

Test Administration Manual

2014-15 School Year



Smarter Balanced Mathematics

Smarter Balanced English Language Arts

Science

Social Sciences

English Language Proficiency

Kindergarten Assessment

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, sexual orientation, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction with the Oregon Department of Education.

Office of Learning
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310
(503) 947-5600

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



Rob Saxton
Deputy Superintendent of Public Instruction

Jon Wiens
Manager, Scoring and Reporting

Doug Kosty
Assistant Superintendent, Office of Learning –
Instruction, Standards, Assessment &
Accountability

Kathleen Vanderwall
Manager, Test Design and Administration

Sarah Drinkwater
Assistant Superintendent, Office of Learning –
Student Services

Ken Hermens
Language Arts Assessment Specialist

Bradley J. Lenhardt
Monitoring, Assessment, and Accommodations
Specialist

Michelle McCoy
ELPA and Assessment Implementation Specialist

Bryan Toller
Mathematics Assessment Specialist

Rachel Aazzerah
Science and Social Sciences Assessment Specialist

Cristen McLean
Assessment Operations and Policy Analyst

Sheila Somerville
Electronic Publishing Design Specialist

Derek Brown
Director of Assessment

Steve Slater
Manager, Psychometrics and Validity

Holly Carter
Assessment Operations and Policy Analyst

Jessica McGraw
Public Affairs Specialist

This document is available for download from the Oregon Department of Education's Web site at
<http://www.ode.state.or.us/go/tam>

Table of Contents

1.0 Overview	7
1.1 Oregon Statewide Assessments.....	7
1.2 About the Smarter Balanced Assessment Consortium.....	8
1.3 Summary of Oregon-specific customizations	8
1.4 User Roles and Responsibilities	9
1.5 Training Requirements	12
1.6 Frequently Used Terms	15
1.7 Resources.....	18
2.0 Test Security.....	23
2.1 Testing Requirements to Produce Valid Test Results	23
2.2 Security of the Test Environment.....	24
2.3 Online Testing Security Features	25
2.4 Secure Handling of Printed Test Materials and Note Paper: Printing, Storage, and Disposal	26
2.5 Student Confidentiality.....	27
2.6 Sensitive Responses	28
3.0 Test Improprieties and Irregularities	29
3.1 Adult-Initiated Test Improprieties	29
3.2 Student-Initiated Test Improprieties.....	30
3.3 Responding to Student Questions During an Assessment.....	31
3.4 Test Irregularities	31
3.5 Consequences of Test Improprieties and Irregularities	31
3.6 Reporting Test Improprieties and Irregularities.....	33
4.0 Planning for Test Administration.....	34
4.1 Standard Test Administration	34
4.2 Preparing for Test Administration	34
4.3 Preparing Students for Testing	35
4.4 Pause Rules and Test Expirations.....	37
4.5 Testing Time and Recommended Order of Administration.....	39
4.6 School-Imposed Test Windows	43
4.7 Parent Requests for Exemption from State Testing	44
4.8 Providing for Students Who Are Not Testing	44
5.0 Universal Tools, Designated Supports, and Accommodations	46
5.1 Universal Tools, Designated Supports, and Accommodations	46

5.2 Modifications	47
6.0 Administering the Smarter Balanced Mathematics and English Language Arts Assessments	48
6.1 Establishing Appropriate Testing Conditions	48
6.2 Components of the Smarter Balanced Mathematics and English Language Arts Assessments	48
6.3 Classroom Activity Administration Guidelines	49
6.4 Classroom Activity/Performance Tasks	49
6.5 Smarter Balanced Mathematics and English Language Arts Assessment Administration Procedure	51
6.6 Student Directions for Smarter Balanced Mathematics and English Language Arts Administration	52
6.7 Testing Over Multiple Sessions or Days	57
6.8 Following Test Administration	58
7.0 Administering the OAKS Online Science and Social Sciences Assessments	59
7.1 Establishing Appropriate Testing Conditions	59
7.2 OAKS Online Science and Social Sciences Administration Procedure	59
7.3 Student Directions for OAKS Online Science and Social Sciences Administration	61
7.4 Testing Over Multiple Sessions or Days	68
7.5 Following Test Administration	69
8.0 Administering the ELPA	70
8.1 Establishing Appropriate Testing Conditions	70
8.2 Components of the ELPA	70
8.3 Student Technology Skill Requirements	71
8.4 Exempting Domains for Students on an IEP or 504 Plan	72
8.5 ELPA Administration Procedure	72
8.6 Student Directions for ELPA Administration	74
8.7 Testing Over Multiple Sessions or Days	80
8.8 Following Test Administration	81
8.9 2014-15 ELPA Data Delivery Schedule	81
9.0 Administering the Kindergarten Assessment	82
9.1 Overview	82
9.2 Receiving the Kindergarten Assessment	82
9.3 Components of the Kindergarten Assessment	83
9.4 Establishing Appropriate Testing Conditions	84
9.5 Kindergarten Assessment Administration Procedure	85
9.6 Submitting Student Data	90
9.7 Following Test Administration	91

10.0 Administering the OAKS Extended Assessments	92
10.1 Overview	92
10.2 Following Test Administration	93
11.0 Administering the Grade 12 Writing Retest	94
11.1 Establishing Appropriate Testing Conditions	94
11.2 Online Writing Administration Procedure	95
11.3 Student Directions for Online Writing Administration	96
11.4 Testing Over Multiple Sessions or Days	104
11.5 Following Test Administration	105
11.6 Local Rater Option	105
11.7 Checking for Crisis Papers	105
11.8 Appealing Scores on the Grade 12 Writing Retest	106
12.0 Administering the NAEP	108
13.0 Administering the PSAT/NMSQT®.....	110
13.1 Ordering PSAT/ NMSQT® Test Materials	110
13.2 Testing Requirements.....	110
Appendix A: 2014-15 Oregon Statewide Test Schedule (Revised 10/1/14)	111
Appendix B: Item Types.....	112
Appendix C: District Test Coordinator Checklist	113
Appendix D: School Test Coordinator Checklist	115
Appendix E: Test Administrator Checklist.....	117
Appendix F: Student Inclusion.....	119
Appendix G: Technology Infrastructure.....	127
Appendix H: Accessing Student Scores Online.....	129
Appendix I: Designating Student Accessibility and Accommodation Options in TIDE.....	132
Appendix J: Assurance of Test Security Forms.....	133
Appendix K: Test Impropriety Initial Report Form	137
Appendix L: OAR 581-022-0610 Administration of State Assessments (Adopted June 2014)	138

LIST OF TABLES

Table 1: User Roles in the Online Testing System	9
Table 2: Reading Requirements by Role	12
Table 3: 2014-15 Schedule of ODE-Facilitated WebEx Sessions	13
Table 4: 2014-15 Schedule of ODE-Provided Kindergarten Assessment Trainings.....	14
Table 5: 2014-15 Schedule of ODE-Provided Kindergarten Assessment Data Collection Trainings	14
Table 6: Frequently Used Terms	15
Table 7: Manuals	18
Table 8: User Guides	19
Table 9: Online Training Modules	20
Table 10: Other Resources	21
Table 11: Requirements of the Test Environment	24
Table 12: Examples of Reported Adult-Initiated Test Improproprieties.....	29
Table 13: Examples of Reported Student-Initiated Test Improproprieties	30
Table 14: Online System Appeals Types	32
Table 15: Comparison of the Smarter Balanced Training Test and Practice Test.....	36
Table 16: Estimated Testing Times for Online Tests	39
Table 17: Assessment Sequence—Smarter Balanced ELA Assessment	41
Table 18: Assessment Sequence—Smarter Balanced Mathematics Assessment.....	42
Table 19: Definitions for Universal Tools, Designated Supports, and Accommodations	46
Table 20: Technology Skills Needed for ELPA Access	71
Table 21: ELPA Data Delivery Schedule	81
Table 22: Smarter Balanced Item and Scoring Types	112
Table 23: Age / Grade Equivalencies for Non-Graded Programs.....	119
Table 24: Assessment Requirements for EL Students Based on Enrollment Date	122
Table 25: Administration Codes.....	130
Table 26: ELPA “ONLY” IEP Test Administration Codes.....	130
Table 27: User Access to Tasks in TIDE	132

1.0 OVERVIEW

1.1 Oregon Statewide Assessments

Thank you for participating in the Oregon Statewide Assessments. The information in the Test Administration Manual applies to the 2014-15 school year for Oregon's Statewide Assessments. These include:

- The Smarter Balanced Assessment in Mathematics and English Language Arts/Literacy (ELA);
- The Oregon Assessment of Knowledge and Skills (OAKS) in Science and Social Sciences;
- The English Language Proficiency Assessment (ELPA);
- The Extended Assessments in Mathematics, ELA, and Science;
- The Kindergarten Assessment; and
- The Grade 12 OAKS Mathematics, Reading, and Writing Essential Skills Retest Opportunity

The Test Administration Manual outlines policies and procedures for the Oregon statewide assessments, as well as the NAEP and PSAT/NMSQT® assessments to ensure both test reliability and validity from classroom to classroom, teacher to teacher, school to school, and district to district. It is designed to promote:

- Fair and equitable testing for each student
- Standardized test administration so that the testing environment is similar for all students
- Test security and student confidentiality practices
- Test validity and accuracy
- Efficiency to minimize the burden for students, teachers, and school and district test coordinators

Multiple measures should be used to monitor and 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 specified Oregon Statewide Assessments as evidence of their proficiency in the Essential Skills.



Note: Essential Skills Assessment Administration This Test Administration Manual contains the administration requirements and procedures for those statewide assessments that may be used by students as evidence of proficiency in the Essential Skills, including the Grade 12 retest opportunity for OAKS Mathematics, Reading, and Writing. In addition, new for 2014-15, ODE will publish the policies governing the Essential Skills graduation requirements and approved assessment options in a new stand-alone Essential Skills and Local Performance Assessment Manual. This new manual, which is required reading for all District Test Coordinators, is available at <http://www.ode.state.or.us/search/page/?id=2042>.

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.

This Test Administration Manual (TAM) is intended for staff who play a role in the administration of the Oregon Statewide Assessments (District Test Coordinators, School Test Coordinators, and Test Administrators). In addition, this manual is designed to provide Smarter Balanced policies and procedures to ensure standard administration and to support the integrity and validity of the test.

1.2 About the Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is a state-led consortium working to develop next-generation assessments aligned to the Common Core State Standards in English language arts (ELA)/literacy and mathematics that accurately measure student progress toward college- and career-readiness. For more information about the Smarter Balanced Assessment Consortium, go to <http://www.smarterbalanced.org/>.

1.3 Summary of Oregon-specific customizations

The Oregon Department of Education (ODE) has made several important customizations to the Smarter Balanced Test Administration Manual to align terminology and protocols with Oregon requirements where possible or to call out differences in policy between Oregon’s current Statewide Assessment System and the Smarter Balanced assessments. In addition, ODE has incorporated several new sections that address the broader Oregon Statewide Assessment System. These high-level customizations are summarized below:

- Clarified Oregon-specific training and reading requirements and recommendations (*Section 1.5 Training Requirements*)
- Aligned test security terminology and reporting procedures with Oregon terminology and procedures (*Section 2 Test Security, Section 3 Test Improperities and Irregularities*, and throughout)
- Added ODE-specific policies around such topics as school imposed test windows and providing for students who are not testing (*Section 4 Planning for Test Administration*)
- Added sections on administering Oregon-specific assessments (*Section 7 Administering OAKS Online Science and Social Sciences, Section 8 Administering the ELPA, Section 9 Administering the Kindergarten Assessment, Section 10 Administering the Extended Assessments, Section 11 Administering the Grade 12 Writing Retest, Section 12 Administering the NAEP, and Section 13 Administering the PSAT/NMSQT®*)
- Added appendix addressing ODE-specific policies on student inclusion (*Appendix F: Student Inclusion*)
- Changed “DC” to “DTC” and “SC” to “STC” to align to Oregon terminology (throughout)
- Applied the Smarter Balanced accessibility terminology (universal tools, designated supports, and accommodations) to the Oregon Statewide Assessment System (throughout)
- Moved sections on Technology Infrastructure and Designating Student Accessibility and Accommodation Options in TIDE to appendices

1.4 User Roles and Responsibilities

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

Table 1: User Roles in the Online Testing System

User Role	Description
District Test Coordinator (DTC)	<p>DTCs are district personnel responsible for the overall administration of testing in a district. <u>There may only be one recognized DTC per district at any given time.</u> If the district determines that the current DTC is no longer able to fill this role, the district superintendent must notify ODE and provide ODE with the name and contact information for a replacement or interim DTC within one business day of learning of the need for a replacement. A district might determine that the current DTC is unable to fill the role for a variety of reasons, including extended illness, conflict of interest, or staffing changes. Depending on the circumstances, the replacement may be either temporary or for the remainder of the school year. The role of DTC encompasses training School Test Coordinators (STCs) and Test Administrators (TAs) administering any Oregon Statewide Assessment.</p> <p>DTCs are responsible for the following:</p> <ul style="list-style-type: none"> Managing all aspects of testing. DTCs manage ELPA in conjunction with the Title III Directors. DTCs manage the Braille administration of Smarter Balanced and OAKS Online Science and Social Sciences in conjunction with the Itinerant Teachers for students with visual impairments. DTCs manage the Extended Assessment in conjunction with the Special Education Directors. Managing all aspects of paper testing (Kindergarten and Extended Assessments) including ordering, receiving, distributing, inventorying, and returning materials, as well as submitting student scores. Ensuring district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv. Facilitating the adoption of local district policies as needed to ensure all aspects of test security. Adding STCs and TAs into TIDE; Coordinating with STCs so that tests are administered in the appropriate grade(s) and content area(s) for their schools; this includes coordination of school-imposed test windows. Ensuring that the STCs and TAs in their district are appropriately trained regarding test administration and security policies and procedures and managing Assurance of Test Security forms for all district personnel. Investigating any potential test irregularities or improprieties. DTCs also report all potential test irregularities and improprieties to ODE. <p>DTCs also have oversight responsibilities for all administration activities in their district schools. Please see the DTC Checklist in <i>Appendix C</i> for details.</p>
School Test Coordinator (STC)	<p>STCs are school personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. STCs must ensure that all assessments are handled and administered in an environment that complies with the policies and procedures in the Test Administration</p>

User Role	Description
	<p>Manual. An STC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an STC should be a person with non-instructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.</p> <p>STCs are accountable for ensuring that testing in their school is conducted in accordance with the test security and other policies and procedures described in the Test Administration Manual. STCs are responsible for:</p> <ul style="list-style-type: none"> Identifying TAs and ensuring that they are properly trained. Coordinating with TAs so that they administer tests in the appropriate content areas for their school. Creating or approving testing schedules and procedures for the school (consistent with district and state policies). Working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved. Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate. Addressing testing issues, as needed. Reporting all potential test irregularities and improprieties to their DTC. <p>STCs also have oversight responsibilities for all administration activities in their school, and they oversee TAs. Please see the STC Checklist in <i>Appendix D</i> for details.</p>
Test Administrator (TA)	<p>Test Administrators are 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.</p> <ul style="list-style-type: none"> Substitutes and volunteers are not prohibited from the TA role; however, districts using substitutes or volunteers to administer an Oregon Statewide Assessment must ensure that they first receive training as described in <i>Section 1.5 Training Requirements</i> of this manual. 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 their Regional ESD Partner of the relationship before the TA administers the test to the student. <p>TAs administer the Oregon Statewide Assessments. STCs should identify school personnel to act as TAs. TAs are responsible for:</p> <ul style="list-style-type: none"> Completing test administration training (see <i>Section 1.5 Training Requirements</i>) and reviewing all policy and administration documents prior to administering any Oregon Statewide Assessments. Viewing student information prior to testing to ensure the right student is getting the right test with the correct supports. Administering the Oregon Statewide Assessments. Reporting all potential test improprieties or irregularities to their STC and DTC.
Regional ESD Partner	<p>Regional ESD Partners are regional system administrators who provide help desk services for assessment and data collection questions, as well as liaisons with ODE</p>

User Role	Description
	<p>and with ODE's testing vendors.</p> <p>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:</p> <ul style="list-style-type: none"> • State-provided institution ID Number and student SSID number (if applicable) • DTC's name and contact information • District Technology Support's name and contact information <p>Regional ESD Partner contact information is available online at http://www.ode.state.or.us/go/assessmenthelp.</p>

See *Appendix I: Designating Student Accessibility and Accommodation Options in TIDE* for the detailed table of roles and permissions assigned to each role.

District Responsibility for Enforcing Test Administration Policies



Note: Districts must enforce assessment policies for public charter schools and alternative education programs. Under Section 2 of OAR 581-022-0610: 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.

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 TAs, 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.

1.5 Training Requirements

Section 2 Test Security and Section 3 Test Improprieties and Irregularities contain test administration and security policies. Specific procedures and guidelines for administering particular assessments are contained in Section 4 Planning for Test Administration and Sections 6 – 13 Administering Smarter Balanced, OAKS Online Science and Social Sciences, the ELPA, the Kindergarten Assessment, the Extended Assessments, the Grade 12 Writing Retest, the NAEP, and the PSAT/NMSQT®. Section 5 Universal Tools, Designated Supports, and Accommodations provides an overview of available accessibility options (eligibility and administration details are included separately in the Oregon Accessibility Manual). Table 2 below summarizes the reading requirements by role.

Table 2: Reading Requirements by Role

User Role	Description
District Test Coordinator	<ul style="list-style-type: none"> Sections 1 – 13 of the Test Administration Manual Appendices A – L of the Test Administration Manual The Oregon Accessibility Manual (http://www.ode.state.or.us/search/page/?=487) The Essential Skills and Local Performance Assessment Manual (http://www.ode.state.or.us/search/page/?id=2042) NEW
School Test Coordinator	<ul style="list-style-type: none"> Sections 1 – 11 of the Test Administration Manual Appendices A, B, and D – L of the Test Administration Manual The Oregon Accessibility Manual (http://www.ode.state.or.us/search/page/?=487)
Test Administrator	<ul style="list-style-type: none"> Sections 1 - 5 of the Test Administration Manual, plus Sections 6 – 11 depending on the specific assessments that the TA will administer Appendices A, B, and E of the Test Administration Manual The Oregon Accessibility Manual (http://www.ode.state.or.us/search/page/?=487)



Note: Throughout the manual, each section contains a tab in the margin that identifies which user roles are responsible for reading that particular section. Sections with tabs indicating **All Roles** are required reading for DTCs, STCs, and **all** TAs. Sections with tabs indicating **DTCs, STCs, and administering TAs** are required reading for DTCs, STCs, and those TAs who will be administering the specific assessment discussed in that section.

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. For 2014-15, DTCs must:

- Independently review the 2014-15 ODE-provided recorded training modules posted to <http://www.ode.state.or.us/search/page/?id=2744> between October 1 and November 1, 2014;
- Complete the ODE-provided training survey posted to <http://www.ode.state.or.us/search/page/?id=2744> by November 1, 2014; and
- Register for one of the required ODE-facilitated WebEx sessions listed in the schedule below.

DTCs must watch all of the ODE-provided training modules prior to completing the training survey. The purpose of the training survey is to check for comprehension of the test security and administration requirements and to provide DTCs with an opportunity to submit questions they would like addressed during the ODE-facilitated WebEx sessions. The purpose of the required ODE-facilitated WebEx sessions is to clear up misconceptions indicated in the training survey responses, address questions submitted through the training survey, and provide an opportunity for DTCs to ask additional questions and seek clarification. Table 3 below includes the 2014-15 schedule for the required ODE-facilitated WebEx sessions.

Table 3: 2014-15 Schedule of ODE-Facilitated WebEx Sessions (Required Component of Annual DTC Training following independent review of ODE-provided training modules)

Date	Time
November 4, 2014	3:00 – 4:30p PDT
November 5, 2014	9:00 – 10:30a PDT
November 6, 2014	3:00 – 4:30p PDT

ODE requires that all DTCs register for one of these scheduled ODE-facilitated WebEx sessions. To register for a session, DTCs must contact their [Regional ESD Partner](#) by September 1, 2014. DTCs who are unable to participate in one of these ODE-facilitated WebEx sessions must notify their regional ESD partner by September 15, 2014 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:

- **Regional ESD Partner Training:** ODE's authorized Regional ESD Partner will provide one make-up training session as needed in January 2015 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 12, 2014.
- **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.

In addition, DTCs from all districts supporting Kindergarten programs in 2014-15 are also required to participate in a specialized Kindergarten Assessment Training. To satisfy the Kindergarten Assessment training requirement, DTCs must:

- Independently review the 2014-15 ODE-provided recorded training modules posted to <http://www.ode.state.or.us/search/page/?=3915>; and
- Register for one of the required ODE-facilitated WebEx sessions listed in the schedule below.

The Kindergarten Assessment Training will follow a train-the-trainer model, and the purpose of the required ODE-facilitated WebEx sessions is to check for comprehension of the Kindergarten Assessment administration and security requirements and to provide an opportunity for DTCs to ask

questions and seek clarification. Table 4 below includes the 2014-15 schedule for the required ODE-provided Kindergarten Assessment Training. All trainings will be provided remotely via WebEx.

Table 4: 2014-15 Schedule of ODE-Provided Kindergarten Assessment Trainings (Required Component of Annual DTC Training for districts supporting Kindergarten programs). Prerequisite: Independent review of the Kindergarten Assessment training module

Date	Time
May 21, 2014	9:00 – 10:30a PDT
August 20, 2014	9:00 – 10:30a PDT

To register for a training session, DTCs must contact their [Regional ESD Partner](#) by **May 15, 2014**. DTCs who are unable to participate in one of these ODE-provided trainings must notify their Regional ESD Partner by August 11, 2014 and make arrangements for make-up training.

In addition ODE strongly recommends that all districts participate in at least one of the Kindergarten Assessment Data Collection trainings listed in Table 5 below.

Table 5: 2014-15 Schedule of ODE-Provided Kindergarten Assessment Data Collection Trainings (strongly recommended for all districts supporting Kindergarten programs)

Date	Time
August 27, 2014	2:00 – 3:30 p PDT
September 17, 2014	2:00 – 3:30 p PDT

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 and the Oregon Accessibility 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> for the current school year when training STCs. While districts may include additional materials in their STC trainings, at a minimum the following modules are required for all STCs (see also Table 9):

- Module 1 – Test Coordinators
- Module 2 – Test Administrators
- Module 3 – Accessibility Supports
- Module 4 – Test Security
- Module 5 – Smarter Balanced
- Module 6 – OAKS Online Science and Social Sciences
- Module 7 – ELPA

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

In addition, STCs from all schools supporting Kindergarten programs in 2014-15 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 in Table 4 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 an Oregon Statewide Assessment is a TA and must receive annual training from either the DTC or STC on the test administration policies and procedures included in this Test Administration Manual and the Oregon Accessibility 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> for the current school year when training TAs. While districts may include additional materials in their TA trainings, at a minimum the following modules are required for all TAs (see also Table 9):

- Module 2 – Test Administrators
- Module 3 – Accessibility Supports
- Module 4 – Test Security
- Module 5 – Smarter Balanced (required for TAs administering Smarter Balanced Mathematics or ELA assessments)
- Module 6 – OAKS Online Science and Social Sciences (required for TAs administering OAKS Online Science or Social Sciences assessments, as well as the Grade 12 OAKS Retest)
- Module 7 – ELPA (required for TAs administering the ELPA)

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 either the Smarter Balanced or OAKS Online Science and Social Sciences assessments 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.

In addition, 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 TA training requirements for Kindergarten Assessment TAs. Based on local district policy, TAs may participate directly in one of the ODE-provided trainings listed in Table 4 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. For Kindergarten Teachers who will only administer the approaches to learning assessment and will not administer the early literacy or early math segments, districts have the option to limit training to slides 1 – 2 and 89 - 98 of the Kindergarten Assessment Training . 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>.

1.6 Frequently Used Terms

Table 6 defines terms used in the Oregon Statewide Assessment System, including the Smarter Balanced assessments.

Table 6: Frequently Used Terms

Term	Definition
------	------------

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Note: new for 2014-15 and consistent with the policies of the Smarter Balanced Assessment Consortium, accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. See the Oregon Accessibility Manual for complete information. http://www.ode.state.or.us/search/page/?=487
Break	The number of items per session can be based on the student's need. There is no limit on the number of breaks or the length of a break that a student might be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT current segment only.
Classroom Activity	A classroom activity is required before the performance task portion of both the Smarter Balanced mathematics and ELA assessments. The classroom activity is a short teacher (TA or other authorized staff)-led activity designed to provide students with information and key terms that would be helpful for him or her to know prior to taking the performance task. There should not be a lag of more than three days between the classroom activity and the performance task.
Computer Adaptive Test (CAT)	The Smarter Balanced assessments are comprised of two components: a classroom activity/ performance task (see definition) and computer adaptive items, such as Multiple Choice, Matching Tables, and Drag and Drop. For a full list of item types, please see <i>Appendix B: Item Types</i> . Based on student responses, the computer program adjusts the difficulty of items throughout the computer adaptive segment of the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and can quickly identify which skills students have mastered.
Consortium	The Smarter Balanced Assessment Consortium.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). They are either provided as digitally delivered components of the test delivery system or separate from it. See the Oregon Accessibility Manual for complete information. http://www.ode.state.or.us/search/page/?=487
District Test Coordinator (DTC)	District personnel responsible for the overall administration of testing in a district. See <i>Section 1.4 User Roles and Responsibilities</i> for details.
Force Majeure	An extraordinary circumstance (e.g., a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g., flooding, earthquake, volcano activity) that directly prevents a school from making reasonable attempts to adhere to the current year test schedule.
Full-write	A component of the Smarter Balanced ELA performance task that requires the student to develop an informative/explanatory, narrative, or

Term	Definition
	opinion/argumentative multi-paragraph piece of writing for which the student engages the full writing process.
Invalidation	The act of omitting test results and student responses from the testing and accountability systems for a given testing opportunity for which the student may not retest. Invalidation is often the outcome for tests impacted by a test impropriety.
Modification	Any change away from a standard administration that is not listed in the Oregon Accessibility Manual is considered a Modification. Any practice or procedure that compromises the intent of the assessment through a change in the achievement level, learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not explicitly listed in the Oregon Accessibility Manual. See the Oregon Accessibility Manual for complete information http://www.ode.state.or.us/search/page/?=487
Pause	A student or TA may pause any part of the test as needed. Depending on the section of the test, the consequences of a student's pausing the test will differ. Pauses of more than 20 minutes in OAKS Science, OAKS Social Sciences, and the computer-adaptive testing (CAT) segment of the Smarter mathematics and ELA tests will prevent the student from returning to items already attempted. For the ELPA and the Smarter mathematics and ELA performance tasks, the student can pause for any amount of time and still return to any previously answered item within the current segment only. More information on test pausing is available in <i>Section 4.4 Pause Rules and Test Expirations</i> .
Performance Task (PT)	The Smarter Balanced assessments are comprised of two components: a performance task (PT), which is comprised of a classroom activity with an individually administered, computer-generated task, and computer adaptive items (see definition). A PT is a required portion of both the Smarter Balanced mathematics and ELA assessments that requires students to answer a set of complex questions that are centered on a common theme or problem. Prior to the PT, teachers or instructional staff conduct a classroom activity for all students in the class to ensure that the context of the task does not interfere with a student's ability to address the content of the task.
Reset	Granted under very rare circumstances, resetting a test allows the student to restart the test.
School Test Coordinator (STC)	School personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. See <i>Section 1.4 User Roles and Responsibilities</i> for details.
Secure Browser	A web browser that is downloaded and installed on a computer prior to a student's beginning online testing. The browser is specifically to provide secure access to the online testing system and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during testing.

Term	Definition
Segment	The Smarter Balanced and ELPA assessments are broken up into segments within the online testing system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments, one segment which allows calculator use and another segment which does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.
Session	A timeframe in which students actively test. Additional information on session recommendations is in <i>Section 4.5 Testing Time and Recommended Order of Administration</i> .
Secure Student Identifier (SSID)	A secure, unique student identifier assigned to each student and used during the log-in process.
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. See <i>Section 1.4 User Roles and Responsibilities</i> for details.
Test Information Distribution Engine (TIDE)	The User Management System used to manage district- and school-level users, update student settings, and order Kindergarten Assessments.
Test Impropriety	Adult or student behaviors prohibited during test administration because they give students an unfair advantage or otherwise compromise the security or validity of the test administration. For specific details on how to proceed when an impropriety has occurred, please refer to <i>Section 3.6 Reporting Test Improperities</i> .
Test Irregularity	An unusual circumstance that impacts an individual or group of students who is testing and may potentially affect student performance on the test or interpretation of those scores. For specific details on how to proceed when an irregularity has occurred, please refer to <i>Section 3.6 Reporting Test Improperities</i> .
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test delivery system or separate from it. Universal tools are available to all students based on student preference and selection. See the Oregon Accessibility Manual for complete information. http://www.ode.state.or.us/search/page/?=487

1.7 Resources

The Test Administration Manual is complemented by a variety of other resources listed in Table 7 (manuals), Table 8 (user guides), Table 9 (online training modules), and Table 10 (other resources).

Table 7: Manuals

Resource	Description
<i>Oregon Accessibility Manual</i>	Describes the universal tools, designated supports, and accommodations available for the Oregon Statewide Assessment System. http://www.ode.state.or.us/search/page/?=487
<i>Essential Skills and Local</i>	Describes the policies and assessment options governing the Essential Skills graduation requirement and the local performance assessment requirement at

Resource	Description
<i>Performance Assessment Manual</i>	grades 3 – 8 and high school. NEW http://www.ode.state.or.us/search/page/?id=2042
<i>Best Practices Guide for Administering OAKS</i>	Includes guidance around appropriately administering the OAKS as a summative assessment and around retesting students in grades 3 - 8 who have already met or exceeded the achievement standards. http://www.ode.state.or.us/wma/teachlearn/testing/admin/best_practices_guide.pdf
<i>Extended Assessment Manual</i>	Provides a general overview of the Extended Assessments, including a description of its architecture, an overview of general administration and scoring procedures, and materials preparation tables. http://www.ode.state.or.us/search/results/?id=178

Table 8: User Guides

Resource	Description
<i>Test Administrator User Guide</i>	The TA User Guide is designed to familiarize Test Administrators with the Test Delivery System. It provides information about general testing rules and policies and an overview of the student and TA Interfaces. Appendices provide supplemental information about the secure browsers. http://www.ode.state.or.us/search/page/?id=391
<i>Online Reporting System User Guide</i>	The ORS User Guide provides district- and school-level personnel with step-by-step instructions on how to view and understand the various reports available in the Online Reporting System. The Online Reporting System provides two major types of reports: Score Reports and Test Management Center reports. Score Reports allow authorized users to view institution, personnel, roster, and individual student reports for a selected subject and assessment and break down data by category. Longitudinal data is also available for ascertaining trends in testing. Test Management Center reports allow authorized users to determine the percentage of students who have completed testing for a given subject and grade, and who needs to start or complete a test opportunity. In addition to viewing score reports and test management center reports, authorized users can also manage rosters. <i>Note: The score data in the Online Reporting System are not the official source of data. The only source for official scores is ODE's student-centered staging application. Thus, the score data from the OAKS Online Reporting System should be considered preliminary information.</i> http://www.ode.state.or.us/search/page/?id=391
<i>Test Information Distribution Engine (TIDE) User Guide</i>	The TIDE User Guide allows authorized state, district, and school personnel to manage user and student information for the online assessments. This user guide is organized based on the tasks available in TIDE. http://www.ode.state.or.us/search/page/?id=391
<i>Specifications Manual for Online Testing</i>	This manual provides system administrators with information, tools, and recommended configuration details to help districts and/or schools prepare their networks for operational testing. http://www.ode.state.or.us/search/page/?id=391
<i>Secure Browser Installation Manual (New)</i>	This manual provides system administrators and other school technology staff with instructions for installing the secure browsers on computers and tablets running a supported operating system. This manual is organized by operating system.

Resource	Description
	http://www.ode.state.or.us/search/page/?id=391
<i>Braille Requirements and Testing Manual (New)</i>	<p>This manual is for both system administrators and test administrators. It provides a comprehensive overview of the hardware and software requirements for computers that will be used by students who have the Braille testing accommodation. Information on how to print test material is included. This manual also includes a quick guide to administering a test session and the required test settings for students taking a test with Braille. A section on common JAWS commands for students is included.</p> <p><i>Note: This comprehensive manual replaces the sections that were previously found in the Technical Specifications Manual and the TA User Guide.</i></p> <p>http://www.ode.state.or.us/search/page/?id=391</p>

Table 9: Online Training Modules

Module Name	Required or Optional	Primary Audience	Objective	Duration in Minutes
Test Coordinators (Developed by ODE)	Required	DTCs and STCs	This module ensures that STCs understand their roles and responsibilities, are able to support the DTC in training TAs, and understand state policies so they can help build effective school procedures	15 – 20
Test Administrators (Developed by ODE)	Required	DTCs, STCs, and TAs	This module ensures that TAs understand their roles and responsibilities, understand how to use valid test administration practices, learn where to find test administration resources and tools, and are aware of what's new this year in the statewide assessment system	15 – 20
Accessibility Supports (Developed by ODE)	Required	DTCs, STCs, and TAs	This module identifies the purpose of accessibility supports to ensure that supports are selected and administered appropriately	15 – 20
Test Security (Developed by ODE)	Required	DTCs, STCs, and TAs	This module describes the principles of secure test administration, how to maintain security of printed test materials, and how to avoid and respond to test improprieties	10 – 15
Smarter Balanced (Developed by ODE)	Required	DTCs, STCs, and TAs administering Smarter Balanced Assessments	This module gives an overview of how to administer the Smarter Balanced assessments	10 – 15

Module Name	Required or Optional	Primary Audience	Objective	Duration in Minutes
OAKS Online Science and Social Sciences (Developed by ODE)	Required	DTCs, STCs, and TAs administering OAKS Online Science and Social Sciences Assessments	This module gives an overview of how to administer the OAKS Online Science and Social Sciences assessments, as well as the Grade 12 OAKS Retest	10 – 15
ELPA (Developed by ODE)	Required	DTCs, STCs, and TAs administering ELPA	This module gives an overview of how to administer the ELPA	10 - 15
Accessibility and Accommodations (Developed by Smarter Balanced)	Optional (recommended)	DTCs, STCs, and TAs	This module describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility to Smarter Balanced assessments.	35:00
Let's Talk Universal Tools (Developed by Smarter Balanced)	Optional (recommended)	TAs and Students	This module acquaints students and teachers with the online, universal tools (e.g., types of calculators, expandable text) available in the Smarter Balanced assessments. This module should be shown to students in a classroom setting. It is encouraged that the teacher be in the room to answer questions from the students as they view the module.	14:07
Performance Task Overview (Developed by Smarter Balanced)	Optional (recommended)	DTCs, STCs, and TAs	This module provides an overview of what a performance task is and the purpose of the classroom activity as it pertains to the performance task.	11:13

* Please access the Smarter Balanced portal for links to Smarter Balanced-provided training modules.
<http://sbac.portal.airast.org/field-test/resources/>

Table 10: Other Resources

Resource	Description
<i>Practice Test</i>	Practice Tests include items and performance tasks for each grade level and provide a preview of the item types included in the online assessments. Smarter Balanced, OAKS Online Science and Social Sciences, and ELPA* Practice Tests: https://oakspt.tds.airast.org/student * Note: the Secure Browser is required to access the ELPA practice test
<i>Training Test</i>	Smarter Balanced Training Tests are available to familiarize students and TAs with

	<p>the format and functionality of the Smarter Balanced assessments. This resource will be available by grade band (3–5, 6–8, high school) and will have approximately eight to nine mathematics and six ELA items per grade band. Training Tests do not require use of the Secure Browser.</p> <p>https://oakspt.tds.airast.org/student</p>
Web Pages	<p>Accessibility Webpage: http://www.ode.state.or.us/search/page/?=487</p> <p>AESRP Webpage: http://www.ode.state.or.us/go/AESRP</p> <p>Assessment Home Page: http://www.ode.state.or.us/go/assessment</p> <p>Regional ESD Partner Helpdesk: http://www.ode.state.or.us/go/assessmenthelp</p> <p>Braille Interface Webpage: http://www.ode.state.or.us/go/braille</p> <p>District Test Coordinator Resources: http://www.ode.state.or.us/search/page/?id=499</p> <p>Essential Skills Webpage: http://www.ode.state.or.us/search/page/?=2042</p> <p>Essential Skills Toolkit: http://estoolkit.orvsd.org/</p> <p>Extended Assessment Webpage: http://www.ode.state.or.us/search/results/?id=178</p> <p>Kindergarten Assessment: http://oregonearlylearning.com/kindergarten-assessment/</p> <p>Kindergarten Assessment Resources: http://www.ode.state.or.us/go/ka</p> <p>NAEP Resources: http://nces.ed.gov/nationsreportcard/itmrls/</p> <p>OAKS Online Portal: http://oaksportal.org</p> <p>OAKS Online User Guides: http://www.ode.state.or.us/search/page/?id=391</p> <p>ODE-Provided Allowable Resources: http://www.ode.state.or.us/search/page/?=2346</p> <p>Oregon Administrative Rules: http://www.ode.state.or.us/search/results/?id=47</p> <p>Promising Test Practices Webpage: http://www.ode.state.or.us/search/page/?id=2444</p> <p>Test Administration Manual and Appendices: http://www.ode.state.or.us/go/tam</p> <p>Training Modules: http://www.ode.state.or.us/search/page/?id=2744</p> <p>Test Security Webpage: http://www.ode.state.or.us/go/TestSecurity</p> <p>Work Samples Webpage: http://www.ode.state.or.us/search/page/?id=2662</p>

2.0 TEST SECURITY

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

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test impropriety to ensure the validity of the assessment results. Failure to honor security severely jeopardizes student information and puts the operational test at risk.

2.1 Testing Requirements to Produce Valid Test Results

ODE sets requirements for secure and valid testing in order to ensure that each Oregon student has a fair opportunity to demonstrate 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 TA.
- Prior to administering any assessments, each TA must receive security training consistent with the requirements described in *Section 1.5 Training Requirements* and have a signed **Test Administrator Assurance of Test Security form** (available at <http://www.ode.state.or.us/go/TestSecurity>) on file at the District Office, valid for the current school year (see *Appendix J: Assurance of Test Security Forms*). TAs must renew this form annually upon completion of test administration and security training. All TAs must also satisfy the reading requirements described in *Section 1.5 Training Requirements*. **Note: any individual who will be interacting with students during testing is considered a TA.**
- STCs and DTCs must receive test administration and security training and have a signed **STC or DTC 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 *Appendix J: Assurance of Test Security Forms*). STCs and DTCs must renew this form annually upon completion of training. All STCs and DTCs must also satisfy the reading requirements described in *Section 1.5 Training Requirements*.
- Any person (office staff, computer lab support staff, etc.) who has access to or participates in the handling of 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 secure test materials. This signed form must be kept on file at the District Office, valid for the current school year (see *Appendix J: Assurance of Test Security Forms*). **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.**



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

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

- Dividing testing into several testing events, including providing students with extended time or frequent breaks as needed.
- Reading or rereading student directions to students. The verbatim student directions are provided in *Section 6 Administering Smarter Balanced*, *Section 7 Administering OAKS Online Science and Social Sciences*, *Section 8 Administering the ELPA*, *Section 9 Administering the Kindergarten Assessment*, and *Section 11: Administering the Grade 12 Writing Retest*. The student directions for the Extended Assessments are embedded directly in the assessment.

2.2 Security of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing. The test environment includes what a student can see, hear, or access (including via technology). A violation of the security of the test environment may result in a test impropriety. Table 11 describes security requirements for the test environment during various stages of testing.

Table 11: Requirements of the Test Environment

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

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

2.3 Online Testing Security Features

Test security is essential to ensuring the reliability and validity of student scores. Students use a secure browser to access online tests (Smarter Balanced, OAKS Online Science and Social Sciences, the ELPA, and the Grade 12 OAKS Retest). Download and installation information for the secure browser is provided online at <http://oaksportal.org>. The secure browser provides a secure environment for student testing by disabling the hot-keys, copy and screenshot capabilities, and access to the desktop (internet, email, and other files or programs installed on school machines). The secure browser will not display the IP address or other URL for the site. **Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. The “back” and “forward” browser options are not available, except as allowed in the testing environment as testing navigation tools.** Students will not be able to print from the secure browsers, but they are able to submit printing requests to the TA if they are assigned print-on-request. During testing, the desktop is “locked down” and students must “Pause” (which saves the student’s test for another session) or answer all items and complete a test in order to exit the secure browser.

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 User Guide.

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

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

Printing Individual Test Items, Passages, or Stimuli

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



Note: Assigning Print-on-Request. The printing of items/stimuli is intended for those rare instances where a student's condition (e.g., photosensitive epilepsy) prevents him or her from accessing material online. Access to printed items/stimuli should **not** be assigned based solely on a student's personal preference. It is a test impropriety to apply this resource for a student without documentation of actual need. The use of print-on-request should be minimal.

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

Destruction of printed materials and note paper

Printed test items/stimuli, including embossed Braille printouts, must be collected and inventoried at the end of each test session and then immediately securely shredded. Except as specifically noted below, DO NOT keep printed test items/ stimuli for future test sessions. The following test materials must be securely shredded immediately following each test session:

- Scratch paper and all other paper handouts written on by students during testing, including copies of the classroom activity;
- Any reports or other documents that contain personally identifiable student information; and
- Printed test items or stimuli.

Use of scratch paper on performance tasks

The only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when notes are used during the Smarter ELA and mathematics PTs, the ELPA, or the Grade 12 OAKS Writing Retest.

During the ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1.

While the embedded Global Notes is the preferred mode for note taking during the ELA PT, students may use scratch paper to make notes. To ensure that students using scratch paper for notes have the same allowance as students using the online notes, TAs must collect and inventory the scratch paper at the completion of Part 1 of the ELA PT and securely store it for students' use during Part 2 of the ELA PT.

Likewise, the mathematics PT may extend beyond one test session. When this happens, TAs should tell students to write their names on the scratch paper (and graph paper for grades 6 and up), collect the paper used in the first session, and securely store it for students' use in the subsequent test session.



The retention of scratch paper is only allowed for the PTs. Following the conclusion of the PT, all scratch paper and graph paper must be collected, inventoried, and immediately shredded to maintain test security.

2.5 Student Confidentiality

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

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

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

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



Keep student information confidential. SSIDs associated with student names or other personally identifiable student data must not be sent in an e-mail or fax. If necessary, phone your [Regional ESD Partner](#) (e.g., to report a wrong name associated with a SSID number or to troubleshoot Online tests). **If information is to be sent via e-mail or fax, include only the SSID, not the student's name.** Tips on securely transmitting confidential student information are located at <http://www.ode.state.or.us/search/page/?id=2444>.

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 Kindergarten Assessment and Extended Assessments (as well as writing assessments from previous years), the DTC should work directly with the parents to arrange a local viewing of their student's test. For the Kindergarten Assessment, DTCs will arrange for parents to view a copy of the Student Booklet (S1 or S2) and the Assessor Booklets (A1 & A2). To maintain the security of the Extended Assessment and the Kindergarten 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.

2.6 Sensitive Responses

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

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

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

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

Collecting information

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

Escalating information

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

3.0 TEST IMPROPRIETIES AND IRREGULARITIES

Test security incidents, such as improprieties and irregularities, are behaviors prohibited during test administration, either because they give a student an unfair advantage or because they compromise the secure administration of the assessment. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test impropriety. TAs and STCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test impropriety or irregularity that could potentially affect the integrity of the tests or the data should follow the steps outlined in *Section 3.6 Reporting Test Improprieties and Irregularities* below.

3.1 Adult-Initiated Test Improprieties

Adult-initiated test improprieties are adult behaviors prohibited during test administration because they give students an unfair advantage or otherwise compromise the State's standard test administration. **TAs must not assist or interfere with student testing.** Adults must carefully adhere to all test administration procedures to avoid test improprieties. *This Test Administration Manual generally describes allowable actions. If the Manual does not explicitly allow an action, contact your DTC to determine whether such an action is allowable prior to administering an assessment.* Table 12 below provides **examples** of adult-initiated test improprieties that have been reported to ODE in previous school years. **This list is not intended to be comprehensive.**

Table 12: Examples of Reported Adult-Initiated Test Improprieties

Description
<ul style="list-style-type: none"> Failing to ensure administration and supervision of an Oregon Statewide Assessment by qualified, trained personnel at all times.
<ul style="list-style-type: none"> Using a student's SSID to log into an online test other than while helping a student to log in.
<ul style="list-style-type: none"> Giving out log-in information (username and password), including to other authorized users.
<ul style="list-style-type: none"> Sending a student's name and SSID together in an email 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 with access to supports not identified in the Oregon Accessibility Manual or providing an approved support in a manner that is inconsistent with the Oregon Accessibility Manual.
<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.
<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"> Modifying student responses or records at any time.

Description
<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.
<ul style="list-style-type: none"> Losing or otherwise failing to account for secure test materials (e.g., printed items, stimuli, or passages).
<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 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"> 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, or reading passages, or providing the media access to the secure test environment.
<ul style="list-style-type: none"> Reviewing or discussing the content of test items, stimuli, reading passages, or writing prompts, for any reason.



Special Consideration for the Kindergarten Assessment: The Kindergarten Assessment is a required assessment for all students entering kindergarten and is administered to students one-on-one, with the TA recording the student's responses. Given the heightened level of required interaction between the student and the TA, TAs 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. For more information, see *Section 9: Administering the Kindergarten Assessment*.

3.2 Student-Initiated Test Improprieties

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

Table 13: Examples of Reported Student-Initiated Test Improprieties

Description
<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"> Accessing the internet during a testing event.

Description
<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.

3.3 Responding to Student Questions During an Assessment

Helping students violates the integrity and validity of the test. If a student asks for help remind the student to “do your best” using the verbatim student directions provided in *Sections 6 –11*, 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, TAs may direct the student to enter the concern in Online Comments. However, TAs must not initiate comments on test items. *TAs may, however, immediately report system errors (e.g. technology issues) to their DTC.*

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

3.4 Test Irregularities

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

- Administration of test accommodations to a group of students or to an entire class without an investigation of individual student need
- A fire drill, a school-wide power outage, or a force majeure (e.g. a natural disaster)

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

3.5 Consequences of Test Improprieties and Irregularities

If test improprieties or irregularities occur during administration of an online test, ODE may invalidate impacted tests, although invalidation will not occur automatically. ODE will not invalidate a test until it verifies the facts associated with the alleged test impropriety or irregularity with the DTC. If a test is invalidated, the test results and student responses will be omitted from the testing, reporting, and accountability systems (regardless of whether the impropriety or irregularity was initiated by an adult or a student). For OAKS Online Science and Social Sciences, **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 Science and Social Sciences, **reset tests will not count toward one of the student's testing opportunities**. ODE may also reopen a test that has expired or that was submitted accidentally, allowing the student to resume the test opportunity. If an **expired** test is reopened, the test will reopen at the location at which the student stopped the assessment. The student will be able to review items within the current segment of the assessment but cannot return to previous segments. If a **submitted** test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment but cannot return to previous segments. Table 14 summarizes the outcomes permitted under Oregon's test security policies in the event of a test impropriety or irregularity.

Table 14: Outcomes of Test Improprieties and Irregularities

Type of Appeal	Description	Conditions for Use
INVALIDATION	Invalidating a student's test eliminates the test. The test will not be scored or counted for participation.	The State may invalidate any test if: <ul style="list-style-type: none"> • There is a test impropriety. • The test is administered in a manner inconsistent with the Test Administration Manual or the Oregon Accessibility Manual. • A student deliberately does not attempt to respond appropriately to items.
RESET	Resetting a student's test removes that test from the system and enables the student to start a new test.	The State may reset a test if: <ul style="list-style-type: none"> • A test irregularity occurs as the result of an error on the part of either ODE or one of its agents, including test vendors or helpdesk staff. • Any of the following settings were incorrectly set and the error was caught within the first five items presented to the student: <ul style="list-style-type: none"> • American Sign Language (for Smarter Balanced mathematics and ELA listening) • Closed captioning (for ELA listening stimuli) • Language (including stacked translations, translated glossaries, and Braille) • Streamlined interface
REOPEN	Reopening a test allows a student to access a test that has already been submitted or has expired.	The State may reopen a test if: <ul style="list-style-type: none"> • A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. • A student is unable to complete the test before it expires due to an unanticipated excused absence or unanticipated school closure. • A student starts a Smarter Balanced PT unintentionally and the student is unable to complete the test before it expires • A student unintentionally submits a test before he or she has completed it.
RESTORE	Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset.	The State may only restore a test if a test was inadvertently or inappropriately reset.

If a district fails to enter a student's Kindergarten Assessment or OAKS Extended Assessment score by the applicable deadline identified in *Appendix A: Test Schedule*, ODE will not include the student's score when calculating the district's participation rate for accountability purposes.

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

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



TSPC licensure could be jeopardized. Breaches of security through the mishandling of test materials could result in disciplinary action by the Teacher Standards and Practices Commission (TSPC). In certain cases, security breaches could even jeopardize licensure for certified and administrative staff.

When a test impropriety occurs, if the district determines that the test 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 test impropriety qualifies as gross neglect of duty is made by the district.

3.6 Reporting Test Improperities 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 also located in *Appendix K: Test Impropriety Initial Report Form*. DTCs must e-mail the completed form to ode.testsecurity@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.

4.0 PLANNING FOR TEST ADMINISTRATION

4.1 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 the Oregon Accessibility Manual. A score obtained under standard administration conditions is valid for determining whether a student does not yet meet, meets, or exceeds the achievement standard. The achievement standards, also called cut scores, are available 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

4.2 Preparing for Test Administration

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

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year. (**Remember, TAs administering tests using the Braille Interface must receive both district-provided test administration and security training and ODE-provided training specific to the Braille interface.**)
- Review your notes from Test Administration training. Immediately contact your STC if you have not been trained **this year**.
- Review this **Test Administration Manual**, paying special attention to Sections 2 and 3, as well as Sections 6 - 11 for the applicable assessments you will administer.
- Review the **Oregon Accessibility Manual**, paying special attention to any designated supports or accommodations which your students will need.
- *If you are administering an online test (Smarter Balanced, OAKS Online Science and Social Sciences, ELPA, or a Grade 12 OAKS Retest), review the **Test Administrator User Guide** to ensure familiarity with both the TA and student interfaces of the online testing system.*
- Locate and verify student information prior to testing online, including:
 - SSID
 - Student's legal name
 - Student's enrolled grade
 - Any embedded designated supports or accommodations to be assigned to the student in TIDE, including **text to speech, language, print size, and print-on-request** (see the Oregon Accessibility Manual)
 - Any non-embedded designated supports or accommodations to be administered to the student during the test, including **read-aloud** (see the Oregon Accessibility Manual)



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

- Before administering the ELPA, ensure that the student's LEP flag is set to "yes" in TIDE. Students will not be able to access the ELPA until this step has been done by the district.
- Check headsets to ensure they are properly installed and functioning correctly and that all headset and computer updates have been installed.
- Examine the test environment for non-allowable resources. Only those resources identified in the Oregon Accessibility Manual as a universal tool, designated support, or accommodation may be available for student access during testing.
- Review the verbatim student directions found in *Sections 6 – 11* (Smarter Balanced, OAKS Online Science and Social Sciences, ELPA, the Kindergarten Assessment, and Online Writing) prior to testing.
- Plan time for make-up testing for students who are absent for any portion of the regular testing period. Every effort must be made to ensure that all students have an opportunity to complete the assessments.



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

4.3 Preparing Students for Testing

Practice and Training Tests

In preparation for testing, it is highly recommended that all students access the Practice Tests available online to become familiar with the functionality of the online testing system and the various item types they will encounter in the online tests (Smarter Balanced, OAKS Online Science and Social Sciences, ELPA, and Grade 12 OAKS Retests) (see *Appendix B: Item Types*). Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the operational test.

- ODE provides practice tests (available at <https://oakspt.tds.airast.org/student>) to provide students experience with the Smarter Balanced, OAKS Online Science and Social Sciences, and ELPA testing environment. These practice tests include only a limited number of questions.
- Smarter Balanced provides an additional Training Test (available at <https://oakspt.tds.airast.org/student>).

Overviews of the practice tests and training test are included below.

Overview of the Practice Tests

Practice tests are grade-specific and include a range of item types, grade-level content, and difficulty but do not produce scores. There are approximately 30 items on a Practice Test in each content area. In addition, the Practice Tests include the accessibility features available to students in the operational assessments. The Practice Tests are available through the OAKS Portal at: <http://oaksportal.org>.

Overview of the Training Tests

In addition, Smarter Balanced offers Training Tests that are not grade specific and provide students and teachers with an opportunity to become familiar with the software and all interfaces features

and functionality that will be used in the Smarter Balanced assessments. The Training Tests are available by grade bands (3–5, 6–8, and high school) and have six items in ELA and eight to nine in mathematics. The Training Tests do not include performance tasks. Note that the text-to-speech functionality is available *only* when using the Training Test through the secure browser.

- The TA Training Test Site may be used only by authorized users.
- The Student Training Test Site may be used by anyone. Students can log in as guests or use their SSID. Students who log in using their SSID may log into a guest session or into a proctored training session with a training session ID set up through the TA Training Test Site.

The Training Tests can be used alone or in conjunction with the TA Training Test Site. These applications can be used together to simulate an online test session so that both TAs and students can become comfortable with the online test environment. Please note, however, that the training tests do not generate scores.



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

It is **highly recommended** that **ALL** students access the practice tests before testing. The practice tests are especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through with their students to promote familiarity with the testing format and basic test rules. A comparison of the practice tests and the Smarter Balanced Training Test is provided in Table 15 below.

Table 15: Comparison of the Smarter Balanced Training Test and Practice Test

Feature	Practice Test	Training Test
Purpose	Provide students the opportunity to experience a range of grade-specific item types (as well as performance tasks) similar in format and structure to the operational assessments.	Provide students with an opportunity to become familiar with the software and interface features that will be used in the Smarter Balanced assessments.
Grade Level	Individual assessments at each grade <ul style="list-style-type: none"> • Grades 3–8 and 11 	Three assessments by grade band: <ul style="list-style-type: none"> • Grades 3–5 • Grades 6–8 • high school
Type of Items	Approximately 30 items per grade level One ELA and one mathematics performance task per grade level	Approximately 14–15 items per grade band (6 in ELA and 8–9 in mathematics) No performance tasks
Available Embedded Universal Tools, Designated Supports, and Accommodations	All embedded universal tools, designated supports, and accommodations	All universal tools, designated supports, and accommodation
Access	http://oaksportal.org	http://oaksportal.org

4.4 Pause Rules and Test Expirations

Basic test rules

- For the Smarter Balanced assessments, computer adaptive items and performance tasks will be presented as separate tests. Students may not return to a test once it has been completed and submitted.
- Within each Smarter Balanced and ELPA test there may be segments. A student may not return to a segment once it has been completed and submitted.
- Students **must answer all test items on a page** before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page.
- Students must answer all test items before the test can be submitted.
- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items prior to submitting their test for scoring.

Pause rules

- **For the OAKS Online Science and Social Sciences assessments, the CAT segment of the Smarter Balanced assessments, and the Grade 12 OAKS Math and Reading Retests, if a test is paused for more than 20 minutes the student is:**
 - Required to log back into the student interface;
 - Presented with the test page containing the test item(s) he or she was working on when the test was paused (if the page contains at least one unanswered item) OR with the next test page (if all items on the previous test page were answered); and
 - NOT permitted to review or change any previously answered test items (with the exception of items on a page that contains at least one item that was not answered yet).
- **For the performance task portion of the Smarter Balanced assessments, the ELPA, and the Grade 12 Online Writing Retest there are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue typing his or her responses. Please note that there are specified recommendations provided in *Section 4.5 Testing Time and Recommended Order of Administration*.
- Any highlighted text, notes on the digital notepad, or items marked for review will not be saved when a test is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Scenarios:

1. If during an OAKS Online Science or Social Sciences assessment, the CAT segment of a Smarter Balanced assessment, or the Grade 12 OAKS Math or Reading Retest a test is paused for **less than 20 minutes** (or does not pause at all), the student can return to previous test pages and change the response to any question he or she has already answered within a segment (if multiple segments).
2. If during an OAKS Online Science or Social Sciences assessment, the CAT segment of a Smarter Balanced assessment, or the Grade 12 OAKS Math or Reading Retest a test is paused for **more than 20 minutes**, when the student resumes testing, the test will return the student to the last

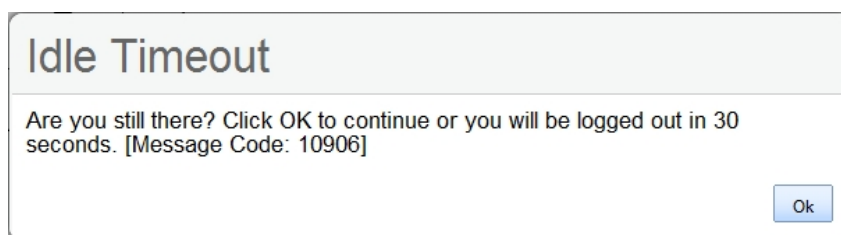
page with unanswered items. If a page has both answered and unanswered items, the student may change any answers present on that page. However, he or she may not return to previous pages and consequently cannot change answers to items on previous pages.

- a. Example: A single test page has questions 4–10. A student answers questions 4–9 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to questions 4–10 but cannot return to questions 1–3 on an earlier page.
3. If during an OAKS Online Science or Social Sciences assessment, the CAT segment of a Smarter Balanced assessment, or the Grade 12 OAKS Math or Reading Retest a test is paused for **more than 20 minutes** and there are no previously answered items on that individual page, the student will not have access to any items for which a response has already been provided.
 - a. Example: Question 6 is the only item on a test page and the student does not answer it before pausing the test. The student resumes testing after pausing for more than 20 minutes and is directed to the page with question 6. The student may not return to questions 1–5.
 - b. Example: A page contains questions 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on question 12 and cannot return to questions 1–11.
4. If during the performance task portion a Smarter Balanced assessment or during the ELPA or Grade 12 Online Writing Retest a test is paused for more than 20 minutes, the student will return to the section and continue typing his or her responses. There are no pause restrictions.

Test timeout (due to inactivity)

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

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



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

Test expiration

A student's test remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test, whichever occurs sooner. However, as a best practice, ODE recommends that students complete the test within five days of starting.

Exception: The PT portion of the Smarter Balanced assessments is administered as a separate test that remains active for only **ten calendar days** after the student has begun the PT. As a best practice, ODE recommends that students complete the PT portion within three days of starting.

A summary of recommendations for the number of sessions and session durations is provided in Section 4.5 Testing Time and Recommended Order of Administration.

4.5 Testing Time and Recommended Order of Administration

Testing Time

Scheduling Time for Testing:

Table 16 contains the estimated times it will take most students to complete each of Oregon's online tests. This information is for scheduling purposes only, as the assessments are not timed.

Table 16: Estimated Testing Times for Online Tests

Content Area	Grades	Non- Performance Task items hrs : mins	Performance Task hrs : mins	Total hrs : mins	Classroom Activity (administered prior to the PT)* hrs : mins	Total hrs : mins
Smarter Balanced English Language Arts/Literacy	3-5	1: 30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	: 30	4:00
	HS	2:00	2:00	4:00	: 30	4:30
Smarter Balanced Mathematics	3-5	1:30	1:00	2:30	: 30	3:00
	6-8	2:00	1:00	3:00	: 30	3:30
	HS	2:00	1:30	3:30	: 30	4:00
OAKS Online Science & Social Sciences**	5	1:00	n/a	1:00	n/a	1:00
	8	1:00	n/a	1:00	n/a	1:00
	HS	1:00	n/a	1:00	n/a	1:00
ELPA	K-1	1:10	n/a	1:10	n/a	1:10
	2-3	1:10	n/a	1:10	n/a	1:10
	4-5	1:10	n/a	1:10	n/a	1:10
	6-8	1:10	n/a	1:10	n/a	1:10

	HS	1:10	n/a	1:10	n/a	1:10
--	----	------	-----	------	-----	------

* Classroom activities are designed to fit into a 30-minute window and will vary due to the complexity of the topic and individual student needs.

** Students have up to three annual test opportunities in OAKS Science and up to two annual test opportunities in OAKS Social Sciences based on local retest policy. Estimated times are per test opportunity.

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

Recommended Order of Administration for the Smarter Balanced Assessments

The Smarter Balanced assessments are comprised of two components (tests) for ELA and mathematics: a computer-adaptive test (CAT) and a performance task (PT). All PTs must be preceded by the administration of a Classroom Activity.

Smarter Balanced recommends that students take the CAT and PT items on separate days. For each content area, Smarter Balanced also recommends that students begin with the CAT items, followed by the Classroom Activity, and then the PT. Districts/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, **must** occur prior to the PT.

Recommended Order of Test Administration



Classroom Activity

The purpose of the Classroom Activities is to introduce students to the context of a PT so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction and not an assessment.

Guidelines for administering the Classroom Activity for ELA or mathematics are as follows:

- Classroom Activities should be administered by a teacher. It is preferable—but not essential—that the teacher or TA administering the Classroom Activity has content knowledge in the area of assessment.
- The teacher/TA should be able to record information—including any tables, graphics, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the Classroom Activity. Recorded information must not be available when students participate in the PT. When the PT is being administered, content from the Classroom Activity must not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).
- Students may take notes during the Classroom Activity, but the notes may not be used during the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.

- There should be no more than a **three-day lapse** between the Classroom Activity and the PT administration. Inadvertently administering the PT before or without the Classroom Activity constitutes a testing irregularity.
- Classroom Activities should only be administered to students once and are designed to be completed in approximately thirty minutes.
- The Classroom Activity is non-secure; however, it should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised.
- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. The Oregon Accessibility Manual contains information on these student resources that can be provided during the Classroom Activity.
- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. The Classroom Activity may be recorded; however, the make-up session should provide students with an experience similar to that of his or her peers. To the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers.

See section 2.2 *Security of the Test Environment* for more security guidance.

Duration and timing information for ELA and mathematics

The scheduling/rules for each of these components is included in Table 17 and Table 18. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

Table 17: Assessment Sequence—Smarter Balanced ELA Assessment

	CAT Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> • No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) • Session durations range from 40–60 minutes 	Recommendations: <ul style="list-style-type: none"> • Administer in one session • Approximate session duration: 30 minutes • Should occur one to three days prior to PT • Should NOT occur on the same day as the ELA PT 	The PT is presented in two parts. Recommendations: <ul style="list-style-type: none"> • Administer in two sessions corresponding to Parts 1 and 2 of the PT • Session durations range from 60–120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	NA	The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1. Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	Once a student has started the CAT segment, it will be available for 45 days. Recommendation: Student	NA	Once a student has started the PT, it will be available for 10 days. Recommendation: Student

	completes this portion within five days of starting.		completes each part of the PT within one day
--	--	--	--

Table 18: Assessment Sequence—Smarter Balanced Mathematics Assessment

	CAT Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in two sessions Session durations range from 40–60 minutes <p>Most students will complete the CAT segment in two sessions of 60 minutes or less or one long session of more than 60 minutes.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session Approximate session duration: 30 minutes Should occur as close to the PT as is feasible, and no more than three days prior to the PT MAY occur on the same day as the PT 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session Session duration ranges from 40–120 minutes
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	NA	Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	<p>Once a student has started the CAT segment, it will be available for 45 days.</p> <p>Recommendation: Student completes this segment within five days of starting it.</p>	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <p>Recommendation: Student completes the PT in one day</p>

Additional administration recommendations

- For the PT, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

Important reminders:

- The number of items will vary on the CAT segment of each student's test.
- The tests are not timed, so all time estimates are approximate.
- Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
- The test can be spread out over multiple days as needed.
- The Classroom Activity must be completed prior to administration of the PT. Inadvertently administering the PT before the Classroom Activity is considered a testing irregularity.

Breaking up the Test

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

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

- If you know you will be administering the test in multiple sessions, remind students before they begin that they will be resuming the test at another date/time.
- A student returning to an online test will start on the same number the student was working on previously. **Please note the pause rules described in Section 4.4 Pause Rules and Test Expirations above.**
- Any printed test items or stimuli (including reading passages) must be securely shredded and may not be retained for use across test sessions.
- When resuming a test, TAs must review the process and re-read the student directions.
- For the PT portion of the Smarter Balanced assessments, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

4.6 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 test window, districts may choose to allow schools to impose school-level test windows for the Smarter Balanced, OAKS Online Science and Social Sciences, and Kindergarten assessments. **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 DTC 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 Smarter Balanced Mathematics and ELA assessments must:

- Begin no sooner than the start date for the statewide Smarter Balanced test window identified in the current year's Test Schedule and
 - For grades 3 – 8, testing shall not begin until at least sixty-six percent (66%) of a school's annual instructional days have been completed;
 - For high school (grade 11), testing shall not begin until at least eighty percent (80%) of a school's annual instructional days have been completed;
- End no later than the end date for the statewide Smarter Balanced test window identified in the current year's Test Schedule;
- Last for at least four calendar weeks.

(Note: Sixty-six percent of a school year occurs after the 120th instructional day in a 180-day year, leaving a twelve-week window for grade 3-8 testing; eighty percent of a school year occurs after the 144th instructional day in a 180-day year, leaving a seven-week window for grade 11 testing.)

School-imposed test windows for the OAKS Online Science and Social Sciences assessments must:

- End no later than the end date for the statewide OAKS Online Science and Social Sciences test window identified in the current year's Test Schedule; and
- Last for at least four 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 no later than the first day of the district's 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>).

4.7 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 *Appendix H: Accessing Student Scores Online* for instructions on noting this in Student Centered Staging).

4.8 Providing for Students Who Are Not Testing

To the extent possible, districts should avoid having anyone in the test environment who is not actively involved in testing, including other students. When a district cannot avoid having non-testing

students present in the test environment, the district should arrange the test environment to ensure that the following requirements for secure and valid testing are met:

- **A quiet environment, void of talking or other distractions that might interfere with a student's ability to concentrate or compromise the test situation.** When setting up the test environment, the TA should only provide non-testing students with quiet activities that will not cause a distraction to students who are testing.
- **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 activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book. **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>).

5.0 UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

5.1 Universal Tools, Designated Supports, and Accommodations

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

The Oregon Accessibility Manual applies to all students and emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The Oregon Accessibility Manual focuses on universal tools, designated supports, and accommodations for Oregon’s statewide assessment system. At the same time, the Oregon Accessibility Manual supports important instructional decisions about accessibility and accommodations for students who participate in Oregon’s statewide assessment system. The Oregon Accessibility Manual recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.



Note: The Oregon Accessibility Manual, as well as the full list of universal tools, designated supports, and accommodations supported for Oregon’s statewide assessment system, can be found at: <http://www.ode.state.or.us/search/page/?=487>.

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

Oregon’s online statewide assessments contain embedded universal tools, designated supports, and accommodations; these are defined in Table 19. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system. Oregon’s paper-based Kindergarten and Extended Assessments also support non-embedded resources.

Table 19: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
Accommodation	Accommodations are changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Note: unlike the accommodations policy in place for the 2013-14 Oregon Statewide Assessments which make accommodations available for all students, Smarter Balanced accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment.

For additional information about the availability of designated supports and accommodations, refer to the Oregon Accessibility Manual available at <http://www.ode.state.or.us/search/page/?=487> for complete information.

5.2 Modifications

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 explicitly listed in the Oregon Accessibility Manual. Any change away from a standard administration that is not listed in the Oregon Accessibility Manual is considered a modification.

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. 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.** In those rare instances when modifications are used during administration of an Oregon Statewide Assessment, TAs must report modifications to the DTC to ensure that the test record is coded appropriately with the 4-digit code (beginning with K) in Student Centered Staging before validation of the report card data.

A modified assessment will be invalidated even if it was modified in error.

- Memorandum No. 001-2006-07 provides additional criteria that may affect decisions about Accommodations and Modifications. Memorandum No. 001-2006-07 is available at <http://www.ode.state.or.us/news/announcements/announcement.aspx?=1701>.
- Decisions about modifications must be documented by districts. Documentation is subject to audits by ODE.

For more information on the interaction between assessment modifications and the Essential Skills requirement for students seeking a modified diploma, please refer to <http://www.ode.state.or.us/search/page/?id=2047>.

6.0 ADMINISTERING THE SMARTER BALANCED MATHEMATICS AND ENGLISH LANGUAGE ARTS ASSESSMENTS



Note: This section includes directions for administration and a script to use in the administration of tests.

6.1 Establishing Appropriate Testing Conditions

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

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

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

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

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may do after they finish the test. Additional guidance on providing for students who are not testing is included in *Section 4.8 Providing for Students Who Are Not Testing*.

6.2 Components of the Smarter Balanced Mathematics and English Language Arts Assessments

The Smarter Balanced Mathematics and English Language Arts (ELA) assessments are each comprised of two separate assessment segments: the non-performance task (PT) items and the classroom activity/PT. Smarter Balanced recommends that students take the PT and the CAT segments on separate days. Smarter Balanced also recommends that students begin with the CAT segment, followed by the classroom activity, and then the PT items. Districts/Schools may opt to administer in a different order if needed; however, the classroom activity, which is designed to introduce the PT, **must** occur prior to the PT.

Important Recommendations:

- If a student begins the assessment with the CAT segment, he or she should complete all the items in that segment prior to moving on to the classroom activity and PT segment. Similarly, if a

student begins the assessment with the classroom activity and PT segment, he or she should complete the entire PT segment prior to moving on to the CAT segment. It is recommended that you not have more than one segment open for any student at a given time.

- It is recommended that an entire content session (ELA or mathematics) be completed before starting another, but it is not required and would be up to the discretion of the School or District Test Coordinator.

6.3 Classroom Activity Administration Guidelines

Classroom activities may be administered in a classroom and may take place on a separate day from the performance task. Regardless of where the classroom activity is administered, the teacher or TA should be able to record information for students to see (such as on a chalkboard or dry-erase board). Computers, projectors, and other technology are allowed but not required for the classroom activity.

The classroom activity involves the participation of all students in a **non-secure** instructional task. Students may take notes during this time, but the notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.

Please read the following information carefully to prepare for administering the classroom activity for ELA or mathematics:

- The classroom activity involves interactions between the teacher and students. The performance task that follows will be completed by individual students in the secure, computer-based test delivery system.
- The classroom activity should be administered close to the performance task administration but it can occur on different days. The recommendation is that there is no more than a three-day lapse between the classroom activity and the PT administration.
- Classroom activities are designed to fit into a 30-minute window and will vary due to the complexity of the topic and individual student needs. These activities will be administered in a classroom or in any area deemed appropriate for classroom activity administration.
- The STC will download and provide the assigned classroom activity at least one or two days before the planned administration of the classroom activity and performance task.
- Determine an appropriate space for completing the classroom activity. Decide how to display information that students will need to see, where to record student responses or notes from the discussion, and any other logistic details.
- Consider the appropriate supports that should be provided to students in the class that would normally be provided during instruction. Provide these supports during the classroom activity.
- Any tables, graphics, formulas, or other information contained in the materials for the classroom activity may be displayed for students.

6.4 Classroom Activity/Performance Tasks

Classroom preparation

1. **Identify which classroom activity has been selected for your class to administer.** Classroom activities are assigned by grade and subject and are accessible via the OAKS Portal (<http://oaksportal.org>).
2. **Download the classroom activity.**

Once you know your classroom activity, you will need to download the materials from the OAKS Portal (<http://oaksportal.org>) and review them at least one or two days prior to the planned delivery of your classroom activity and PT.

Review the teacher directions for the classroom activity carefully to ensure that you know how to prepare for and carry out the classroom activity.

3. Complete the classroom activity.

Ensure that the teacher or other instructional staff has presented the classroom activity to the students prior to PT administration. The classroom activity should be administered one to three days before the PT is to be administered.

Students with disabilities are allowed to have accommodations, and English learners should have access to language supports that they regularly use during classroom instruction. For more information on the options that may be implemented during the Classroom Activity, please see the Oregon Accessibility Manual.

Note: *The classroom activity is not administered online and does not require login.*



IMPORTANT: If a student begins a performance task without being exposed to the assigned Classroom Activity, the student should continue with and complete the performance task. The Test Administrator must report this misadministration as a testing impropriety.

4. Administer the make-up classroom activity.

For students who are absent on the day of the classroom activity, it is recommended that a make-up session is scheduled.

5. Administer the performance task.

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

ELA

The ELA PT consists of two parts: Part 1 and Part 2. It is recommended that each part be administered on separate days in sequential order. In Part 1, students will read sources and answer three research questions. During Part 2 (the full write), students will provide a written response using those sources. Only in Part 2 of the ELA performance task may students have access to a hard-copy (non-embedded universal tool) or online dictionary or online thesaurus (embedded universal tools).

Note 1: *if you opt to offer a hard-copy dictionary to your students, it must be a commercially published dictionary in print form. Teacher- or student-created dictionaries are not allowed.*

Note 2: *ELA performance tasks may require headsets.*

Mathematics

The mathematics performance task should be administered in one session.

Note: *Mathematics performance tasks do not require headsets unless needed as an accommodation.*

6.5 Smarter Balanced Mathematics and English Language Arts Assessment Administration Procedure

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 second 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.

Approving Students for Testing

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

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.

Once students begin appearing in the preview box, you can click **[Approvals (#)]** to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click **[Approve]** for each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click **[Approve All Students]**. **Reminder:** *If any student's test settings are incorrect, do NOT approve that student.*

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.*

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

Monitoring Testing

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with *Section 2 Test Security*. If you witness or suspect the possibility of a test impropriety, contact your STC and DTC immediately.

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.

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

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

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

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

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. For the CAT segment, the student's test can be resumed at time within the testing window up to 45 calendar days from the start date; after 45 calendar days the test record is expired and the opportunity is lost. For the performance task, there is no pause limit, but the test expires ten days after it is started.

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

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

6.6 Student Directions for Smarter Balanced Mathematics and English Language Arts Administration

The following student directions walk students through the log-in process for Smarter Balanced. **These log-in directions also apply to students using the Braille interface.** To ensure that students correctly log in to the proper test, it is important that TAs review these directions with students prior to testing.

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

Note: The directions below may be translated to the student's language of origin and will count as a standard administration. Translated Spanish student directions appear beginning on p. 53.

Student Directions (English)

Full Log-in Directions

Today, you will take the Smarter Balanced ____ test. You will be given a test session ID that is required to start the test. 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 start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your first name followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

Please do not share your SSID with anyone. This is private information.

Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name, 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 and show me what is incorrect.

On the next screen, select the [INSERT NAME OF TEST], and then click START 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 that you are taking the correct test. Please wait quietly while I verify each of your tests.

After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

[For the ELA test ONLY: Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click YES. If not, raise your hand.]

Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.

You must answer each question on the screen before going on to the next page. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

You must make an answer selection in order to move to the question on the next page. If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by clicking the box next to the flag in the upper right corner of the screen before going on to the next question. Flagging the item will remind you to go back and decide whether you need to change the answer during this test segment.

You may PAUSE at any point in the test by clicking PAUSE rather than NEXT after answering an item. *[The following statement only applies to the CAT: The PAUSE button is used to stop the test. Note that PAUSING for more than 20 minutes will prevent you from changing any answer on previous pages of the test.]* Please raise your hand if you need a break and ask me prior to clicking PAUSE.

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

Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.

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

Student Directions for Taking the Test

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

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 test session. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions. If you need additional time let me know.

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time. If you have finished, click SUBMIT TEST. I will now collect any scratch paper or other materials.

Student Directions (Spanish) [Translation will be provided in the final 2014-15 Test Administration Manual]

Full Log-in Directions

Hoy va a tomar el examen Smarter Balanced de _____. Se le dará una identificación para la sesión del examen que es requerida para comenzar el examen. Si necesita un descanso individual durante el examen, levante la mano y espere mis instrucciones y mi permiso.

Una vez que ha ingresado al sistema, tendrá que esperar a que yo apruebe su examen antes de que comience. Voy a estar revisando que haya ingresado correctamente la identificación de la sesión del examen y otra información.

Ingrese su primer nombre seguido de su número SSID. Luego ingrese la identificación de la sesión del examen. Levante la mano si necesita ayuda para escribir esta información en su teclado.

Por favor no comparta su SSID con nadie. Esta información es privada.

Ahora haga clic donde dice “Sign In”. Una vez que haya iniciado la sesión correctamente, aparecerá una pantalla con su nombre, el SSID, la escuela y el grado. Si toda la información en su pantalla es correcta, seleccione “YES” para continuar. Si cualquiera de la información es incorrecta, por favor levante su mano y muéstreme lo que está incorrecto.

En la próxima pantalla, seleccione [INSERT NAME OF TEST], y luego haga clic en “START TEST”. Después de que haya seleccionado su examen, usted verá una pantalla con una barra que se mueve y un mensaje diciendo que está esperando por la aprobación del administrador del examen. Este paso ayuda a asegurar que usted está tomando el examen correcto. Por favor espere en silencio mientras yo verifico cada uno de sus exámenes.

Después de que le dé la aprobación para comenzar el examen, usted verá una pantalla pidiéndole que verifique el contenido del área del examen y las configuraciones. Si toda la información es correcta, puede seleccionar, “YES, START MY TEST”. Si cualquiera de la información está incorrecta, por favor levante su mano.

[For the ELA test ONLY: Después usted verá una pantalla que le pide que verifique que el sonido en su computadora está funcionando. Póngase sus audífonos y haga clic en el ícono de la bocina en el círculo para escuchar el sonido. Si usted escucha la campanita, haga clic en “YES”. Si no, levante su mano.]

Antes de que su examen aparezca, usted verá una página de instrucciones con la lista de las herramientas para el examen y los botones que tal vez pudiera utilizar

durante el examen o que aparecerán en el examen. Por favor léala cuidadosamente. También puede encontrar esta información durante su examen haciendo clic en el botón “HELP” en la esquina superior de la derecha.

Usted debe responder a cada pregunta en la pantalla antes de pasar a la página siguiente. Durante el examen, es posible que vea una página sin preguntas del examen. Siga las instrucciones de la página para continuar tomando el examen.

Usted debe seleccionar una respuesta para poder continuar con la siguiente pregunta en la próxima página. Si no puede responder, proporcione lo que piensa que es la mejor respuesta, no hay penalización por adivinar. Si desea revisar esa respuesta después, marque la pregunta para su revisión haciendo clic en la casilla junto a la bandera en la esquina superior de la derecha antes de pasar a la siguiente pregunta. Al marcar la pregunta le recordará que debe volver atrás y decidir si es necesario cambiar la respuesta durante este segmento del examen,

Puede tomar una PAUSA en cualquier momento del examen haciendo clic en “PAUSE” en vez de oprimir “NEXT” después de responder a una pregunta. *[The following statement only applies to the CAT: El botón “PAUSE” se utiliza para detener el examen. Tenga en cuenta que al PAUSAR por más de 20 minutos le impedirá cambiar cualquier respuesta en las páginas anteriores del examen.]* Por favor levante su mano si necesita un descanso y avíseme antes de oprimir el botón “PAUSE”.

Sus respuestas necesitan ser su propio trabajo. Por favor mantenga sus ojos en su propio examen y recuerde que no se debe hablar.

Por favor tenga en cuenta que esta prueba está dividida en segmentos. Al llegar al final de cada segmento, se le pedirá que revise sus respuestas antes de continuar. Una vez que envíe sus respuestas y pase al siguiente segmento, usted no podrá regresar al segmento anterior.

Cuando usted esté listo para comenzar su examen, haga clic en “BEGIN TEST NOW” en la parte inferior de la página.

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 ahora cualquier pregunta completada o marcada. No envíe su examen a menos que usted haya contestado a todas las preguntas. Si necesita más tiempo dígamelo ahora.

Esta sesión del examen ha finalizado. Si no ha terminado, haga click en PAUSE, y podrá terminar en otro momento. Si ya terminó, haga clic en SUBMIT TEST. Ahora voy a recoger el papel borrador u otros materials.

6.7 Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2 of the PT. Students can be provided with breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason it is recommended that students complete Part 1 in one test session. Part 2 would ideally be delivered the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one session of 40–120 minutes.

If you intend to administer the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA performance task might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the session.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the unitalicized sections of the general script to the students from the beginning in section 9.5 *Directions for Administration*. For printing purposes, the entire script will also be available in *Appendix A: Test Schedule* of this manual.

A summary of recommendations for the number of sessions and session durations is in *Section 4.5 Testing Time and Recommended Order of Administration*.

6.8 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities*.

7.0 ADMINISTERING THE OAKS ONLINE SCIENCE AND SOCIAL SCIENCES ASSESSMENTS



Note: This section includes directions and a script to use during the administration of OAKS Online Science and Social Sciences tests. This section governs the administration of OAKS Online Science and Social Sciences tests, as well as the Grade 12 OAKS Mathematics and Reading Essential Skills retest opportunity.

7.1 Establishing Appropriate Testing Conditions

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

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

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

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

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may do after they finish the test. Additional guidance on providing for students who are not testing is included in *Section 4.8 Providing for Students Who Are Not Testing*.

7.2 OAKS Online Science and Social Sciences Administration Procedure

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 second 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.

Approving Students for Testing

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

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.

Once students begin appearing in the preview box, you can click [**Approvals (#)**] to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click [**Approve**] for each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click [**Approve All Students**]. **Reminder:** *If any student's test settings are incorrect, do NOT approve that student.*

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.*

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

Monitoring Testing

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with *Section 2 Test Security*. If you witness or suspect the possibility of a test impropriety, contact your STC and DTC immediately.

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.

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

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

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

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

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.

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

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

7.3 Student Directions for OAKS Online Science and Social Sciences Administration

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 Science or Social Sciences through the Braille interface must **also** read the Braille-specific student directions starting on p. 61.*

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. 61 for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to Oregon's online testing system or who may continue to benefit from having the full log-in directions read to them at the start of each testing event. **Remember, you must also read the verbatim student directions on p. 62 to all students before students begin testing.**

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

Translated Spanish student directions appear beginning on p. 63. *Note: The directions below may be translated to the student's language of origin and will count as a standard administration.*

Student Directions (English)

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 Science and Grade 12 Mathematics Retest:**

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 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...

OAKS Grade 12 Reading Retest:

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...

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.

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time. If you have finished, click SUBMIT TEST. I will now collect any scratch paper or other materials.

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 Science and Grade 12 Mathematics Retest:**

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 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...

OAKS Grade 12 Reading Retest:

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...

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 dígamelo ahora.

Esta sesión del examen ha finalizado. Si no ha terminado, haga click en PAUSE, y podrá terminar en otro momento. Si ya terminó, haga clic en SUBMIT TEST. Ahora voy a recoger el papel borrador u otros materials.

7.4 Testing Over Multiple Sessions or Days

Some students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. If you intend to administer the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a designated point. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the session.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. A summary of recommendations for the number of sessions and session durations is in *Section 4.5 Testing Time and Recommended Order of Administration*.

7.5 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities*.

8.0 ADMINISTERING THE ELPA



Note: This section includes directions for administration and a script to use in the administration of tests.

8.1 Establishing Appropriate Testing Conditions

STCs and TAs will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA. For Kindergarten and 1st grade, best practices recommend a ratio of 5:1 or fewer, in order to provide assistance to these youngest groups of students during the ELPA administration. All assistance must adhere to the procedures outlined in this Test Administration Manual and the Oregon Accessibility Manual.

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

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

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

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may do after they finish the test. Additional guidance on providing for students who are not testing is included in *Section 4.8 Providing for Students Who Are Not Testing*.

8.2 Components of the ELPA

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 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 two segments, with the speaking domain administered as a segment at the end of the test.

The ELPA uses a diagnostic tool to verify that recording and playback capabilities are working properly on the computer. Although the diagnostic tool is run each time a student starts/resumes

their test, TAs can take steps (such as checking for muted volume) to reduce technical issues that could delay a student from starting their test.

8.3 Student Technology 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 support for the TA to provide translation of the audio instructions** (See the Oregon Accessibility Manual 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 20 describes the technology skills students will need to access the ELPA.

Table 20: 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. This includes clicking various navigation buttons, including “back,” “next,” and “submit.” 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.**

8.4 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 an accommodation, districts may code ELPA domain exemptions in TIDE.** This accommodation 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. For students who test with this accommodation, the student's ELPA score will be generated based on the remaining domains.



New for 2014-15, no four-domain exemptions on the ELPA will be allowed. Up to a total of three domains may be exempted, but only in very rare and documented circumstances. All exemptions must be reviewed and documented in the student's IEP or 504 plan prior to the student beginning the ELPA. All cases of domain exemptions on the ELPA are subject to monitoring by ODE. Contact your [Regional ESD Partner](#) for assistance if you have a student that requires both a reading and a listening domain exemption.



Note: This accommodation may only be entered by the DTC 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 accommodation in violation of the student's IEP or 504 Plan, the TA must pause the student's test immediately and report as an impropriety.** In addition to coding this accommodation in TIDE, districts must also ensure that the student's IEP code is entered correctly in Student Centered Staging using the ELPA "Only" IEP test administration codes found in Appendix H: Accessing Student Scores Online.

8.5 ELPA Administration Procedure

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 ESD Partner](#).

The second 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.

Approving Students for Testing

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

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.

Once students begin appearing in the preview box, you can click [**Approvals (#)**] to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click [**Approve**] for each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click [**Approve All Students**]. **Reminder:** *If any student's test settings are incorrect, do NOT approve that student.*

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 testing, TAs 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 ESD Partner](#).

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

Monitoring Testing

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with *Section 2 Test Security*. If you witness or suspect the possibility of a test impropriety, contact your STC and DTC immediately.

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.

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

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

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

After answering the last item in each segment, 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.

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.

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

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

8.6 Student Directions for ELPA Administration

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. 74 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. 74 to all students before students begin testing.**

All directions that you are to read to students are in boxes so they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “I made a mistake. Listen again.” Then read the direction again.

Translated Spanish student directions appear beginning on p. 76. Note: The *directions* below may be translated to the student’s language of origin and will count as a standard administration.

Student Directions (English)

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.

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.

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time. If you have finished, click SUBMIT TEST. I will now collect any scratch paper or other materials.

Student Directions (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. Sígala conmigo. Primero, presione el botón "microphone" (micrófono) para empezar a grabar y diga en forma clara su nombre al micrófono. Cuando haya terminado, presione el botón del micrófono para dejar de grabar.

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

yo pronto vendré a ayudarle. Ahora le voy a leer las instrucciones para tomar este examen...

Paraphrased Log-in Directions

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

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

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

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

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

Después de que yo le 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.

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.

Esta sesión del examen ha finalizado. Si no ha terminado, haga click en PAUSE, y podrá terminar en otro momento. Si ya terminó, haga clic en SUBMIT TEST. Ahora voy a recoger el papel borrador u otros materials.

8.7 Testing Over Multiple Sessions or Days

Some students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. If you intend to administer the test over the course of multiple days for a student

or group of students, it may be important for all of the students to pause after they reach a designated point. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the session.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID.

8.8 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities*.

8.9 2014-15 ELPA Data Delivery Schedule

Table 21 below provides the 2014-15 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.

Table 21: ELPA Data Delivery Schedule

Batch	Testing Dates	Scoring Window (Approximate)	Data Extract (from Hand Scoring to Quality Assurance)	Data Delivery to ODE	Data Delivery to Districts
1	1/6 – 1/31	2/1 - 2/13	2/20	3/6	3/13*
2	2/1 – 2/28	3/1- 3/13	3/20	4/3	4/10
3	3/1 – 3/31	4/1 - 4/15	4/24	5/1	5/8
4	4/1 – 4/15	4/16 - 5/1	5/8	5/15	5/22

* Dependent upon calibrations.

9.0 ADMINISTERING THE KINDERGARTEN ASSESSMENT



Note: This section includes directions for administration and a script to use in the administration of tests.

9.1 Overview

In 2012, the Oregon Legislature passed House Bill 4165 which directed the Early Learning Council and the Department of Education to jointly develop a Kindergarten Readiness Assessment to be piloted in the Fall of 2012 and implemented statewide in Fall 2013. The multi-stage process for implementing a statewide kindergarten assessment, included: (1) a systematic review and information gathering about current assessments used in Oregon and nationally and their appropriateness and usefulness in predicting academic success; (2) the selection of a recommended tool, adopted by the Early Learning Council in July 2012; (3) a Fall 2012 pilot study of the recommended set of assessments for statewide implementation; and (4) plans for a statewide rollout in Fall 2013. 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 2013-14 school year. To help communicate to the field about the new Kindergarten Assessment, ODE published [Numbered Memorandum 010-2012-13](#). In the 2013-14 school year, over 95% of entering kindergarteners participated in Oregon's new statewide Kindergarten Assessment. 2014-15 marks the second year of Oregon's statewide kindergarten assessment.

Each year children enter kindergarten with a wide range of experiences and skills. The statewide assessment provides a state-level perspective on some of the skills that students have when they enter kindergarten so that progress can be measured in the years to come. The information can also help school districts, communities, and Early Learning Hubs to coordinate an approach to early childhood education and school readiness. Additional information and resources for the kindergarten assessment can be found on the Early Learning System website (<http://oregonearlylearning.com/kindergarten-assessment>) and the ODE website (<http://www.ode.state.or.us/go/ka>).

The kindergarten assessment focuses on early literacy, early math, and approaches to learning with an emphasis on self-regulation and inter-personal skills. Skills in these areas are linked to 3rd grade reading and future academic success. It is administered within the first six weeks of kindergarten, with data reported to ODE through ODE's Consolidated Collections. For the 2014-15 school year, districts will report Kindergarten Assessment participation in District Achievement Compacts (*consult the Achievement Compact Technical Manual for more information about how participation is calculated at http://education.oregon.gov/Documents/archive/AC_TechManual_Final_0314.pdf*).

To support districts in implementing the 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 TAs. The ODE-provided Kindergarten Assessment training is required for DTCs from all districts supporting Kindergarten programs in 2014-15. For a schedule of the ODE-provided training opportunities, please refer to *Section 1.5 Training Requirements*.

9.2 Receiving the Kindergarten Assessment

The Kindergarten Assessment is a paper-based assessment which ODE's test vendor, American Institutes for Research, will print and distribute to districts. The secure test materials include:

- A1- Assessor Booklet for Approaches to Learning;
- A2- Assessor Booklet
 - In **English Only** for **Early Literacy** (English Letter Names and English Letter Sounds) and **Early Math**;
 - In **Spanish/English** for **Early Literacy** (English Letter Names and English Letter Sounds) with Spanish directions, **Early Math** in Spanish/English, and **Early Spanish Literacy** (Spanish Letter Names). Spanish Letter Names is **only** for identified Spanish-speaking ELL students. (For more information see [Executive Numbered Memorandum 009-2013-14 - Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment](#));
- S1- Student Booklet in English; and
- S2- Student Booklet in Spanish/English.

New for 2014-15, districts will order the Kindergarten Assessment materials through TIDE based on anticipated Kindergarten enrollment. *Note: district orders will identify the **number** of kindergarten students and those Kindergarten students anticipated to be identified as Spanish-speaking ELL students in fall 2014. Test booklets will **not** be pre-coded by individual student SSID.* **The 2014-15 Kindergarten Assessment order window will be open June 3 - July 11, 2014.** When placing their order, districts will also need to specify one of **two delivery windows: either August 4 – 8, 2014 (to arrive prior to the start of the statewide test window on August 11, 2014) or August 25 – 29, 2014 (to arrive prior to September 1, 2014).** Your [Regional ESD Partner](#) is available to assist you with the order process.

Districts must store all printed assessment materials in a secure area in accordance with *Section 2 Test Security* until they are distributed to schools and instruct STCs to keep materials secure at all times. **Student assessment materials must not be in the TA's hands more than 24 hours prior to the actual administration of the Kindergarten Assessment.** As noted in the Oregon Accessibility Manual, 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.

9.3 Components of the Kindergarten Assessment

The Kindergarten Assessment is administered one-on-one to students and consists of three segments. All segments should be administered within the first six weeks of a student's entry into Kindergarten:

- Early Literacy
 - This is a direct assessment, measuring the student's early literacy skills in English Letter Names and English Letter Sounds. The Early Literacy segment may be administered by any district or school staff who has received Kindergarten Assessment Training for 2014-15.
 - Identified Spanish-speaking ELLs will also take a Spanish Literacy assessment, measuring the student's early literacy skills in Spanish Letter Names. For more information see [Executive Numbered Memorandum 009-2013-14 - Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment](#). The Spanish Letter Names measure must be administered by a bilingual Spanish assessor who is trained and endorsed by the district in Spanish. For more information see ODE's [Guidance for Locating a Spanish Bilingual Assessor](#).
 - It is strongly recommended that districts administer the Early Literacy segment (including Spanish Letter Names for identified Spanish-speaking ELL students) early in the test window.

- 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 2014-15.
 - This segment is available in English or in Spanish/English.
 - It is strongly recommended that districts administer the Early Math segment early in the test window.
- 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 2014-15.
 - 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.

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. Identified Spanish-speaking ELL students taking the additional Spanish Literacy assessment will need an additional 3 minutes to complete, for a combined administration time of 18 minutes. ODE anticipates that the Approaches to Learning 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.*

9.4 Establishing Appropriate Testing Conditions

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

- The Early Literacy (including Spanish Literacy for identified Spanish-speaking ELL students) and Early Math segments will be administered to students one-on-one, with TA recording the student's responses. Given the heightened level of required interaction between the student and the TA, TAs 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. These verbatim student directions are also included below.
- Ensure that the Kindergarten Assessment is only administered by personnel who have met the Kindergarten Assessment training requirements described in *Section 1.5 Training Requirements* and have signed an Assurance of Test Security form for the current school year. Additionally, ensure that the Spanish Letter Names measure is administered by a bilingual Spanish assessor who is trained and endorsed by the district in Spanish.
- 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)
 - Accessibility options to be administered to the student (see the Oregon Accessibility Manual for available accessibility options)

- Examine the assessment environment for non-allowable resources. Only those resources identified in the Oregon Accessibility Manual as a universal tool, designated support, or accommodation may be available for student access during testing.
- 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 Student Booklet. Please note that there are no sample assessment items for the Early Literacy segment (including Spanish Literacy). However, there are sample items for this segment in the Kindergarten Assessment Specifications.
- 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). Note: these verbatim student directions are also included below.

Breaking up the Assessment

The Kindergarten Assessment includes direct assessment segments and an observational assessment segment. Therefore, you may wish to break administration into shorter sections. These shorter administration periods may make the assessment experience less stressful for entering kindergarteners. It is strongly recommended that the Early Literacy (including Spanish Literacy for identified Spanish-speaking ELL students) and Early Math segments 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 maintain test security. TAs must ensure that assessment materials are securely stored between sessions.

9.5 Kindergarten Assessment Administration Procedure

Segment One: Early Literacy

The Early Literacy segment includes two measures for all students: English Letter Names and English Letter Sounds. Identified Spanish-speaking ELLs will also take a Spanish Letter Names assessment. ODE does not prescribe a sequence for administering the Kindergarten Assessment segments; however, it is considered best practice to administer the measures in the Early Literacy segment as follows: (1) English Letter Names, (2) English Letter Sounds, and (3) Spanish Letter Names (if applicable).

English Letter Names: Procedures and Directions

- This is a 60-second timed assessment.
- Place the Student Copy “English Letter Names” Chart in front of the student.
- Read the directions to the student.
- Start the stopwatch when the student says the first letter. It is allowable to say these encouraging words:

Good effort

Keep trying

Next

It is OK to guess

Thank you

- Read the following directions verbatim to the student:

When I say go, say the name of each letter. Start at the top of the chart and name each letter in the row. See how many letters you can name before I say stop.

- Demonstrate by sweeping your finger from left to right across the first row. Move your finger left to right again on the second row.
- If the student is using a guide or marker, demonstrate moving it down the chart and say:

Move your guide down after you finish each row. Would you like me to read the directions again?

When I say go, start saying letter names...ready, (pause), go.

- 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.

- If a student provides the letter name in a language other than English, repeat the directions verbatim (allowed one time):

Say the name of each letter in English.

- If a student loses his/her place and skips a line, 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 Names: Scoring

If the student:

- Is correct, do not mark the letter and count as correct.
- Clearly loses his/her place, point to the next letter.
- Self corrects, write SC above the letter and count as correct.
- Says incorrect letter name, slash through the letter and count as incorrect.
- Hesitates for more than 3 seconds, slash through the letter, supply the letter name, and count as incorrect.
- Skips letter, circle the letter and count as incorrect.

English Letter Sounds: Procedures and Directions

- This is a 60-second timed assessment.
- Place the Student Copy “English Letter Sounds” chart in front of the student.
- Read the directions to the student.
- Start the stopwatch when the student says the sound of the first letter.
- It is allowable to say these encouraging words:

Good effort

Keep trying

Next

It is OK to guess

Thank you

- Read the following directions verbatim to the student:

When I say go, say the sound each letter makes. Start at the top of the chart and make the sound each letter makes. See how many letter sounds you can make before I say stop.

- Demonstrate by sweeping your finger from left to right across the first row. Move your finger left to right again on the second row.
- If the student is using a guide or marker, demonstrate moving it down the chart and say:

Move your guide down after you finish each row.

Would you like me to read the directions again?

When I say go, start saying letter sounds...ready, (pause), go.

- 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.

- If a student provides the letter sound in a language other than English, repeat the directions verbatim (allowed one time):

Say the sound of each letter in English.

- If a student loses his/her place and skips a line, redirect the student to the correct row.
- At 60 seconds mark the last letter 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: Scoring

If the student:

- Is correct, do not mark the letter and count as correct.
- Clearly loses his/her place, point to the next letter.
- Self corrects, write SC above the letter and count as correct.
- Says incorrect letter sound, slash through the letter and count as incorrect.
- Hesitates for more than 3 seconds, slash through the letter, supply the letter sound, and count as incorrect.
- Skips letter, circle the letter and count as incorrect.

Long or short vowel sounds are scored as correct. Either is acceptable.

Hard or soft consonant sounds are scored as correct. Either is acceptable.

Single letters and letter blends are 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.

Spanish Letter Names: Procedures and Directions

- The Spanish Letter Names measure must be administered by a bilingual Spanish assessor who is trained and endorsed by the district in Spanish.
- This is a 60-second timed assessment.
- Place the Student Copy “Spanish Letter Names” Chart in front of the student.
- Read the directions to the student.
- Start the stopwatch when the student says the first letter. It is allowable to say these encouraging words:

Buen esfuerzo
Sigue intentando
La siguiente
Está bien si tratas de adivinar
Gracias

- Read the following directions verbatim to the student:

Cuando yo diga comienza, di el nombre de cada letra. Comienza en la parte superior del gráfico y di el nombre de cada letra de la hilera. Ve cuantas letras puedes decir antes de que yo diga, alto.

- Demonstrate by sweeping your finger from left to right across the first row. Move your finger left to right again on the second row.
- If the student is using a guide or marker, demonstrate moving it down the chart and say:

Mueve tu guía hacia abajo después de que termines cada hilera
¿Quieres que te vuelva a leer las instrucciones?
Cuando yo diga comienza, empieza a decir los nombres de las letras...listo/a (haga una pausa), comienza.

- If a student provides the letter sound instead of the letter name, repeat the directions verbatim (allowed one time):

Di el nombre de cada letra.

- If a student provides the letter name in a language other than Spanish, repeat the directions verbatim (allowed one time):

Di el nombre de cada letra en Español.

- If a student loses his/her place and skips a line, 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

Alto.

- Enter the student scores, number correct, and number attempted on the Assessor Copy.

Spanish Letter Names: Scoring

If the student:

- Is correct, do not mark the letter and count as correct.
- Clearly loses his/her place, point to the next letter.
- Self corrects, write SC above the letter and count as correct.
- Says incorrect letter name, slash through the letter and count as incorrect.
- Hesitates for more than 3 seconds, slash through the letter, supply the letter name, and count as incorrect.
- Skips letter, circle the letter and count as incorrect.

Segment Two: Early Math

Early Math: Procedures and Directions

- This is **not** a timed assessment.
- Place the “Early Math” section of the appropriate Student Booklet in front of the student.
- Directions for the TA are on the Assessor Booklet. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated in the Assessor Booklet.
- For the Kindergarten Assessment, the TA **does not read numbers or symbols** to students.
- If a student does not know an answer, tell him/her:

It is okay to guess.

- It is allowable to say these encouraging words:

Good effort

Keep trying

Next

It is OK to guess

Thank you.

Early Math: Recording Student Responses

- Circle the answer the student selects for each item.
- If the student does not know the answer or does not want to select an answer, select NA (no answer) and go to the next item.
- 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 TA must rely on the student’s pointed response. If a student verbalizes an answer, TAs may remind students to point to or choose the answer. For students who would benefit, the

Oregon Accessibility Manual located at <http://www.ode.state.or.us/search/page/?=487> identifies additional non-verbal means by which students may communicate their response.

- Students can self-correct. It is allowable for students to return to a previous item and change an answer.

Segment Three: Approaches to Learning

- The focus of this instrument is to measure a child's behavior with other children and adults in the classroom and the child's interaction with classroom materials. This assessment should only be completed by teachers who interact daily with the child in the classroom. 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. Do not circle between values.
- 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.

9.6 Submitting Student Data

Following administration of the Kindergarten Assessment, districts will electronically submit:

- The number of **correct responses** and the number of **attempted responses** for each of the Early Literacy segment measures (English Letter Names, English Letter Sounds, and for identified Spanish-speaking ELL students **only**, Spanish Letter Names)
- The student's response (A, B, or C) for each of the sixteen items in the Early Math segment, and
- Teacher-generated ratings (1, 2, 3, 4, or 5) for the fifteen items in 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 data, including teachers, TAs, 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 each student's data are properly submitted to ODE, carefully review each Assessor Booklet to confirm that the TA has completely entered all required information, including student name, SSID, and date administered. If any information is missing or incomplete, please check with the TA to add or revise the information as necessary:

- Ensure the student name and SSID in the Assessor Booklets (A1 and A2) are consistent with the consolidated student record to which the student response data is being entered.
- Ensure that the Spanish Letter Names data is **only** submitted for identified Spanish-speaking ELL students. For more information see [Executive Numbered Memorandum 009-2013-14 - Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment](#).
- Districts may begin entering student response data as soon as the data collection window opens on August 14, 2014. As stated in *Appendix A: Test Schedule*, the deadline for submitting Kindergarten Assessment response data is **October 31, 2014**.

Upon completion of the district data collection review for the Kindergarten Assessment (November 6-28, 2014), 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](#).

9.7 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials, student response data, and teacher ratings of students must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately following completion of the district data collection review and may not be retained from one test session to the next.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities* in this manual.

10.0 ADMINISTERING THE OAKS EXTENDED ASSESSMENTS

10.1 Overview

Oregon's Extended Assessment system is the state's alternate assessment system designed for students with the most 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 Oregon Accessibility Manual located at <http://www.ode.state.or.us/search/page/?=487>), or (b) the student should be assessed via the Extended Assessment.

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/results/?id=178>.

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*).



Note: *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 11th 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.

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 DTCs as well as individuals trained in the Extended Assessments who also have the appropriate permissions (e.g., Qualified Trainers (QTs) and Qualified Assessors (QAs)) and security clearance on file at the district office. Individuals identified by the district for the first time to serve as a QA or 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 (for specific information regarding prerequisites and expectations associated with each role, see <http://www.ode.state.or.us/search/results/?id=178>). 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 12, 2015. 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 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.

The Extended Assessment Manual, as well as additional general and supporting information on the Extended Assessments, is available 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>.

10.2 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon's assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately after student data has been submitted and may not be retained from one test session to the next.

Reporting Test Improprieties and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improprieties and Irregularities* in this manual.

11.0 ADMINISTERING THE GRADE 12 WRITING RETEST



Note: For 2014-15, the Writing Assessment will only be available for 12th graders who have not yet met or exceeded the achievement standard. Each student has one opportunity to be assessed and that opportunity will be through an online assessment. Each test will be scored using a double rating system.

11.1 Establishing Appropriate Testing Conditions

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

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

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

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

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may do after they finish the test. Additional guidance on providing for students who are not testing is included in *Section 4.8 Providing for Students Who Are Not Testing*.

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 very short

These conditions are also listed on the prompt selection screen. 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.

11.2 Online Writing Administration Procedure

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 second 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.

Approving Students for Testing

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

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.

Once students begin appearing in the preview box, you can click **[Approvals (#)]** to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click **[Approve]** for each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click **[Approve All Students]**. **Reminder:** *If any student's test settings are incorrect, do NOT approve that student.*

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. Note: there is only one test opportunity for the Grade 12 Writing retest.*

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

Monitoring Testing

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 *Section 2 Test Security*. If you witness or suspect the possibility of a test impropriety, contact your STC and DTC immediately.

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.

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

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

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

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



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.

11.3 Student Directions for Online Writing Administration

The following student directions walk students through the log-in process for the Grade 12 Writing retest. 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. 97 for subsequent test administrations. However, TAs should remain attentive to the needs of individual students who are new to Oregon's online testing system or who may continue to benefit from having the full log-in directions read to them at the start of each testing event. **Remember, you must also read the verbatim student directions on p. 97 to all students before students begin testing.**

Translated Spanish student directions appear beginning on p. 100. Note: The directions below may be translated to the student's language of origin and will count as a standard administration.

Student Directions (English)

Full 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 (Spanish)**Full 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 cuadrito 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 ultimo tema que haya seleccionado.

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

necesita un descanso y pregúntele al administrador del examen antes de oprimir PAUSE.

PASO 2: Haga un Borrador de su Composición

Empiece escribiendo su borrador en una hoja de cuaderno o en el cuadro de texto de la pantalla de respuesta antes de su escritura final. Al comenzar a escribir, por favor, tenga en cuenta que su papel puede que no sea clasificado si está escrito en forma de un poema o una obra de teatro; si se incluye violencia extrema o profanidades, mucho más allá de las normas habituales de la comunidad sobre la escritura escolar, y si es "prestado" o plagiado de otra fuente y esa fuente no es identificada, si no corresponde al tema provisto, o si es demasiado corto. Recuerde que su composición final no debe tener más de 850 palabras.

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

PASO 3: Revisión y Edición

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

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

PASO 4: Copia y Corrección de Pruebas

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

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

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

Directions for Ending the Test Session

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

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

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

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

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

11.4 Testing Over Multiple Sessions or Days

Three testing sessions are standard for the Grade 12 Writing retest. 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. 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.

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, 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 for the day, 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 for the day, 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.**

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. A summary of recommendations for the number of sessions and session durations is in *Section 4.5 Testing Time and Recommended Order of Administration*. 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.

11.5 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon's assessment materials and student confidentiality, all assessment materials and student response data, including drafts of student work, must be kept secure in accordance with *Section 2 Test Security*. If there are any questions about secure materials, contact your DTC. If the DTC is unsure of the answer, your question will be forwarded to your [Regional ESD Partner](#).

Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in *Section 2 Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next.

Reporting Test Improperities and Irregularities

Ensure that all test improprieties and irregularities are reported in accordance with the guidelines in *Section 3.6 Reporting Test Improperities and Irregularities*.

11.6 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 screen. **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>.

11.7 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 printing a copy of the student's response from the response screen (**not** the prompt selection screen) to share with a counselor or building administrator. 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.

11.8 Appealing Scores on the Grade 12 Writing Retest

Districts may appeal scores on the Grade 12 Writing retest. Procedures for submitting appeals of scores given to completed tests 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 Writing Window must be received by ODE by May 1, 2015.
- 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.

Grade 12 Writing Retest 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 **May 1, 2015**. Address them to:

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

12.0 ADMINISTERING THE NAEP

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, 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 26 – March 6, 2015, NAEP will assess 4th, 8th, and 12th grade students selected by the National Center for Education Statistics to represent students throughout the state and the nation in mathematics, reading, and science paper-pencil assessments. Some students at each grade level may be selected to participate in a study of technology-based assessments. In addition, the National Indian Education Study will administer surveys to American Indian and Alaska Native students, their teachers, and their school administrators as part of NAEP at grades 4 and 8.

The results from NAEP are published as *The Nation's Report Card*. For 2015, results will include information on student performance for Oregon and the nation on the 4th and 8th grade assessments and for the nation only on the 12th grade assessments. 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 that each selected school has completed parent/guardian notification before the scheduled NAEP assessment day.

ODE will provide an optional WebEx training session for the staff members designated as the NAEP school coordinators at selected schools. This training session will support the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators must work with school staff members to update demographic data for selected students and to determine how students with disabilities and English Language Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with IEPs who participate in the state's alternate assessment may be excluded from NAEP, if appropriate.

ODE expects that most English Language Learners will be included in NAEP. According to National Assessment Governing Board policy, only 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. Please keep in mind that NAEP does not produce results for individual students or schools. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended to provide a picture of educational performance and progress at the state and national levels.

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.

13.0 ADMINISTERING THE PSAT/NMSQT®

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®.

13.1 Ordering PSAT/ NMSQT® Test Materials

The PSAT/NMSQT® order deadline is June 28, 2014. 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/search/page/?=1978> 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® 2014 dates: Wednesday, October 15 or Saturday, October 18, 2014.

13.2 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: Test Schedule*. 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, 2014. 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 A: 2014-15 OREGON STATEWIDE TEST SCHEDULE (REVISED 10/1/14)

O N L I N E	ONLINE TESTS ^E		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School (Grade 11) ^A			
	Smarter Balanced	English Language Arts ^{B, G}	3/10 – 6/12						3/10 – 6/12			
		Mathematics ^{B, F, G}	3/10 – 6/12						3/10 – 6/12			
	OAKS Online	Science ^{C, F, G}			1/6 – 6/12			1/6 – 6/12	1/6 – 6/12			
		Social Sciences ^{D, F, G}			1/6 – 6/12			1/6– 6/12	1/6 – 6/12			
		Grade 12 Mathematics Retest ^L							1/6 – 6/12			
		Grade 12 Reading Retest ^L							1/6 – 6/12			
		Grade 12 Writing Retest ^L							1/6 – 3/13			
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)				
		1/6 – 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	Data Entry Deadline
	OAKS Extended	Extended Reading ^{H, I}	11/17/ – 1/16	2/19–4/23								5/8
		Extended Mathematics ^{H, I}		2/19–4/23								
		Extended Science ^{H, I}					2/19–4/23			2/19–4/23	2/19–4/23	
		Extended Writing ^{H, I}								2/19–4/23		
	Kindergarten Assessment ^K		6/3 – 7/11	8/11 – 10/23								10/31
	NAEP	Selected Schools	N/A			1/26–3/6				1/26–3/6	1/26–3/6	N/A
	PSAT/NMSQT®		6/28								10/15 & 10/18	N/A

NOTE: Footnotes do not provide comprehensive test administration information. Please refer to the 2014-15 Test Administration Manual for requirements and instructions. For more information, contact your [Regional ESD Partner](#)

A) The High School grade of accountability is 11 th grade. Although not required, 12 th graders may also test (for 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 Science and Social Sciences. NAEP tests 12 th graders at selected schools.	H) OAKS Extended tests requiring Braille or Large Print format must be ordered during the order window.
B) Required test for students in grades 3 through 8 and in High School. See Section 4.6 for specific local test window criteria.	I) Available for download starting one week before the start of the test window, on 2/13/14.
C) Required test for students in grades 5, 8, and in High School. Two annual test opportunities for grades 3 – 8; three annual test opportunities for high school.	J) If the data entry deadline is missed, students will be counted as non-participants
D) Optional test for students in grades 5, 8, and in High School. Each student has two annual test opportunities in social sciences.	K) Required test for students entering Kindergarten. Students are only allowed one test opportunity.
E) Online testing will be offline for scheduled maintenance 2/6 – 2/8, 3/6 – 3/9, 3/21– 3/29, and 5/1 – 5/3/15.	L) Eligible grade 12 students (those who have not yet met or exceeded the achievement standard) have up to three opportunities to take the grade 12 reading and mathematics retest and a single opportunity to take the writing retest. These are available only through an online administration.
F) Both English-only and English-Spanish formats are available.	
G) Braille interface is available in English only.	

APPENDIX B: ITEM TYPES

The Smarter Balanced assessments include the item types shown in Table 22 below (though all tests may not contain all item types and scoring methods). The item types included in the OAKS Online Science and Social Sciences, ELPA, and Kindergarten Assessments are described in the Test Specifications and Blueprints available online at <http://www.ode.state.or.us/search/page/?id=496>.

Table 22: Smarter Balanced Item and Scoring Types

Content Area	Type of Item	Brief Description of How to Respond
ELA and Mathematics	Multiple Choice, single correct response	Four-option multiple choice
	Multiple Choice, multiple correct responses	Multiple-option selected response
	Matching Tables (with a variation True/False or Yes/No)	Table format, click entry
	Short text	Keyboard alphanumeric entry
Mathematics Only	Drag-and-Drop	Drag-and-drop single or multiple elements
	Hot Spot	Select text
	Table Fill In	Table format, click entry
	Graphing	Plot points and/or draw lines
	Equation/Numeric	Enter equation or numeric response
ELA Only	Two-part multiple choice, with evidence-based response (EBSR)	Two part, multiple choice
	Hot Text	Select and order text
	Essay	Keyboard alphanumeric entry

APPENDIX C: DISTRICT TEST COORDINATOR CHECKLIST

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date
<input type="checkbox"/>	1. Complete all required reading.	Section 1.5	60–90 minutes	October 2014
<input type="checkbox"/>	2. Participate in required DTC training provided by ODE <i>(Includes reviewing ODE-provided training modules and participating in ODE-facilitated WebEx).</i>	Section 1.5	2–4 hours	November 2014
<input type="checkbox"/>	3. Review scheduling and testing requirements with STCs.	Section 1.5	60–90 minutes	Complete at least 6 weeks prior to testing.
<input type="checkbox"/>	4. Plan training for STCs and TAs.	Section 1.5	1–3 hours	Complete at least 6 weeks prior to testing.
<input type="checkbox"/>	5. Provide required STC training to all STCs in your district and ensure that STCs complete required reading.	Section 1.5	2–3 hours	Complete at least 1 month prior to testing.
<input type="checkbox"/>	6. Set up STC user accounts in TIDE.	Appendix I	60–90 minutes	Complete at least 1 month prior to testing.
<input type="checkbox"/>	7. Work with STCs to provide required TA training to all TAs in your district, including volunteers and substitutes, and ensure that TAs complete required reading.	Section 1.5	2–3 hours	Complete at least 2 weeks prior to testing.
<input type="checkbox"/>	8. Work with District Technology Coordinators to ensure timely computer set up. <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the Secure Browser (beginning late November or early December). • Verify that schools meet the minimum technology requirements. 	Appendix G	5–10 hours	Complete at least 2 weeks prior to testing.
<input type="checkbox"/>	9. Work with schools to review student information in TIDE.	Appendix I	2–4 hours	Complete at least 2 weeks before testing and during testing.
<input type="checkbox"/>	10. Perform an equipment needs assessment based on individual student requirements. <ul style="list-style-type: none"> • Work with the STC to identify students who will need specialized equipment for accommodations. 	Section 5 and Appendix I	1–2 hours	Complete at least 2 weeks prior to testing.

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date
	<ul style="list-style-type: none"> Communicate with the STC/TA to identify the number of headsets needed. Place order for the number of headsets needed plus extra. 			
<input type="checkbox"/>	11. Investigate and report all test improprieties and irregularities.	Section 3	As needed	Ongoing throughout the testing window.
<input type="checkbox"/>	12. Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	Appendix G	As needed	Ongoing throughout the testing window.

APPENDIX D: SCHOOL TEST COORDINATOR CHECKLIST

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date
<input type="checkbox"/>	1. Complete all required reading.	Section 1.5	60–90 minutes	Complete at least 1 month prior to testing.
<input type="checkbox"/>	2. Participate in required STC training provided by your DTC.	Section 1.5	2–3 hours	Complete at least 1 month prior to testing.
<input type="checkbox"/>	3. Ensure that all TAs attend your school's or district's training and complete required reading.	Section 1.5	2–3 hours	Complete at least 2 weeks prior to testing.
<input type="checkbox"/>	4. Set up TA user accounts in TIDE	Appendix I	60–90 minutes	Complete at least 2 weeks prior to testing.
<input type="checkbox"/>	5. Work with technology personnel to ensure timely computer setup: <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the secure browser. • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing. 	Appendix G	5–10 hours	Complete at least 2 weeks prior to testing.
<input type="checkbox"/>	6. Communicate with TAs to identify the number of headsets needed for the site (with TA) and ensure that needed number are available at least 2 weeks prior to the testing window. Headsets are required for the ELPA and the Listening portions of the Smarter Balanced ELA assessment.	Section 4.2	1–2 hours	Complete at least 2 weeks prior to testing.
<input type="checkbox"/>	7. Determine which students will use accommodations and designated supports, document appropriately (e.g., in student's IEP or 504 Plan), update student settings in TIDE, and make other appropriate arrangements with the TA in preparation for administering.	Section 5 and Appendix I	1–2 hours	Complete at least 2 weeks prior to testing.
<input type="checkbox"/>	8. Perform an equipment needs check based on individual student requirements.	Section 5 and Appendix I	1–2 hours	Complete at least 2 weeks prior to testing.

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date
	<ul style="list-style-type: none"> Work with TAs to identify students who will need specialized equipment for accommodations. Communicate with the DTC to identify the number of headsets needed. 			
<input type="checkbox"/>	9. Based on local test windows established with the DTC, work with TAs to establish a testing schedule.	Section 4.6	2–4 hours	Complete at least 1–2 weeks prior to testing.
<input type="checkbox"/>	10. Work with TAs to review student information in TIDE applications before the student is tested to ensure that correct student information and test settings (including accommodations) are applied.	Appendix I	2–4 hours	Complete at least 1–2 weeks prior to testing.
<input type="checkbox"/>	11. Work with TAs to plan a quiet activity for each test session for students who are not testing or who finish early.	Section 4.8	30 minutes	Complete the week of testing.
<input type="checkbox"/>	12. Ensure proper handling of all printed test materials and note paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to security policy.	Sections 2 and 3	As needed	Complete during and after each testing window.
<input type="checkbox"/>	13. Ensure adherence to all security policies.	Sections 2 and 3	As needed	Ongoing
<input type="checkbox"/>	14. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	Appendix F	As needed	Ongoing
<input type="checkbox"/>	15. Raise any technical issues with the School Technology Coordinator for resolution.	Appendix G	As needed	Ongoing
<input type="checkbox"/>	16. Review, investigate, and report on all potential improprieties to the DTC immediately after learning of the incident	Section 3.6	As needed	Ongoing

APPENDIX E: TEST ADMINISTRATOR CHECKLIST

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date
<input type="checkbox"/>	1. Complete all required reading.	Section 1.5	60–90 minutes	Complete at least 2 weeks prior to testing
<input type="checkbox"/>	2. Participate in required TA training provided by your DTC or STC.	Section 1.5	2–3 hours	Complete at least 2 weeks prior to testing
<input type="checkbox"/>	3. Confirm that you have received your TIDE login information.	Appendix I	<1 hour	Complete at least 1–2 weeks prior to testing.
<input type="checkbox"/>	4. Provide students with a walk-through of the Practice Tests for familiarity with navigation of the system and tools.	Section 4.3	1 hour	Spaced over 2 weeks prior to testing
<input type="checkbox"/>	5. Work with the STC to identify students who will need specialized equipment for accommodations and perform an equipment needs check based on individual student requirements.	Section 5 and Appendix I	1–2 hours	Complete at least 2 weeks prior to testing
<input type="checkbox"/>	6. Work with the STC to determine precise testing schedules based on local test windows adopted by your district.	Section 4.6	1 – 2 hours	Complete at least 1–2 weeks prior to testing
<input type="checkbox"/>	7. Confirm each student's accommodations and designated supports in TIDE against their IEP or other relevant documentation as appropriate.	Section 5 and Appendix I	2–4 hours	Complete at least 1–2 weeks prior to testing
<input type="checkbox"/>	8. Plan a quiet activity for each test session for students who are not testing or who finish early.	Section 4.8	15–30 minutes	Complete the week of testing
<input type="checkbox"/>	9. Prior to administration, check all computers that will be used and close all applications except the Secure Browser. Make sure that no computer has dual monitors. Work with your STC to set system volume prior to students launching the secure browser.	Appendix G	1–2 hours	Complete the morning of testing
<input type="checkbox"/>	10. Verify that students have their login information (SSID and session ID).	Section 4.2	30 minutes	Complete the day(s) of testing
<input type="checkbox"/>	11. Review all security procedures and guidelines for creating a	Sections 2 and 3	1 hour	Prior to and during day(s)

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date
	secure test environment.			of testing
<input type="checkbox"/>	12. Make sure the physical environment of the testing room are secure.	Section 2.2	30 minutes	Complete the day(s) of testing
<input type="checkbox"/>	13. Administer tests following the verbatim student directions for administration. Provide students with assigned designated supports or accommodations as appropriate.	Sections 6 - 11	1 – 4 hours	Complete the day(s) of testing
<input type="checkbox"/>	14. Securely dispose of all printed testing materials, including student login information, print-on-demand documents, and scratch paper in a secure manner.	Section 2.4	30 minutes	Complete after testing
<input type="checkbox"/>	15. Report any potential test improprieties to the STC immediately following the incident.	Section 3.6	As needed	Complete immediately following incident

APPENDIX F: STUDENT INCLUSION

All Students

“All students” includes (but is not limited to) students with disabilities, English Language Learners (ELLs), 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 Table 23 below to determine age/grade equivalencies:

Table 23: Age / Grade Equivalencies for Non-Graded Programs

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

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

Students in Grades 3 – 8

All students enrolled in grades 3 – 8 and in high school must take the required 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. **For the Smarter Balanced Mathematics and ELA, ELPA, Kindergarten, and Extended Assessments students will have only one annual test opportunity.** For OAKS Online Science and Social Sciences, districts may not retest students in grades 5 or 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 test 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

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

Students in grade 12 who have not yet met the achievement standard may retest in the OAKS Online Science and Social Sciences assessments and the Extended Assessments, although they are not required to do so. In addition, for 2014-15, ODE will provide a Grade 12 OAKS Retest option in OAKS Mathematics, Reading, and Online Writing for eligible grade 12 students to meet the Essential Skills graduation requirement. While retests are not mandatory, districts should have testing opportunities available for those students who wish to retest.

Targeted Assessment

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

- **Smarter Balanced:**
 - Students enrolled in grades 3 – 7 may target up one grade level, 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. *Targeted assessments are not banked.*
 - Students in grades 8, 9, and 10 may not target up to the grade 11 assessment.
- **Science and Social Sciences:**
 - Students enrolled in grades 3 – 7 may not target up to a higher grade assessment.
 - Students in grades 8, 9, and 10 may target up to the grade 11 assessment. 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. 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.
- The ELPA, Kindergarten, and Extended assessments may only be administered at grade level.

ELL Students

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

Oregon Statewide Assessments offered in a student's language of origin are considered standard administration, and eligible student scores meeting the achievement standard count as meeting the standard in accountability calculations. Oregon currently offers stacked Spanish/English tests for the Smarter Balanced Mathematics, OAKS Online Science and Social Sciences, and Kindergarten Assessments. These translated tests are considered standard administration and are available for any student consistent with the guidance included in the Oregon Accessibility Manual located at <http://www.ode.state.or.us/search/page/?=487>.

Each student must be considered individually for each assessment on the basis of what is in the best interest of the student, not on participation in a particular program or identification as an EL student. An instructional team consisting of the student's parent 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 accessibility options described in the Oregon Accessibility Manual 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

EL Students who are also on IEPs must follow the recommendations of their IEP team, which may include administration of the test using accessibility options specific to the student's needs (see Oregon's Accessibility Manual located at <http://www.ode.state.or.us/search/page/?=487>).

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

In Oregon, all students eligible to receive English Language Development (ELD) services must take Oregon's English Language Proficiency Assessment (ELPA). Under ESEA Section 1111(b)(3)(C)(ix-x) students are eligible to receive ELD services:

- 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.

In accordance with federal Title I requirements, districts must administer the ELPA annually to all students who are identified as eligible to receive ELD services in the current school year. *This remains true even when services are waived.* 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 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 the

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



LEP Flag Required to Access ELPA. 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

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 ELA assessment for accountability calculations. This substitution is processed automatically by ODE based on student records submitted by the district. Table 24 below shows the enrollment date and required tests for EL students. **Note: the enrollment date applies to enrollment anywhere in the United States, not just in Oregon or in your school.**

Table 24: Assessment Requirements for EL Students Based on Enrollment Date

Enrollment Timing	Date of Enrollment in Any U.S. School	Tests Required this Year (2014-15)	Tests Required Next Year (2015 – 2016)
Enrolled on or after May 1 this year [†]	5/1/15 – end of current school year	None	ELPA* Math** Science***
Enrolled “late” for ELPA this year [†]	4/1 – 4/30/15	Math** Science***	ELPA* Math** Science***
Enrolled “late” the preceding year or earlier this year.	5/2/14- 3/31/15	ELPA* Math** Science***	ELPA Math Science*** English Language Arts
Enrolled in previous years	Before 5/2/14	ELPA Math Science*** English Language Arts	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.

*** OAKS Science is not administered in consecutive grades. The school year in which students will actually take these assessments will depend on their grade level. Please refer to the Test Schedule located in *Appendix A: Test Schedule* for the grades at which these assessments are administered.

The current design of the ELPA prevents some students with disabilities from fully accessing this assessment. For example, a student who is deaf may be 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 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 accessibility options included in the Oregon Accessibility Manual (located at <http://www.ode.state.or.us/search/page/?=487>).
- 2) Be exempted from ELPA by parent request based on disability or religion. 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. New for 2014-15, no four-domain exemptions on the ELPA will be allowed. Up to a total of three domains may be exempted, but only under very rare and documented circumstances. All exemptions must be reviewed and documented in the student's IEP or 504 plan prior to the student beginning the ELPA. All cases of domain exemptions on the ELPA are subject to audit by ODE. 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 TA, the district must code the domain exemption(s) as an accommodation in TIDE. Districts must also code skipped domain(s) in Student Center Staging using the ELPA "ONLY" IEP Test Administration Codes included in Appendix H: Accessing Student Scores Online.** See Section 8.4 *Exempting Domains for Students on an IEP or 504 Plan* for more information about assigning domain exemptions. 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.

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 H: Accessing Student Scores Online*.

TAs can continue to set the accommodation flag using the student approval screen of the online testing system. However, identifying specific accommodations via the drop-down menu is recorded by the district and can be selected either through the student approval screens, the 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 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 accessibility supports.
- Students may take the 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 ELA, 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 above.

Testing Homebound Students

Students who are homebound due to a medical condition and are unable to travel to a test environment with internet access may need to be tested at home. Prior to testing students in their homes, the district should coordinate with the district IT department to ensure that proper technical support is available for the test administration (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 TA to manage the test session and monitor testing. This can be accomplished by either:

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

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

In those rare instances where the district is unable to establish an internet connection in the student's home 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 for Online Testing

The Smarter Balanced and OAKS Online Science and Social Sciences assessments are available to students who use Braille through a Braille Interface. The Braille interface provides students who use Braille with access to the adaptive online tests and the same number of testing opportunities as other students. The Braille interface delivers assessments to students in the following formats:

- The Smarter Balanced Mathematics, OAKS Online Science and Social Sciences, and Grade 12 OAKS Mathematics Retest assessments include a text-to-speech audio component delivered through the JAWS Screen Reader.
- The Smarter Balanced Mathematics, OAKS Online Science, and Grade 12 OAKS Mathematics Retest assessments include a Braille component delivered through a Braille Embosser. Each item or stimulus on the 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.
- The Smarter Balanced English Language Arts, OAKS Online Social Sciences, and Grade 12 OAKS Reading Retest assessments 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 in TIDE, the English Language Arts and Social Sciences assessments are available in either Literary Contracted Braille or Literary Un-contracted Braille. Each item or stimulus 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 in TIDE to receive all items through the Braille embosser instead of through the Refreshable Braille Display. This setting must be assigned 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. *Section 2 Test Security* provides additional information on the requirements for securely handling printed test materials. **In addition to Test Administration and Security Training, any individual administering OAKS Online Science or Social Sciences through the Braille interface must participate in the ODE-provided Braille Interface training.**

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. For more information visit the 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 the subject areas of ELA, 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/results/?id=178>.

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.**



Student access to online tests or OAKS Extended. If a student's IEP indicates that the student must be assessed using OAKS Extended, that student must not have access to the online test in that content area. Students who have not previously used the online system should use the practice tests to determine if the format of the online test is appropriate for that student before testing begins. The practice tests may also be used as an additional tool to help identify accessibility options, including accommodations, that might improve a student's access to the online testing system. In cases where the district administers an 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.

APPENDIX G: TECHNOLOGY INFRASTRUCTURE

Prior to test administration, DTCs, STCs, and Technology Coordinators should review the technology infrastructure at their schools.

The Secure Browser

The secure browser must be installed on all computers that will be used for testing. Students must use the secure browser to log in to the Student Interface and access online testing system. The secure browser is designed to ensure test security by prohibiting access to external applications or navigation away from the test.



This browser is updated each year and therefore must be downloaded and installed even if the device was used for testing in a prior year.

Your School Technology Coordinator is responsible for ensuring that the secure browser has been correctly installed on all computers to be used for testing at your school.

While the secure browser is an integral component of test security, TAs perform an equally important role in preserving test integrity and security. In addition to the security guidelines presented in this manual, there may be additional security guidelines provided by individual states, districts, or schools. TAs should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

1. **Close External User Applications**

Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer. *The secure browser will not work if the computer detects that a forbidden application is running (see below).*

2. **No Testing on Computers with Dual Monitors**

Students must not take online assessments on computers that are connected to more than one monitor. Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

Forbidden application detection

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. When the secure browser is launched, the system checks all applications currently running on a computer. If a forbidden application is detected, the student will not be able to log in. A message will also be displayed that lists the forbidden application(s) that needs to be closed.

Note: *If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The student will have to reopen the secure browser and log in to continue working on the assessment. This would be considered a test security incident.*

Before administering tests, TAs should take proper measures to ensure that forbidden applications are not running on student computers. TAs may contact their School Technology Coordinator or District Technology Coordinator for assistance in closing forbidden applications.

Secure browser error messages

1. Secure Browser Not Detected

The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to the test other than through the secure browser; under no condition may a student access one of the online tests using a nonsecure browser.

2. Unable to Establish a Connection with the Test Delivery System

If a computer fails to establish a connection with the Test Delivery System, the message below will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Unable to establish a connection with the Test Delivery System (TDS).

[CLICK HERE TO TRY AGAIN](#)

Force-quit commands for secure browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, you have the ability to “force quit” the secure browser.

To force the browser to close, contact your [Regional ESD Partner](#) to receive the force-quit keyboard commands. (Reminder: force-quitting will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.)

APPENDIX H: 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 (AWE) application. There is a one-day lag for changes to test records in Student Centered Staging to be available in the AWE application which extracts records from the Student Centered Operational Data Store (ODS). Access to these applications is controlled by a District Security Administrator (DSA) in each school district. Those needing access to these applications should contact their DSA.

The Assessment Transactional file format (for downloading/uploading records in 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 AWE) 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 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 Tables 25 and 26 below.

Table 25: Administration Codes

Administration Code	Definition	Participation Status	Performance Status
1	Absent (for an extended period of time) or Student Refusal = A student who is absent during the entire testing window and make-up testing period.	Non-participant	Not used
3	Modified – Language = A student who is non-literate in the language of the test and participates in the assessment under modified conditions.	Non-participant	Not used
5	Modified – Disability = A student with a disability who participates in the assessment under modified conditions.	Non-participant	Not used
6	Home Schooled Student, Foreign Exchange Student, or Out-of-State Student	Not used	Not used
7	Parent Request = A student whose parents request that the student not participate in testing for religious or disability related reasons.	Non-participant	Not used
8	Not Enrolled During Test Window = A student without a valid test score 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

Table 26: ELPA “ONLY” IEP Test Administration Codes

Administration Code	Definition <i>(Refer to the domains required by ESEA and assessed by the ELPA for academic readiness in each. See Appendix I for more information)</i>
A	No Reading per IEP team
B	No Reading & Writing per IEP team
C	No Reading, Writing & Listening per IEP team
D	No Reading, Writing & Speaking per IEP team
F	No Reading & Listening per IEP team
G	No Reading, Listening & Speaking per IEP team
H	No Reading & Speaking per IEP team

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

Accommodation Codes

The statewide assessment accessibility supports (formerly the Accommodations Tables) are available to all students – although the decision to apply them must be based on an evaluation of individual student need. There are accessibility supports tables for the Smarter Balanced assessments (i.e., ELA and Mathematics), OAKS Online Science and Social Sciences assessments, Extended assessments, Kindergarten assessment, and the English Language Proficiency (ELPA) assessment. These tables explain and regulate the allowable supports for all students during the administration of assessments.

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 codes. For each test opportunity, in addition to setting the flag indicating whether any accommodations were used, the districts must select these codes (at least one). The accommodation codes are included in the Accommodations Manual, available at <http://www.ode.state.or.us/search/page/?=487>.

APPENDIX I: DESIGNATING STUDENT ACCESSIBILITY AND ACCOMMODATION OPTIONS IN TIDE

Prior to testing, specific designated supports and accommodations **must be enabled in TIDE** by the STC, DTC, or other authorized staff member. Designated supports and accommodations are set in the system by assessment. DTCs, STCs, and TAs can set embedded designated supports and accommodations in TIDE for students who require them. Table 27 below identifies which user roles may assign which test settings to students in TIDE. **Error! Reference source not found..**

Table 27: User Access to Tasks in TIDE

Group	Description	Test settings	User Roles			
			State	DTC	STC	TA
Test Settings	<p>Note: All users can VIEW student information.</p> <p>The table check mark (✓) indicates edit permission.</p> <p>Not all test settings are available for all assessments.</p>	Color Contrast	✓	✓	✓	✓
		Masking	✓	✓	✓	✓
		Translations	✓	✓	✓	✓
		Print Size	✓	✓	✓	✓
		ASL	✓	✓	✓	✓
		Braille	✓	✓	✓	✓
		Closed Captioning	✓	✓	✓	✓
		Text to Speech	✓	✓	✓	✓
		Streamlined Interface	✓	✓	✓	✓
		Suppress Score	✓	✓	✓	✓
		Block Subjects	✓	✓	✓	
		Print on Request	✓	✓		
		Item Type Exclusion	✓	✓		
		ELPA Domain Exemption	✓	✓		

For more detailed information on these resources, please refer to the Oregon Accessibility Manual: (<http://www.ode.state.or.us/search/page/?=487>).

For information on how to edit student information, please refer to the TIDE User Guide: (<http://www.ode.state.or.us/search/page/?=391>).

APPENDIX J: ASSURANCE OF TEST SECURITY FORMS**Test Administrator Assurance of Test Security**

I have read and understand Sections 1 – 5 and Appendices A, B, and E of the 2014-15 Test Administration Manual, as well as all sections pertaining to each assessment I will administer (checked below). I have received Test Administration and Security Training for the current school year.

MODES OF ADMINISTRATION: ☐ ONLINE ☐ BRAILLE INTERFACE ☐ EXTENDED ☐ KINDERGARTEN ASSESSMENT

SUBJECTS: ☐ SMARTER BALANCED MATHEMATICS ☐ SMARTER BALANCED ELA ☐ OAKS SCIENCE ☐ OAKS SOCIAL SCIENCES ☐ ELPA

I will make every attempt to assure that all students participate in testing. In accordance with the Test Administration Manual, I will use appropriate administration 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 Oregon Accessibility Manual 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.
- 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: _____

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.

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 Smarter Balanced, OAKS Online Science and Social Sciences, 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 the online testing system by anyone except that student.
- The Secure Browser will be used solely for the administration of Oregon's online assessments. Any other access to Oregon's online assessments 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: _____

School: _____

E-mail Address: _____

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 the 2014-15 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, I will use appropriate administration 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 District Test Coordinator.

I will instruct staff on test administration procedures, and security 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 Oregon Accessibility Manual 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 the 2014-15 Test Administration Manual and have received 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, I will ensure that appropriate administration codes are used so that students' scores reflect actual test administration procedures.

I will instruct School Test Coordinators on procedures, and security 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 Oregon Accessibility Manual 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 ode.testsecurity@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.

APPENDIX K: TEST IMPROPRIETY 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 ode.testsecurity@state.or.us (503-947-5928). DTCs must submit their initial report within one day of learning of the potential test impropriety.

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 apply to all online tests and can be found in the Test Management Center of Online Reporting. 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

APPENDIX L: OAR 581-022-0610 ADMINISTRATION OF STATE ASSESSMENTS (ADOPTED JUNE 2014)

(1) Definitions. As used in this rule:

- (a) “Accommodations” means changes in procedures or materials that increase equitable access during assessment and generate valid assessment results for students for whom there is documentation of need on an Individualized Education Program (IEP) or 504 (Plan); they allow these students to show what they know and can do. .
- (b) “Designated supports” means access features of the assessment available for use by any student for whom the need has been indicated by an educator or team of educators.
- (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) “Universal Tools” means access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
- (i) “Oregon Statewide Assessments” means:
 - (A) The Oregon Assessment of Knowledge and Skills (OAKS) in:
 - (i) Science;
 - (i) Social Sciences;
 - (B) The Smarter Balanced Assessments (Smarter) in:
 - (i) Mathematics
 - (ii) English Language Arts (ELA)
 - (C) The English Language Proficiency Assessment (ELPA); and
 - (D) The Extended Assessment in:
 - (i) Reading/Literature;
 - (ii) Mathematics;
 - (iii) Science;
 - (iv) Writing;
 - (E) The Kindergarten Assessment
- (j) “Reset” means the removal of student responses from the web-based testing application for a given testing event for which the student may retest.
- (k) “School building” means facilities owned, leased, or rented by a school district, educational service district, public charter school, private school, or private alternative program.
- (l) “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.
- (m) “School test coordinator” (STC) means school personnel who provide comprehensive training to test administrators and monitor the testing process.
- (n) “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.
- (o) “Test administrator” (TA) means an individual trained to administer the Oregon Statewide Assessments in accordance with the Test Administration Manual.
- (p) “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. 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 assessment will result in an invalid assessment;

(e) School districts must provide only those subject-specific accommodations, designated supports, and universal tools listed in the Oregon Accessibility Manual and must provide these supports in a manner consistent with the policies contained in the Test Administration Manual and Oregon Accessibility Manual;

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

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

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

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

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

(a) 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) School districts may only assess students using the Extended Assessment instead of OAKS or Smarter 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 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 Elementary and Secondary Education Act (ESEA), regardless of whether an eligible student actually receives ELD services.

(11) Administration of the Kindergarten Assessment is governed by OAR 581-022-2130.

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