

# 2016-17 Kindergarten Assessment Administration Frequently Asked Questions

Updated: August 17, 2016

Detailed information about the assessment can be found in these primary resources: the [2016-17 Test Administration Manual](#), [2016-17 Oregon Accessibility Manual](#), and [2016-2017 Kindergarten Assessment Specifications](#).

The FAQ is organized according to the following topics:

- Accessibility Supports
- Assessment Administration
- English Learners
- Parent Resources

## Accessibility Supports

**We have students with severe disabilities. Are we expected to administer all three segments of the Assessment including Early Literacy, Early Math, and The Approaches to Learning?**

The Kindergarten Assessment Accessibility Supports Diagram, used in tandem with the [Oregon Accessibility Manual \(OAM\)](#), identifies the kinds of kindergarten assessment accessibility supports that are available to students, including students on a 504 Plan or an IEP. Any change from a standard administration that is not listed in the OAM is considered a modification. If it is determined that modifications are needed, please note it will invalidate the assessment.

**How do we assess non-verbal students?**

The [Kindergarten Assessment Accessibility Supports Diagram](#), used in tandem with the Oregon Accessibility Manual (OAM), can help guide teams through the decision making process to identify available and appropriate assessment accessibility supports for students who are non-verbal.

## Assessment Administration

**Do private schools administer the Kindergarten Assessment?**

The Kindergarten Assessment will not be available to private school students during the 2016-17 administration.

**Can a classroom teacher take a condensed version of the Kindergarten Assessment Training if they will only administer the Approaches to Learning Measure?**

For kindergarten teachers who will only administer the Approaches to Learning measure and will not administer the Early Literacy or Early Math measures, districts have the option to limit training to the following sections of the Kindergarten Assessment Training:

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

*(See 2016-17 Test Administration Manual, Section 1.5)*

**I heard the Kindergarten Assessment is now non-secure; what does that mean?**

New for 2016-17, the Kindergarten Assessment materials are non-secure. This means that schools/districts may use the informal data collected on the scoresheet to inform classroom instructional strategies in real-time, retain KA materials onsite for their records and to facilitate discussions with parents, and view the materials prior to the administration window opening.

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However, materials that contain confidential student level information, such as SSIDs and student responses must still be handled securely, with only authorized personnel having access to them. *(See 2016-17 Test Administration Manual, Section 2.4)*

To ensure the validity of the test administration and the confidentiality of student responses to the Kindergarten Assessment, anyone who will be administering the Kindergarten Assessment or have access to confidential Kindergarten Assessment student responses **must** sign the Kindergarten Assessment Assurance form before beginning any work administering or handling student responses. *(See 2016-17 Test Administration Manual, Section 2.1)*

### **How can our school locate a bilingual Spanish assessor?**

As a first step in locating a Spanish Bilingual Assessor, please see ODE's [Guidance for Locating a Spanish Bilingual Assessor](#). To assist districts with locating qualified assessors, [Regional ESD Partners](#) may refer District Test Coordinators to individuals identified on the [Title III Contact list](#).

### **Can Title I, Title I-C, and Title III funded staff administer the Oregon Kindergarten Assessment?**

School and/or district staff paid entirely with Title I, Title I-C funds, or Title III may not conduct the Oregon Kindergarten Assessment, as this activity is a requirement in state law. Staff partly funded by Title I, Title I-C, or Title III may administer the assessment, as long as it is during their general fund assignment and not paid for out of Title I, Title I-C, or Title III funds.

### **Are public virtual schools expected to administer the assessment to entering kindergarteners?**

Public virtual schools must follow the same guidance as all other public schools in the state. Under [Section 2 of OAR 581-022-0610](#), the district where the virtual school is incorporated is responsible for ensuring that all enrolled students participate in statewide testing and meet all assessment policies. *(See 2016-17 Test Administration Manual, Section 1.4)*

### **Can students enrolled in a public virtual school be assessed in their home by a trained test administrator?**

Yes, as long as the home environment meets the requirements laid out in section 2.1 of the [2016-17 Test Administration Manual](#) for a secure and valid test environment (which includes supervision by a trained TA). *(See 2016-17 Test Administration Manual, Section 2.1)*

### **How can the Child Behavior Rating Scale be completed in a virtual school setting?**

Self-regulation might be observed in the virtual environment by monitoring how the student follows directions during live lessons and completes tasks when an assignment is submitted. Interpersonal skills can be observed through participation in live lessons and through in-person meetings such as school gatherings, field trips, and teacher home visits. If a teacher is unable to observe a particular item, consult the [Data Submission](#) section for appropriate administration codes.

### **Can any licensed teacher or Instructional Assistant administer assessments?**

The Kindergarten Assessment must be administered by a trained Test Administrator (TA). For the literacy and math measures, the TA does not have to be the child's teacher. The Approaches to Learning segment (Child Behavior Rating Scale) is the only portion that must

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be completed by the student's teacher. (See 2016-17 Test Administration Manual, Section 10.3)

### **If a student enrolls in Kindergarten late in the district test window, does the district have to administer the Kindergarten Assessment?**

Districts may exempt any student enrolling in Kindergarten in the last three weeks of the school-level test window from participating in the Kindergarten Assessment. In this case, districts can enter Assessment Administration code '5' (Not enrolled at current school on during district testing window for the Kindergarten Assessment. (See 2016-17 Test Administration Manual, Section 5.2)

### **Are both verbal and pointed responses accepted in the Early Math segment?**

Verbal or pointed responses are accepted in the Early Math segment. (See 2016-17 Test Administration Manual, Section 10.4)

### **How is "participation" calculated?**

A *participant* is a Kindergarten student who has a completed Approaches to Learning record and has attempted at least one of the following directed assessment measures: English Letter Name Recognition, English Letter Sound Recognition, Spanish Letter Sound Recognition, or Early Math. A school's participation rate is calculated as the number of *participants* enrolled in Kindergarten on the first school day in October, divided by the number of students enrolled in Kindergarten on the first school day in October.

### **Can districts use another tool other than the spreadsheet (CSV template) provided by ODE, to compile their KA data?**

If a district is choosing to use another tool such as Google Docs, Smartsheet, etc., to compile their KA data other than the spreadsheet (CSV template) provided by ODE, it is extremely important to remember to **not** include the Secure Student Identification numbers (SSID). (See 2016-17 Test Administration Manual, Section 2.5)

### **Does the district need to assess students repeating kindergarten?**

If a student repeats kindergarten in a public school, the district has the option to allow the student to take the assessment, but it is not a requirement. If a student who was home-schooled or had been enrolled in private school repeats kindergarten in a public school the following year, that student is required to take the assessment.

If a district chooses not to assess a repeat kindergartner, please use attempt code 'N', Admin code 'D'. For additional information on Kindergarten Assessment code lookup tables please visit the [District Kindergarten Assessment page](#). (Oregon Kindergarten Assessment Data Collections Manual, Table 13)

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### When is it okay to dispose of all Kindergarten Materials?

Districts should retain assessment materials until after all student data is submitted to ODE via Consolidated Collections. Districts are encouraged to retain assessment materials until after the Consolidated Collection Audit Window has closed on December 5, 2016. *(See 2016-17 Test Administration Manual, Section 10.8)*

## English Learners

### How do students who have been officially identified as Spanish-speaking English Learners participate in the assessment?

All students participate in the Early Literacy, Early Math, and Approaches to Learning segments of the Kindergarten Assessment. Officially identified Spanish-speaking English learners also participate in a Spanish Literacy measure. The [2016-17 Oregon Accessibility Manual](#) provides approved designated supports and accommodations that may be used with English Learners. [Executive Numbered Memorandum 009-2013-14](#), *official Identification of Spanish-Speaking English Learners for the Kindergarten Assessment*, includes further guidance on administration of the Early Spanish Literacy measure. *(See 2016-17 Test Administration Manual, Section 10.3)*

### Is the Early Math segment available in Spanish/English (Bilingual)?

Yes, the Early Math segment is available in a Spanish/English (bilingual version); however, this format is **only** available for those students who have been officially identified as Spanish-speaking English learners. Officially identified Spanish-speaking English learners **must** be assessed using the bilingual version of the Early Math items. At the start of the Early Math segment, the student should be asked whether they want to hear the test items in Spanish or English during administration of the items. *(See 2016-17 Test Administration Manual, Section 10.4)*

### How do we identify students that should take the Early Spanish Literacy measure?

See [Executive Numbered Memorandum 009-2013-14](#) which addresses *Official Identification of Spanish-Speaking English Learners for the Kindergarten Assessment*.

### How do English Learners who speak languages other than Spanish participate in the assessment?

The [2016-17 Oregon Accessibility Manual](#) provides approved designated supports and accommodations that may be used with non-Spanish-speaking English Learners.

### Can the Early Math offered in Spanish/English (bilingual version) be administered to students who are not on IEPs or 504 plans?

Yes. However, the administration of the Early Math in Spanish/English (bilingual version) is **only** offered to those students who have been officially identified as Spanish-speaking English learners.

## Parent Resources

### Is there a resource that I can share with parents to explain the Kindergarten Assessment?

The parent brochure, available in English and Spanish can be found on the [Kindergarten Assessment Resource](#) webpage. You can also visit the [Oregon's Early Learning System's Kindergarten Assessment](#) webpage that includes resources and answers to common

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questions about the statewide assessment.

### **Can parents/guardians observe the administration of the assessment?**

Parents/guardians may observe their child during the assessment, if they make prior arrangements with the district and sign a Non-Administrator Assurance of Test Security Form. **However**, the parent/ guardian must be seated far enough from students to prevent distraction or other interference with the test administration. *(See 2016-17 Test Administration Manual, Section 2.1)*

### **Can a child's assessment results be shared with their parent/guardian?**

Yes, parents/guardians may have access to their child's assessment results. It is important to keep in mind that Kindergarten Assessment results reflect a snapshot of a child's skills in a few important areas at kindergarten entry, and should be discussed in the context of how teachers and parents/guardians can best work together to support the child's growth throughout the school year. *(See 2016-17 Test Administration Manual, Section 2.5)*

### **Can parents/guardians request that their child be exempted from the Kindergarten Assessment?**

Parents may request that their student be exempted from the Kindergarten Assessment based on either disability or religion. OAR 581-022-1910 allows parents to request an exemption for their student 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. *(See 2016-17 Test Administration Manual, Section 5.3)*

Appropriate school personnel must evaluate and determine whether to approve the parent request. When reviewing a parent's request for exemption, school district personnel should first discuss the use of accessibility supports with the parent to determine whether the use of any appropriate supports during testing might address the parent's concerns and allow the student to participate in state testing. *(See 2016-17 Test Administration Manual, Section 5.3)*