 2) The child rarely exhibits the behavior described by the item.
 - 3) The child sometimes exhibits the behavior described by the item.
 - 4) The child frequently or usually exhibits the behavior described by the item.
 - 5) The child always exhibits the behavior described by the item.

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with [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 ESD Partner](#).

Submitting Student Response Data

Following administration of the Kindergarten Assessment, districts will electronically submit total scores for the Early Literacy segment, raw response data for the Early Math segment, and teacher-generated ratings for the Approaches to Learning segment. Districts will have the option to either enter data for individual students through a web-based data entry screen or through a mass upload process through ODE’s Consolidated Collection Application. Any staff authorized by the district may submit the student response data, including teachers, test administrators, or other school- or district-level staff. In order for staff to submit data, the district security administrator must first create user accounts for them following the instructions found at https://district.ode.state.or.us/apps/info/docs/centrallogin_ug.doc.

To ensure that student response data are properly submitted to ODE, carefully review each Assessor Copy to confirm that the TA has correctly entered all required information. If any information is missing, incorrect, or incomplete, please check with the TA to add or revise the information as necessary:

- Ensure the demographic information (e.g., student name, date of birth, district, school, SSID) on the Assessor Form is correct.
- Ensure that the date the assessment was administered is filled in on each Assessor Copy.
- For school districts choosing to waive administration of Spanish Literacy for eligible Spanish-speaking ELL students there is a code on the code table allowing districts to waive administration of the segment. (Code A on the Assessment Admin Code Table in the KA file format). Please note: the waiver will be entered for each individual student. School districts may waive administration in only some schools, or for the entire district.

For virtual schools choosing to waive administration of the Kindergarten Assessment for the 2013-2014 year, there is a code on the code table to waive administration of the kindergarten assessment. (Code B on the Assessment Admin Code Table in the KA file format). Please note: The collection is student level, and the code must be submitted for each student.

Districts may begin entering student response data as soon as the test window opens on August 12, 2013. As stated in Appendix A, the deadline for submitting Kindergarten Assessment response data is **November 1, 2013**.

Once student response data have been submitted to ODE, districts must securely dispose of all assessment materials onsite, including any unused assessment materials. If you have any questions about this process, please contact your [Regional ESD Partner](#).

APPENDIX M – PSAT/NMSQT® ADMINISTRATION

This appendix provides information from the College Board about administering the PSAT/NMSQT® to sophomores as provided by ORS 329.488 (2008). 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® order deadline is June 28, 2013. 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. PSAT/NMSQT® 2013 dates: Wednesday, October 16 or Saturday, October 19, 2013

Testing Requirements

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.

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 current year's Test Schedule located in [Appendix A](#). By taking the PSAT/NMSQT®, students receive MyCollege QuickStart™, and schools receive enhanced data reports about reading, writing, and math skills.

When taken as a junior (11th grade), the National Merit Scholarship Corporation uses the PSAT/NMSQT® to qualify students for most 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 impoverished juniors. While free and reduced lunch qualification is the criteria, the College Board recognizes that school officials are in the best position to assess a student's need. These waivers should be ordered by June 14. Questions should be directed to Annette Beamer at abeamer@collegeboard.org or 408-367-1430 Nancy Potter at npotter@collegeboard.org or 866-392-7078. PSAT 888-477-PSAT.

APPENDIX N – 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 academic progress 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 27 – March 7, 2014, NAEP plans to 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 2014, NAEP will assess civics, geography, and U.S. history, as well as technology and engineering literacy at grade 8. In addition, selected 4th, 8th, and 12th graders will participate in a science pilot test, including interactive computer tasks to be administered from March 17 – April 18, 2014.

The results from NAEP are published as *The Nation's Report Card*. For 2014, results will include information on student performance for the nation on the 8th grade social studies and technology and engineering literacy assessments. Results from the science pilot test will be used to prepare for the NAEP 2015 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 to prepare for the assessment. 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 the current school year 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. Additional NAEP materials, including assessment frameworks and item specifications, are available on the ODE web site at <http://www.ode.state.or.us/go/naep/>.

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

APPENDIX O – 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 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 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 <u>not</u> count toward one of the student’s 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).