WITH POLICY AND PROCEDURE FOR ADDITIONAL ASSESSMENTS: APREnda, PSAT/NMSQT®, AND NAEP
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This document is available for download from the Oregon Department of Education’s Web site at http://www.ode.state.or.us/go/tam
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AERSP Webpage: http://www.ode.state.or.us/go/AESRP

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

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

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

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

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

Modifications Webpage: http://www.ode.state.or.us/search/page/?id=540

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

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

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

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

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

PSAT Resources: www.collegeboard.com

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

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

Work Samples Webpage: http://www.ode.state.or.us/go/worksamples
FORWARD: OAR 581-022-0610

ADMINISTRATION OF STATE ASSESSMENTS

OAR 581-022-0610 Administration of State Tests

(1) Definitions. As used in this rule:

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

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

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

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

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

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

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

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

(i) “OAKS Online” means a mode of delivering the Oregon Assessment of Knowledge and Skills (OAKS) using a secure web-based testing application.

(j) “Oregon Statewide Assessments” means:
(A) The Oregon Assessment of Knowledge and Skills (OAKS) in:
   (i) Reading/Literature;
   (ii) Mathematics;
   (iii) Science
   (iv) Social Sciences;
   (v) Writing Performance; and

(B) The English Language Proficiency Assessment (ELPA).

(k) “Paper-based administration” means administration of an OAKS assessment using one of the following ODE-provided formats:
   (A) OAKS Paper/Pencil;
   (B) OAKS Braille;
   (C) OAKS Large Print; and
   (D) OAKS Extended.

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

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

(n) "School district" means:
   (A) A school district as defined in ORS 332.002;
   (B) The Oregon School for the Blind;
   (C) The Oregon School for the Deaf;
   (D) The Juvenile Detention Education Program as defined in ORS 326.695;
   (E) The Youth Corrections Education Program as defined in ORS 326.695;
   (F) The Long Term Care Program as defined in ORS 343.961; and
   (G) The Hospital Education Programs as defined in ORS 343.261.

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

(p) “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.

(q) “Test administrator” (TA) means an individual trained to administer the Oregon Statewide Assessments in accordance with the Test Administration Manual.
(e) “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 or alternative education program that is located within the boundaries of the school district.

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

(c) 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.

(d) 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.

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

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

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

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

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

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

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

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

(c) School districts must provide only those subject-specific allowable resources listed in the Test Administration Manual;
(f) School districts must ensure that students do not access electronic communication devices such as cellular phones or personal digital assistants (PDAs) during an assessment; and

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

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

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

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

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

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

(9) School districts must use OAKS Online when administering OAKS assessments in the following content areas:

(a) Mathematics;
(b) Reading/Literature;
(c) Science; and
(d) Social Science.

(10) School districts may only assess students in the content areas listed in Section 9 (a)-(c) of this rule using a paper-based administration of the OAKS assessment instead of OAKS Online if the following conditions are met:

(a) For students with an IEP or 504 Plan, the student’s Plan indicates separately for each content area to be assessed that the student requires a paper-based administration; or
(b) For students without either an IEP or 504 Plan, the school district determines separately for each content area to be assessed that the web-based testing application is not appropriate for the particular student to demonstrate his or her level of proficiency. The school district must base its determination on an individual evaluation of the student and on documentation of the student’s needs maintained by the school district. Such documentation is subject to audits by the ODE.

(11) School districts must administer OAKS Online using the ODE-required secure browser. If a secure browser is not available or does not operate as described in the Test Administration Manual, the DTC may request a written waiver for the current school year from the ODE Assistant Superintendent of Assessment and Information Services or the Assistant Superintendent’s designee prior to the administration of assessments. School districts who receive a written waiver may administer OAKS Online using a non-secure browser either until a secure browser becomes available or for the duration of the school year for which the waiver is in effect, whichever occurs sooner. In cases where the school district demonstrates that providing students with access to an internet connection would result in undue hardship to the school district, ODE may permit the school district to administer OAKS assessments using a paper-based administration.

(12) School districts may only provide students with access to printed reading passages from OAKS Online if:

(a) The TA administering the testing session approves the student’s request to print a reading passage;

(b) The printer used to print reading passages is monitored by staff who have received test security training and signed an Assurance of Test Security Form for the current school year; and

(c) Staff who have received test security training and signed an Assurance of Test Security Form for the current school year securely shred the printed reading passages immediately after the testing session in which the test was administered in accordance with the Test Administration Manual.

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

Stat. Auth.: ORS 326.051 and 329.075
Stats. Implemented: ORS 329.075 and 329.485
Hist.: 1EB 2-1985, f. 1-4-85, ef. 1-7-85; EB 14-1990(Temp), f. & cert. ef. 3-5-90; ODE 6-2002(Temp), f. & cert. ef. 2-15-02 thru 6-30-02; ODE 16-2002, f. & cert. ef. 6-10-02
PART I – INTRODUCTION

Oregon Statewide Assessments

Thank you for participating in the Oregon Statewide Assessments. The information in this Test Administration Manual applies to the 2009-2010 school year for Oregon’s Statewide Assessments. These include:

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

For OAKS, information is included for OAKS Online, Paper/Pencil, Braille or Large Print, and Extended Assessment administration. Information regarding administration of ELPA, Aprenda, the PSAT/NMSQT, and NAEP is also included. This Test Administration Manual outlines policies and procedures that will ensure both test reliability and validity from classroom to classroom, teacher to teacher, school to school, and district to district. It is designed to promote:

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

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 or alternative education program that is located within the boundaries of the school district.

Multiple measures should be used to help improve student achievement. Statewide test results may be used as one measure to provide students with feedback regarding the degree to which they have mastered the knowledge and skills described in the state content standards. Statewide test results also provide information to meet Federal and State reporting requirements, and inform districts, schools, parents, and other citizens regarding the effectiveness of instructional programs. Further, Oregon’s graduating class of 2012 will be able to use OAKS Mathematics, Reading, and Writing assessments as evidence of their proficiency in the Essential Skills.

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

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

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

<table>
<thead>
<tr>
<th>Test Administration Manual Requirements for:</th>
<th>Test Administrators</th>
<th>School Test Coordinators</th>
<th>District Test Coordinators</th>
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</thead>
<tbody>
<tr>
<td>Test Administrators, School Test Coordinators, &amp; District Test Coordinators</td>
<td>Test Administrators must read and understand Parts I – V and Appendices A &amp; R of the manual, as well as all appendices pertaining to those specific assessments which the Test Administrator will be administering.</td>
<td>School Test Coordinators must read and understand Parts I – VIII and all appendices of the manual.</td>
<td>District Test Coordinators must read and understand Parts I – VIII and all appendices of the manual.</td>
</tr>
</tbody>
</table>
PART II — TEST ADMINISTRATION ROLES

Test Administration Roles and Responsibilities

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

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

- **Test Administrator (TA):** District or school personnel, substitute teachers, or volunteers responsible for administering the Oregon Statewide Assessments in a secure manner in compliance with the policies and procedures in the Test Administration Manual. TAs can set up test sessions for online tests and administer tests in their schools.
  - Substitutes and volunteers are not prohibited from the TA role; however, districts using substitutes or volunteers to administer an Oregon Statewide Assessment must ensure that they first receive training as described in Part IV — Test Security. In addition, the district must establish policies and procedures to address test improprieties initiated by substitutes or volunteers.
  - Districts must avoid having a TA administer an Oregon Statewide Assessment to a relative or other student with whom the TA shares a personal tie. In cases where the only available TA is related to or otherwise shares a personal tie with a student, the district must notify the Regional ESD Partner Helpdesk of the relationship before the TA administers the test to the student.

- **School Test Coordinator (STC):** School personnel responsible for monitoring the testing process, Test Administrators, and the handling of paper test materials within individual schools. STCs must ensure that all assessments are handled and administered in an environment that complies with the policies and procedures in the Test Administration Manual.

- **District Test Coordinator (DTC):** District personnel responsible for the overall administration of testing in a district. DTCs must register annually with ODE using the DTC Designation Form located at [http://www.ode.state.or.us/search/page/?id=499](http://www.ode.state.or.us/search/page/?id=499) and attend annual test security and administration training provided by ODE. DTCs who do not attend 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. There may only be one recognized DTC per district at any given time. If the district determines that the current DTC is no longer able to fill this role, the district superintendent must notify ODE and provide ODE with the name and contact information for a replacement or interim DTC within one business day of learning of the need for a replacement. A district might determine that the current DTC is unable to fill the role for a
variety of reasons, including extended illness, conflict of interest, or staffing changes. Depending on the circumstances, the replacement may be either temporary or for the remainder of the school year. The role of DTC encompasses training STCs and TAs administering any Oregon Statewide Assessment.

- DTCs manage all aspects of online testing (OAKS Online and ELPA). DTCs manage ELPA in conjunction with the Title III Directors.
- DTCs manage all aspects of paper testing (Writing, Paper/Pencil, Braille or Large Print, the Aprenda reading assessment, and Extended Assessments) including ordering, receiving, distributing, and returning materials. DTCs manage the Braille or Large Print assessments in conjunction with the Itinerant Teachers for the Visually Impaired.
- DTCs are responsible for ensuring district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the state listserv.
- DTCs are responsible for facilitating the adoption of local district policies as needed to ensure all aspects of test security. This includes coordination of school-imposed test windows.
- DTCs investigate any potential test irregularities or improprieties. DTCs also report all potential test irregularities and improprieties to ODE.

Regional Assessment Support ESD Partners

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

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

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

Region 1 - Willamette ESD

- General Assessment Support – Amy Rockwell
  - Call 1-800-970-8372, or locally 503-540-4470
  - Email helpdesk@wesd.org
- Data Collection Support – Phoebe Burns
  - Call 503-257-1557
Region 2 - Douglas ESD
- General Assessment Support – Kristine Keizer
  - Office 1-877-373-3684 ext. 4775, or locally 541-440-4775
  - Cell 541-817-3114
  - E-mail asmtsupport@douglasesd.k12.or.us
- Data Collection Support – Donna Smith
  - Office 1-877-373-3684, or locally 541-440-4765
  - Email donna.smith@douglasesd.k12.or.us
- Web site http://www.douglasesd.k12.or.us/

Region 3 – Umatilla Morrow ESD: Morrow, Sherman, Gilliam, Wheeler and Umatilla County
- General Assessment Support - Ronda Thornburg
  - Office 1-800-706-4447 ext. 3220, or locally 541-966-3220
  - E-mail ronda.thornburg@umesd.k12.or.us
- Data Collection Support - Karen Brown Smith
  - Office 1-800-706-4447 ext. 3124, or locally 541-966-3124
  - E-mail karen.brown@umesd.k12.or.us
  - Web site http://ar3.umesd.net
- Wallowa ESD: Wallowa County
  - Contact - Karen Patton at 541-426-4997 ext. 112 or kpatton@r18esd.org
- Malheur ESD: Baker and Malheur County
  - Contact - Penny Grotting at 541-473-4824 or pgrotting@malesd.k12.or.us
- Harney ESD: Harney and Grant County
  - Contact Gail Faulhaber at 541-573-4834 or faulhabg@harneyesd.k12.or.us

Because phone numbers or staff assignments may change during the school year, the Regional Assessment Support ESD Partner contact information referenced above will be kept up to date at: http://www.ode.state.or.us/wma/teachlearn/testing/oaks/esdpartners0910.pdf.

Map of Oregon Counties by Regional Assessment Support Partner Regions
PART III – STUDENT CONFIDENTIALITY

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

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

**KEEP STUDENT INFORMATION CONFIDENTIAL**

SSIDs associated with student names or other personally identifiable student data must not be sent in an e-mail or fax. If necessary, phone your Regional Assessment Support ESD Partner (e.g., to report a wrong name associated with a SSID number or to troubleshoot Online tests). If information is to be sent via e-mail or fax, include 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.
PART IV – TEST SECURITY

Security Overview

Throughout Part IV of this Test Administration Manual, online testing refers to the following web-based tests: Oregon Assessment of Knowledge and Skills (OAKS) Online and the English Language Proficiency Assessment (ELPA). Paper tests include writing performance; Paper/Pencil administration of OAKS multiple choice, including Braille or Large Print administration; the Aprenda reading assessment; and the Extended Assessment.

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

TSPC LICENSURE COULD BE JEOPARDIZED

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

Testing Requirements to Produce Valid Test Results

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

- All Oregon Statewide Assessments must be administered by a trained Test Administrator (TA). TAs must receive annual training from the District Test Coordinator (DTC) or School Test Coordinator (STC) on the test administration policies and procedures included in this Test Administration Manual. Specifically, TAs must receive training on the components of the Oregon assessment system, requirements for valid test administration, testing options, and requirements for both standard administration and modified administration. In addition, all TAs must read and understand Parts I – V and Appendices A and R of the manual, as well as all appendices pertaining to those specific assessments which the TA will be administering. Please note that any individual who will be interacting with students during testing is considered a test administrator and must receive training and sign a Test Administrator Assurance of Test Security form.
Each TA must receive security training and have a signed **Test Administrator Assurance of Test Security form** (available at [http://www.ode.state.or.us/go/TestSecurity](http://www.ode.state.or.us/go/TestSecurity)) on file at the District Office, valid for the current school year, prior to administering any assessments (see page 18 of this manual). TAs must renew this form annually upon completion of the security training.

STCs and DTCs must receive security training and have a signed **School Test Coordinator or District Test Coordinator Assurance of Test Security form** (available at [http://www.ode.state.or.us/go/TestSecurity](http://www.ode.state.or.us/go/TestSecurity)) on file at the District Office, valid for the current school year (see pages 20–21 of this manual). STCs and DTCs must renew this form annually upon completion of the security training. All STCs and DTCs must read and understand **Parts I – VIII** and all appendices of the manual.

Any person (office staff, computer lab support staff, etc.) who has access to or participates in the handling of test materials but who does NOT administer the test must sign a **Non-Administrator Assurance of Test Security form** (available at [http://www.ode.state.or.us/go/TestSecurity](http://www.ode.state.or.us/go/TestSecurity)) prior to gaining access to the test materials. This signed form must be kept on file at the District Office, valid for the current school year (see page 19 of this manual). **Parents or guardians who wish to be present in the testing environment while their child is testing must also sign this form. Even after signing this form, however, the parent or guardian must be seated far enough from the student to prevent distraction or other interference with the test administration. If practicable, it is preferable to allow the parent or guardian to watch the test through an observation window rather than having the parent or guardian present in the test environment.**

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

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

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

**Security of the Test Environment**

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

- A quiet environment, void of talking or other distractions that might interfere with a student’s ability to concentrate or compromise the testing situation. Read aloud accommodations for one student must not compromise the security of test items or interfere with other students’ test-taking environment.
- Visual barriers or adequate spacing between students’ seating.
• Student access to and use of only those allowable resources explicitly identified in the appropriate subject-specific Allowable Resource Tables located in Appendices B and I – M for each specific subject area.

• Observation of any assessment items by only the student taking an assessment and, to a limited extent, the trained TA.

• No electronic devices that allow communication among students or the photographing or copying of test content.

• Administration of OAKS Online testing only through the Secure Browser.

<table>
<thead>
<tr>
<th>ALLOWABLE RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The test environment must be void of any exposed posters, charts, or other classroom items not specifically included in the subject-specific Allowable Resource Tables located in Appendices B and I – M.</td>
</tr>
</tbody>
</table>

Secure Handling of Printed Test Materials and Scratch Paper: Transmission, Printing, Storage, and Disposal

All test materials for paper tests must be kept in a securely locked room that can only be entered with a key or keycard. All test materials must remain secure, both prior to the testing event and following a testing event until testing materials are returned or securely shredded and recycled. All individuals with access to secure storage must sign an Assurance of Test Security form (see page 18-21). Student test documents must not be given to the TA prior to the date of the actual test administration.

<table>
<thead>
<tr>
<th>SECURE STORAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All test materials must be returned to the STC on the day that testing is completed and kept in a secure area until all tests are completed.</td>
</tr>
</tbody>
</table>

After testing is complete, the DTC must return all test booklets and unused pre-printed or blank answer sheets to Garten Services for secure recycling. A pre-printed label for Garten Services is located in the Return Shipment Packet. If a district obtains test booklets or blank answer sheets from an overage supply, for example from a Regional Assessment Support ESD Partner, it is the DTC’s responsibility to request a Return Shipment Packet from the Regional Assessment Support ESD Partner.

In addition, some test materials must be securely recycled onsite immediately following each separate testing event instead of being sent to Garten Services. Except as specifically noted below, the following test materials must be securely shredded and recycled immediately following each testing event and may not be retained from one testing event to the next:

<table>
<thead>
<tr>
<th>TEST MATERIALS TO BE SECURELY RECYCLED ONSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scratch paper and all other paper handouts written on by students during online</td>
</tr>
</tbody>
</table>
**TEST MATERIALS TO BE SECURELY RECYCLED ONSITE**

- Hard copies of OAKS Online Reading passages.
- Downloaded English-Russian side-by-side Paper/Pencil Assessments.
- Reports or other documents that contain personally identifiable student information.

**Item Security**

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

While test items must be kept secure, the Family Educational Rights and Privacy Act (FERPA) requires that parents have the opportunity to view their student’s most recent test booklets or a computer generated list of test items. If a parent requests to view the items on their student’s test, contact your DTC who will inform Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us. ODE will contact the parent to arrange a secure viewing of test items from their student’s test. For the Writing Performance Assessment, the DTC should work directly with the parents to arrange a secure local viewing of their student’s Writing response.

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

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

1) No copies of the test items, reading passages, or writing prompts may be made or otherwise retained. This includes using any digital, electronic, or manual device to record or communicate an item.
2) Descriptions of test items, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone. All printed reading passages must be securely destroyed immediately following a testing session.

3) Test items, reading passages, or writing prompts must never be sent over e-mail or fax, or replicated electronically.

4) Secure test items, modified secure test items, reading passages, or writing prompts must not be used for instruction.

5) No review, discussion, or analysis of test items, reading passages, or writing prompts before, during, or after the test is allowed by students, staff, or TAs.

6) Unless approved by ODE, students should not be exposed to the same items more than once. If a student is given an OAKS Paper/Pencil assessment, they must not have access to OAKS Online. Students on Individualized Education Plans (IEPs) should use the Sample OAKS Online tests to determine if the format of OAKS Online is appropriate for that student. In cases where the district administers an OAKS Online test to a student whose IEP indicates OAKS Paper/Pencil, the district must report the impropriety to ODE. ODE will then determine whether it is appropriate to invalidate the OAKS Online test and allow the student to take OAKS Paper/Pencil.

7) Paper tests must be counted before distribution and upon conclusion of testing. Any discrepancy must immediately be reported to the DTC. At least two trained staff, including the STC, must be present when conducting any test inventory, whether before or after testing.

8) After completion of paper tests, the DTC must ship ALL assessment materials in need of scoring by the deadline to ship/postmark paper tests identified in the 2009-10 Test Schedule located in Appendix A. Any assessments shipped after the deadline has passed will be counted as non-participants in ODE calculations of participation. Shipping errors are not an allowable basis for AYP substantive appeals.

9) No form or type of answer key may be developed for test items.

10) In the rare instance when a modification is used on a statewide assessment, the applicable test administration codes located in Appendix Q - Accessing Student Scores Online, must be correctly marked on the student answer sheet and/or correctly coded in student centered staging to ensure that students’ scores reflect actual test administration procedures.

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

**Adult-Initiated Test Improprieties**

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

<table>
<thead>
<tr>
<th>EXAMPLES OF REPORTED ADULT-INITIATED TEST IMPROPRIETIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Administration of an Oregon State Assessment by unqualified or untrained personnel.</td>
</tr>
<tr>
<td>• Using a student’s SSID to log into OAKS Online or ELPA.</td>
</tr>
<tr>
<td>• Giving out UMS log-in information (username and password) to either other authorized UMS users or to unauthorized individuals.</td>
</tr>
<tr>
<td>• Sending a student’s name and SSID together in an e-mail message.</td>
</tr>
<tr>
<td>• Giving students the wrong SSID during the log-in process, causing students to log in and test under another student’s SSID.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Providing a student access to another person’s work/responses.</td>
</tr>
<tr>
<td>• Providing students with non-allowable materials or devices during test administration. Subject-specific Allowable Resource Tables are included in Appendices B and I – M.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Reclassifying students for the purpose of avoiding state testing or not testing all eligible students.</td>
</tr>
<tr>
<td>• Modifying student responses or records at any time.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Allowing students to continue testing beyond the close of the testing window identified in the 2009-10 Test Schedule located in Appendix A.</td>
</tr>
<tr>
<td>• Failing to submit Writing Performance Assessments, Paper/Pencil Assessments, or Braille or Large Print Assessments by the deadline to ship/postmark paper tests identified in the 2009-10 Test Schedule located in Appendix A.</td>
</tr>
<tr>
<td>• Losing or otherwise failing to account for secure test materials and test development materials (e.g., item writing materials, field test materials, or pilot test materials).</td>
</tr>
<tr>
<td>• Taking paper test materials home or otherwise failing to securely store them.</td>
</tr>
</tbody>
</table>
**EXAMPLES OF REPORTED ADULT-INITIATED TEST IMPROPRIETIES**

- Allowing students to take home test items, reading passages, writing prompts, or scratch paper that was used during a statewide assessment.
- Copying or otherwise retaining test items, 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.
- Retaining or using test booklets or writing prompts from prior test windows.
- Using secure test items, modified secure test items, reading passages, or writing prompts for instructional purposes.
- Developing answer keys to test items and using them for instructional purposes or to give students input on their progress and test performance.
- Giving the media writing prompts, modified test items, and reading passages. Secure writing prompts have been published in newspapers and read on local radio.
- Reviewing or discussing the content of test items, reading passages, or writing prompts, for any reason.

**Student-Initiated Test Improprieties**

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

**EXAMPLES OF REPORTED STUDENT-INITIATED TEST IMPROPRIETIES**

- Students talking, passing notes, or giving help to other students during testing.
- Accessing or using electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
- Using a graphing calculator to exchange information between students or store test items or answers.
- Accessing the internet during a testing event.
- Accessing or using non-allowable resources, including other students’ work, during a test administration.
- Removing secure testing materials such as test items, reading passages, writing
EXAMPLES OF REPORTED STUDENT-INITIATED TEST IMPROPRIETIES

prompts, or scratch paper from the testing environment.

Responding to Student Questions During an Assessment

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

| STUDENT COMMENTS | TAs must not review test items for any reason. If a student is concerned about an item on OAKS Online, TAs may direct the student to enter the concern in Online Comments. For students taking the Paper/Pencil test, TAs may assist students in communicating their comments to ODE through their DTC. However, TAs must not initiate comments on test items. ODE reviews the student comments, and in extremely rare instances, ODE has removed certain items from the item pool as a result. In these instances, the students’ tests were re-scored and reported to the districts. Except as expressly provided for above, TAs must not report concerns about test items. TAs may, however, immediately report system errors (e.g. ELPA or OAKS Online technology) to their DTC. |

Review the Accommodations Tables located at [http://www.ode.state.or.us/search/page?q=487](http://www.ode.state.or.us/search/page?q=487) to understand what is allowable in case a student requests an alteration in how a test is being administered. In cases where a student’s IEP indicates that an accommodation should be used, review the student’s IEP as well as the Accommodations Table.

Testing Irregularities

Testing irregularities are unusual circumstances that impact a group of students who are testing and may potentially affect student performance on the test or interpretation of those scores. Examples of testing irregularities include major disruptions to a test, such as a fire drill, a school-wide power outage, or a force majeure (e.g. a natural disaster) that impact either test security or test validity. During an event such as a fire drill or other evacuation, safety is the top priority. If the TA can safely access the TA workstation before evacuating the testing environment, then the TA should pause all tests before evacuating. If the TA cannot safely access the TA workstation, then the TA should evacuate and secure the testing environment consistent with the school's evacuation policy. Upon returning to the testing environment, the TA should pause all tests before students return to their stations. This helps to ensure that students do not sit at the wrong computer by mistake. Testing irregularities also include the administration of Test Accommodations to a group of students or to an entire class without an investigation of individual student need.
Consequences of Testing Impropieties and Irregularities

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

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

If a district fails to ship a student’s paper test to ODE’s Designee by the applicable deadline to ship/postmark paper tests identified in the 2009-10 Test Schedule located in Appendix A, ODE will not score the student’s response and will not include the student’s score when calculating the district’s participation rate for accountability purposes.

In cases where a force majeure (including but not limited to power outages or network disturbances lasting for at least one full school day, floods, earthquakes, fires, or pandemics) occurs within three days of a paper test administration deadline or the deadline to ship/postmark paper tests and prevents the district from meeting the deadline, districts may submit a force majeure exception request. Upon receipt of such a request, ODE may permit a one-day extension of the testing window or deadline to ship/postmark paper tests as applicable for each day of the force majeure, for up to five days. Districts must apply this extension starting on the first school day after normal operations resume. Note: for extremely severe force majeures 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 calculate valid and reliable AYP designations. This may include a requirement to test students in the following school year based on their prior grade of enrollment.

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

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

| PRIVATE SCHOOLS & TESTING IMPROPRIETIES | ODE may deny access to OAKS for private schools that have testing improprieties. |

**Reporting Testing Improprieties and Irregularities**

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

DTCs must then submit an initial report for all potential test improprieties or irregularities to ODE within one day of learning of the potential test impropriety or irregularity. DTCs must submit their initial report electronically using the form available at [http://www.ode.state.or.us/go/TestSecurity](http://www.ode.state.or.us/go/TestSecurity). A copy of the form is located below. DTCs must e-mail the completed form to Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us, along with any additional documentation.

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

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

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

<table>
<thead>
<tr>
<th>YOUR CONTACT INFORMATION:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School District:</td>
<td>Date of Incident:</td>
</tr>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Telephone number:</td>
<td>E-mail:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INCIDENT INFORMATION:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Institution:</td>
<td></td>
</tr>
<tr>
<td>Test Subject:</td>
<td></td>
</tr>
</tbody>
</table>
| Grade Level:              | SSID #: | Result I.D.:

NOTE: If the incident involved multiple students, please provide a supplemental sheet identifying the test subject, grade level, SSID #, and Result I.D. for each student. Result I.D.s will only apply to online tests. Contact your Regional Assessment Support ESD Partner for help locating the Result I.D.

- **Description of incident:**
- **School District Action:**
- **Requested ODE Action:**

<table>
<thead>
<tr>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ YES  □ NO</td>
</tr>
</tbody>
</table>
Test Administrator Assurance of Test Security

I have read and understand Parts I – V and Appendices A & R of the 2009-10 Test Administration Manual, as well as all appendices pertaining to each mode and subject assessment which I will be administering (checked below). I have received 2009-10 Test Administration and Security Training.

**MODES OF OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS (OAKS):**
- Online (Appendix H)
- Paper/Pencil (N)
- Braille or Large Print (P)
- Extended (O Plus Attend Additional Training)

**SUBJECTS:**
- Reading (I)
- Mathematics (J)
- Science (K)
- Social Sciences (L)
- Writing Performance (M)

**ADDITIONAL ASSESSMENTS:**
- ELPA (B)
- Aprenda (C)

I will make every attempt to assure that all students participate in testing. In accordance with the 2009-10 Test Administration Manual (Appendix Q - Accessing Student Scores Online), I will use appropriate Test Modification codes to ensure that students' scores reflect actual test administration procedures. I will not make copies of the test items or otherwise retain them. I will immediately return or report any Oregon test items or test booklets from previous years to my School Test Coordinator.

I will administer all statewide assessments within my responsibility following the procedures in the 2009-10 Test Administration Manual, including but not limited to:

- Handling and administering the 2009-10 Oregon Statewide Assessments in a secure manner.
- Consistently using the Accommodations Table (http://www.ode.state.or.us/search/page/?=487) to understand allowable administration in response to student requests or when the student's IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well I believe they are performing.
- Accessing student paper test materials only on the day of testing when tests are being administered to students or while processing and accounting for paper materials before returning them to the School Test Coordinator on the day of testing. The only test materials that I may keep are the Test Administration Manual, Periodic Table of Elements, Mathematics Formula Page, Mathematical Conversion Sheet, and the Writing Guide to Revision.
- Not reviewing test items, even if a student believes they are flawed.
- I will notify the School Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.

Name (print): ________________________________

Signature: ________________________________

School: ____________________________ 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 the OAKS Online system or ELPA.

Specifically, district staff and volunteers agree to the following:

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

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

Name (print): __________________________________________
Signature: __________________________________________
School: ____________________________ Date: ________________

Keep on file at the district office for one year

Disciplinary action by TSPC may result from violations of test security.
School Test Coordinator Assurance of Test Security

I have read and understand Parts I – VIII and all appendices of the 2009-10 Test Administration Manual and have received Test Administration and Security training.

I will make every attempt to assure that all students participate in testing. In accordance with the 2009-10 Test Administration Manual (Appendix Q - Accessing Student Scores Online), I will use appropriate Test Modification codes to ensure that students’ scores reflect any Modification to test administration procedures. I will not make copies of the test items or otherwise retain them. I will immediately return or report any Oregon test items or test booklets from previous years to my District Test Coordinator.

I will instruct staff on test administration procedures, security, and Modification coding according to the 2009-10 Test Administration Manual, including but not limited to:

- Handling and administering the 2009-10 Oregon Statewide Assessments in a secure manner.
- Consistently using the Accommodations Tables (http://www.ode.state.or.us/search/page/?=487) to understand allowable administration in response to student requests or when the student’s IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well they are performing.
- Accessing printed student test materials only on the day of testing when tests are being administered to students or during processing.
- Not reviewing test items, even if a student believes they are flawed.
- **I will notify the District Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.**

Name (print): __________________________________________

Signature: ___________________________________________

School: ____________________________________________

Date: ____________________________________________

**Keep on file at the district office for one year**
Disciplinary action by TSPC may result from violations of test security.
District Test Coordinator Assurance of Test Security

I have read and understand Parts I – VIII and all appendices of the 2009-10 Test Administration Manual and have received regional Test Administration and Security Training for the current school year.

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

I will make every attempt to assure that all students in the district participate in testing. In accordance with the 2009-10 Test Administration Manual (Appendix Q - Accessing Student Scores Online), I will ensure that appropriate Test Modification codes are used so that students’ scores reflect actual test administration procedures.

I will immediately return any Oregon test items or test booklets from previous years to Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us.

I will instruct School Test Coordinators on procedures, security, and Modification coding according to the 2009-10 Test Administration Manual, including but not limited to:

- Handling and administering the 2009-10 Oregon Statewide Assessments in a secure manner.
- Consistently using the Accommodations Table (http://www.ode.state.or.us/search/page/?id=487) to understand allowable administration in response to student requests or when the student’s IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well they are performing.
- Restricting access to printed student test materials by TAs to the day of testing when tests are being administered to students or during processing.
- Not reviewing test items, even if a student believes they are flawed.
- I will notify Holly Carter, Security Coordinator for Test Design and Administration (503-947-5739), at holly.carter@state.or.us immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.

I will investigate possible test improprieties and inform ODE within one day of learning of a potential test impropriety.

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: _________________________________________________________________

School: ___________________________ Date: __________________________

Keep on file at the district office for one year

Disciplinary action by TSPC may result from violations of test security.
PART V – ACCOMMODATIONS AND MODIFICATIONS

Accommodations

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

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

The Accommodations Tables located at http://www.ode.state.or.us/search/page/?=487 provide a list of state-approved accommodations that students may use when testing. Accommodations appearing on these tables have been approved by the Oregon Accommodations Panel and do not change the content or performance standards of what is being measured by the Oregon Statewide Assessments (OAKS Online, OAKS Paper/Pencil, OAKS Braille or Large Print, the Writing Performance Assessment, and the English Language Proficiency Assessment (ELPA)).

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

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

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

- Only assessments administered as “Standard Administration” or administered according to the Accommodations Tables posted at http://www.ode.state.or.us/search/page/?=487 will count for participation for AYP purposes.
- “Standard Administration” may include Paper/Pencil tests or Side-by-Side translated tests in Spanish or Russian as available. The decision to use either the Paper/Pencil or Side-by-Side translated tests must be made on an individual student basis, separately for each subject, and consistent with individualized instruction in the classroom.
- The decision to provide accommodations must be made based on individual student need and must be made separately for each content area to be assessed.
- ALL accommodations offered to students must comply with the 2009-10 Accommodations Tables.

Modifications

Any change away from a standard administration that is not listed in the Accommodations Tables is considered a modification. A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accommodations Panel and listed on the state’s Accommodations Table. 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 accountability measures and reports. ODE maintains a list of modifications on its Web site located at http://www.ode.state.or.us/search/page/?id=540 In order for a student’s scores to count toward

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

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

Guidelines for Modifications

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

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

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

Preparation of SSIDs for Student Testing

For OAKS Online, only students’ SSIDs that have been updated after June 30, 2009 will be able to test. Similarly, each student’s SSID record must be correct prior to testing or the test data may be loaded with incorrect information attached. Districts should be aware that it can take up to 48 hours for an SSID update to be reflected in OAKS Online. For Paper/Pencil testing, districts must use the test order application on ODE’s District Web site. For pre-coded Paper/Pencil tests, districts must submit a pre-code file under consolidated collections during the order window. For specific deadlines, please visit the Schedule of Due Dates at https://district.ode.state.or.us/apps/info/.

Overview of Assessment Options

All eligible Oregon students must be given the opportunity to take the Oregon Assessment of Knowledge and Skills (OAKS). To provide each student with this opportunity, a number of assessment options are available. OAKS Reading and Mathematics are required assessments for students in grades 3 – 8 and 10. Science is a required assessment in grades 5, 8, and 10. Social Sciences is an optional assessment that districts may administer in grades 5, 8, and 10. Additionally, all English Language Learner (ELL) students (Table 1) grades K – 12 must take the English Language Proficiency Assessment (ELPA).

Online Tests

- **OAKS Online** (includes Reading, Mathematics, Science, and Social Sciences Assessments). Each student, contingent upon district policy, has up to two opportunities throughout the school year to be assessed in Social Sciences and three opportunities to be assessed in Reading, Mathematics, and Science using OAKS Online. For the Mathematics, Science, and Social Sciences Assessments, side-by-side Spanish translations are available for ELL students. For more information, see Appendix H – OAKS Online Assessments and Appendices I – L for subject specific administration requirements.

- **OAKS Online Writing Performance Assessment**. ODE will offer an online option for the Writing Performance Assessment in 2009-10. ODE has yet to determine the grades at which the online option will be available. For more information, see Appendix M - Requirements for the OAKS Writing Performance Administration. ODE will update Appendix M with more information on the online option in October 2009.

- **English Language Proficiency Assessment (ELPA)**. All students eligible for services under Title III of the No Child Left Behind Act of 2001 (NCLB) must be tested annually to determine their level of English Language Proficiency. The English Language Proficiency Assessment (ELPA) is Oregon’s computer-delivered assessment testing student proficiency in listening, speaking, reading, and writing in English, grades K-12. For more information,
Paper Tests

- **OAKS Writing Performance Assessment.** The Writing Performance Assessment is a required assessment for the general student population. Each student has one opportunity to be assessed. Students enrolled in grades 4 and 7 must take the assessment during the winter writing window. Districts must choose whether to assess students enrolled in high school either during the winter or the spring writing window. High school students must not participate in both the winter and the spring writing window. At the district’s discretion, eligible students (Table 1) may take the Writing Performance Assessment in either English or Spanish. For more information, see Appendix M - Requirements for the OAKS Writing Performance Administration.

- **OAKS Paper/Pencil (includes Reading, Mathematics, and Science Assessments).** OAKS Paper/Pencil is an available option for students whose Individualized Educational Program (IEP) or 504 Plan indicates that the student would benefit from a Paper/Pencil Assessment. Students who are not on either an IEP or 504 Plan may only access OAKS Paper/Pencil if the school determines that OAKS Online is not appropriate for that student to demonstrate his or her level of proficiency. In such instances, the district must document the student’s needs justifying use of OAKS Paper/Pencil. For the Mathematics and Science Paper/Pencil Assessments, Spanish and Russian translations are available options for ELL Students. For more information, see Appendix N – OAKS Paper and Pencil.

- **OAKS Braille or Large Print (includes Reading, Writing, Mathematics, and Science Assessments).** OAKS Braille or Large Print is available for any student who would benefit. Spanish and Russian translated Assessments are available for ELL Students. For more information, see Appendix P – OAKS Braille or Large Print Administration.

- **OAKS Extended Assessments (include Reading, Writing, Mathematics, and Science).** OAKS Extended Assessments are available options for students whose IEPs specify an alternate assessment. For more information, see Appendix O – OAKS Extended Assessment.

- **PSAT/NMSQT®.** All high school sophomores must be given the opportunity to take the Preliminary Scholastic Achievement Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) unless the district has already received a waiver for the 2009-10 school year. Individual students enrolled in a public school operated by a school district may obtain a waiver from the school district for participating in this assessment upon request from the student or the student’s parent or guardian. According to rules established by the National Merit Scholarship Corporation, students must take the PSAT/NMSQT® while in grade 11 to be eligible for certain scholarships. While districts may choose to offer the PSAT/NMSQT® to additional students in grades other than grade 10, districts should note that the state will only fund PSAT/NMSQT® testing for students in grade 10. For more information, see Appendix F – PSAT/NMSQT® Administration.

- **Aprenda.** Aprenda is a 3rd grade Spanish Reading Assessment for eligible Spanish-speaking English Language Learners (Table 1). This assessment is voluntary and will not meet state or
federal testing requirements. For more information, see Part VII – English Language Learners and Appendix C – Requirements for Aprenda Administration.

- **NAEP.** The National Assessment of Educational Progress (NAEP) is a national assessment of what America’s students know and can do in various subjects. In the 2009-10 school year, NAEP will be administered to students in grades 4, 8, and 12 only in schools selected by the National Center for Education Statistics to represent Oregon. For more information see Appendix G – NAEP Administration.

### Student Access to OAKS Online, OAKS Paper/Pencil, Braille or Large Print, or OAKS Extended

| STUDENT ACCESS TO OAKS ONLINE, OAKS PAPER/PENCIL, BRAILLE OR LARGE PRINT, OR OAKS EXTENDED | If a student is assessed using OAKS Paper/Pencil, Braille or Large Print, or OAKS Extended, that student must not have access to OAKS Online. Students who have not previously used the OAKS Online system should use the Sample OAKS Online tests to determine if the format of OAKS Online is appropriate for that student before testing begins. The Sample OAKS Online tests may also be used as an additional tool to help identify accommodations that might improve a student's access to the OAKS Online system. In cases where the district administers an OAKS Online test to a student whose IEP indicates OAKS Paper/Pencil, 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. |

**Standard Test Administration**

Most students will take grade level assessments under standard administration conditions. Standard administration conditions are those in which the student takes the test in a manner consistent with the policies and procedures contained in this Test Administration Manual and those accommodations located at [http://www.ode.state.or.us/search/page/?=487](http://www.ode.state.or.us/search/page/?=487). A score obtained under standard administration conditions is valid for determining whether a student does not yet meet, meets, or exceeds the achievement standard.

| STANDARD TEST ADMINISTRATION IS REQUIRED | Non-standard test administration will result in tests that are invalid. |

Oregon’s OAKS Online assessment is an adaptive assessment, which means that the items presented to the student vary in difficulty based on the student’s performance on the previous item. Therefore, the state creates a grade-level item pool rather than a single pre-made test for each grade level. The computer selects questions based on the answer a student gives to a test item, which in
turn determines the difficulty of the next item that the computer will select. Because the computer “pushes” students to find out their highest ability, OAKS Online tests will appear to be difficult to virtually every student. All items are presented at the student’s appropriate grade level via the online system (OAKS Online). Assessments are also available to students with disabilities for each subject in paper and pencil versions as a single “wide-range” form that is non-adaptive and consists of up to 60 items, depending on subject and grade. References to a Standard Administration include Paper/Pencil administration with translations in Spanish or Russian, Braille or Large Print, OAKS Extended Assessment, or OAKS Online Side-by-Side translated tests in Spanish. For students potentially requiring assessment other than through OAKS Online, the appropriate test(s) should be determined by each student’s Limited English Proficient (LEP) and/or IEP teams as applicable, on an individual student basis for each subject.

Parent Requests for Exemption from State Testing

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

When reviewing a parent’s request for exemption, school district personnel should first discuss the use of accommodations with the parent to determine whether the use of any appropriate accommodations during testing might address the parent’s concerns and allow the student to participate in state testing. Students who are enrolled in school during the statewide test window who are not tested due to a parent-requested exemption must be counted as non-participants (see p. Q-3 for instructions on noting the exemption in Student Centered Staging).

School-Imposed Test Windows

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

School-imposed test windows for the OAKS Online Assessments must:
• Begin no later than the start date for the statewide OAKS Paper/Pencil test window identified in the 2009-10 Test Schedule;
• End no later than the end date for the statewide OAKS Online test window identified in the 2009-10 Test Schedule; and
• Last for at least four calendar weeks.

School-imposed test windows for the OAKS Paper/Pencil Assessments must:
• Begin no earlier than the start date for the statewide OAKS Paper/Pencil test window identified in the 2009-10 Test Schedule;
• End no later than the end date for the statewide OAKS Paper/Pencil test window identified in the 2009-10 Test Schedule; and
• Last for at least two calendar weeks.

School-imposed test windows for the OAKS Writing Performance Assessments must:
• Begin no earlier than the start date for the applicable statewide OAKS Writing Performance test window identified in the 2009-10 Test Schedule;
• End no later than the end date for the applicable statewide OAKS Writing Performance test window identified in the 2009-10 Test Schedule; and
• Last for at least two calendar weeks.

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

In contrast, a school must count as non-participants all students who are enrolled in the school during the school-imposed test window but who do not test in the appropriate grade. If a school continues to test any students after the school-imposed test window has ended, ODE may not honor the school-imposed test window and may disallow the use of Administration Code 8.

**Students**

**All Students in Identified Grades Will Be Included**

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

All students in the grades identified below must take the Oregon Statewide Assessments, including students re-enrolled in the same grade as in the prior year. Students enrolled in grade 10 who took the grade 10 assessment while enrolled in grade 8 or 9 and have already met the high school achievement standard are not required to be retested. However, students enrolled in grade 10 who took the grade 10 assessment while enrolled in grade 8 or 9 and have not yet met the high school
achievement standard are required to be retested. In addition to students currently enrolled in grade 10, the State Board has defined a grade 10 student as “a student who was first enrolled in grade 9 in the student’s most recent previous year in school.” This definition ensures that students who skip from grade 9 to grade 11 or repeat grade 9 will receive the grade 10 assessment. Further, it is the district’s responsibility to determine whether a student is retained in grade 10. Any student submitted by the district as being enrolled in grade 10 (regardless of their prior grade) on the first school day in May must take the high school tests.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age on September 1</th>
<th>Grade</th>
<th>Age on September 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>8 years</td>
<td>8</td>
<td>13 years</td>
</tr>
<tr>
<td>4</td>
<td>9 years</td>
<td>9</td>
<td>14 years</td>
</tr>
<tr>
<td>5</td>
<td>10 years</td>
<td>10</td>
<td>15 years</td>
</tr>
<tr>
<td>6</td>
<td>11 years</td>
<td>11</td>
<td>16 years</td>
</tr>
<tr>
<td>7</td>
<td>12 years</td>
<td>12</td>
<td>17 years +</td>
</tr>
</tbody>
</table>

During 2009–10 students in grades 11 or 12 who have not yet met the achievement standard may retest in the Oregon Statewide Assessments, although they are not required to do so. While retests are not mandatory, districts should have testing opportunities available for those students who wish to retest.

**Targeted Assessment**

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

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

For students enrolled in grades 3-7, an assessment appropriately targeted to a higher grade level can meet the participation requirement for the required content areas, and the student does not need to also take the grade level assessment.
Students in grade 8 may only elect to take a high school level assessment if they have received instruction in the content area at the high school level. 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 10 year. If a student enrolled in grade 8 takes the high school level assessment and does not meet the high school achievement standard, the student must retest in the student’s grade 10 year or the student will be counted as a non-participant in the student’s grade 10 year.

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

| **Testing Students Enrolled in Grade 9** | It is best practice that students enrolled in grade 9 should only take the high school level assessment if they have received instruction at the grade 10 level as defined by the school district. |

For OAKS Online, an electronic file must be submitted with student information one week prior to testing if the student is to take an assessment at a higher grade level than the grade of enrollment. This will be facilitated by your Regional Assessment Support ESD partner.
PART VII – ENGLISH LANGUAGE LEARNERS

Students eligible for services under Title III of the No Child Left Behind Act of 2001 (NCLB) are referred to as Limited English Proficient (LEP) students in federal legislation. State documentation typically refers to such students as English Language Learners (ELL). All ELL students are considered eligible to participate in the Oregon Statewide Assessments. Federal law and ensuing case law require that ELL students be given equal opportunity to participate in and benefit from any program or activity customarily granted to all students. Because ELL students must be offered instruction at their grade level, they are not eligible to take an Extended Assessment unless they are on an Individualized Education Program (IEP).

Oregon Statewide Assessments offered in a student’s language of origin are considered standard administration, and eligible student scores meeting the achievement standard count as meeting the standard in Adequate Yearly Progress (AYP) calculations. The languages for which Oregon currently offers translations are Spanish and Russian. For information about the available language options for specific assessments, see Part VI – Students and Assessment Options.

<table>
<thead>
<tr>
<th>TABLE 1</th>
</tr>
</thead>
</table>

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

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

Each student must be considered individually for each assessment on the basis of what is in the best interest of the student, not on participation in a particular program or identification as an English Language Learner. An instructional team consisting of the student’s parent or guardian and/or the student; Migrant, ESL, Bilingual, or Title I teachers; the student’s classroom teacher; and other knowledgeable professionals should make the determination of whether to test the student under standard conditions including the accommodations located at http://www.ode.state.or.us/search/page/?=487. This team should be familiar with the individual student’s abilities and areas of need and should weigh the following types of evidence:
Assessment Options for All ELL Students

- ELL students may take a standard administration with or without accommodations.
- Eligible students (Table 1) may respond in Spanish on the writing assessment. This is a standard administration.
- ELL Students may take English-Spanish or English-Russian versions. A side-by-side English-Spanish version is available for Online, Paper/Pencil, Large Print, or Extended Assessments. A side-by-side English-Russian version is available for Paper/Pencil, Large Print, or Extended Assessments. These are standard administration.
- ELL Students who are also on IEPs should follow the recommendations of their IEP team, which may include administration of the test using Accommodations specific to the student’s needs (see the Accommodations Tables located at http://www.ode.state.or.us/search/page/?=487).

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

All students eligible to receive services under Title III of NCLB must take the English Language Proficiency Assessment (ELPA). ELL students take the ELPA annually until the district submits a Category 1C record (Exited) on the Spring LEP Collection. This typically occurs when a student scores at the Advanced Level on ELPA. The table below shows the enrollment date and required tests for ELL students. Note: the enrollment date applies to enrollment anywhere in the United States, not just in Oregon or in your school.

<table>
<thead>
<tr>
<th>Enrollment Timing</th>
<th>Date of Enrollment in Any U.S. School</th>
<th>Tests Required This Year (2009-10)</th>
<th>Tests Required Next Year (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled “late” this year</td>
<td>5/2/10 – end of current school year</td>
<td>ELPA</td>
<td>ELPA*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OAKS Math**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OAKS Science*</td>
</tr>
<tr>
<td>Enrolled “late” the preceding year or earlier this year.</td>
<td>5/2/09- 5/1/10</td>
<td>ELPA*</td>
<td>ELPA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OAKS Math**</td>
<td>OAKS Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OAKS Science***</td>
<td>OAKS Science***</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OAKS Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OAKS Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
</tr>
</tbody>
</table>
Spanish Responses to the Writing Assessment at grades 4, 7, and 10

To achieve the goal of including all students in the Oregon Statewide Assessments, Oregon’s ELL students have the option of responding in Spanish to an English-Spanish version of the Writing Performance Assessment prompts. Spanish prompts are available for download by the District Test Coordinator (DTC) through ODE’s secure district Web site. Eligible ELL students completing their writing assessment in a language other than English will count as a standard administration for report card purposes (note: the Writing Assessment is not currently included in AYP calculations).

Aprenda (3rd grade Reading Assessment in the Spanish language)

Taking the Aprenda Assessment is an option for eligible students enrolled in grade 3 (Table 1), although Aprenda will not count toward either AYP or Report Card. Districts must use OAKS Reading/Language Arts for accountability reporting for all students except those students who are eligible to take the ELPA in place of the OAKS Reading/Language Arts. (See Table 2 for assessment requirements). Note: the Aprenda is not currently included in AYP calculations.

Aprenda is only available in Paper/Pencil format and must be administered during the Aprenda testing window identified in Appendix C - Requirements for Aprenda Administration. Aprenda tests must be ordered by the DTC through ODE’s secure district Web site.

Side-by-Side Translated Test Documents

Taking the Side-by-Side English-Spanish or English-Russian versions of the Mathematics, Science, or Social Sciences OAKS Tests as available is a standard administration.

OAKS Online offers Side-by-Side English-Spanish versions in Mathematics, Science, and Social Sciences. Paper/Pencil Side-by-Side English-Spanish tests for Mathematics and Science can be
ordered from ODE by the DTC. Paper/Pencil Side-by-Side English-Russian tests for Mathematics and Science are available for download by DTCs through ODE’s secure district Web site.

**English Language Proficiency Assessment (ELPA)**

In Oregon, students eligible to receive services under Title III (Table 1) are tested using the English Language Proficiency Assessment (ELPA). ELPA is a computer-delivered assessment testing student proficiency in listening, speaking, reading, and writing in English, grades K-12. This test is not intended to measure grade level mastery of the English/Language Arts content, but rather to measure the student’s readiness to receive grade level instruction delivered in English and supported by English language instructional materials.

Students eligible for services under Title III 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 the first school day in May of the previous academic year and served by an ESL program. For these students, in calculations of Adequate Yearly Progress (AYP) under NCLB, participation in ELPA can be substituted for participation in the Reading/Literature test. For purposes of the Report Card, participation in ELPA can also be substituted for participation in the Statewide Writing test. This substitution is processed automatically by ODE based on student records submitted by the district.

**Participation in the ELPA**

Under Title III of the No Child Left Behind Act of 2001 (NCLB), all students eligible for services under Title III must be tested annually to determine their level of English Language Proficiency until the student is deemed proficient in English. This remains true regardless of whether the student actually receives services. Students eligible for services under Title III are referred to as Limited English Proficient (LEP) students in federal legislation. State documentation typically refers to such students as English Language Learners (ELL).

Currently this proficiency is defined with a composite score that comprises the four domains of reading, writing, speaking, and listening. The current design of ELPA prohibits some students with disabilities from fully accessing this assessment. For example, a student who is deaf is unable to meaningfully participate in the listening component. The following section explains options available for these students.

**ELPA Participation for Students with IEPs**

While NCLB (Sections 1111(b)(3)(C)(ix)(III)) and 1111(b)(3)(C)(x)) requires assessment of all students eligible to receive services under Title III, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) provides guidance for including students with disabilities in these assessments. For more information about assessing students with disabilities, see Part VIII - Students with Disabilities.

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

1) Take the assessment with accommodations included in the ELPA Accommodations Table located at http://www.ode.state.or.us/search/page/?id=487. This document is updated quarterly.

2) Be exempted from ELPA by parent request based on disability or religion (see p. 28). This request must be in writing and on file in the district. Districts will decide the frequency of the submission.

3) Take only part(s) of the ELPA under the direction of the IEP team. For a small percentage of students with disabilities, the specific nature of the student’s disability may preclude the student from fully participating in all of the ELPA domains: reading, writing, listening, and speaking. In these rare cases, the IEP team may determine that the student will address only certain ELPA domains. The IEP team should document this decision on the IEP, typically in the present level of academic achievement and functional performance section. Students who do not have an IEP but who have a medical condition that prevents them from demonstrating proficiency on ELPA in a specific domain may be excused from that specific domain at the written request of the student’s parent or guardian. However, the school support team, with input from the parent, should first consider whether use of any accommodation or combination of multiple accommodations will allow the student to have access to the full assessment. Students assessed on only some of the ELPA domains based on IEP decision or parent request will be scored only on those domains. If the IEP team makes this determination for a student, the test administrator (TA) will skip the domains that the IEP team has deemed inappropriate for the student. See Appendix B – Requirements of ELPA Administration for information on administering ELPA. See Appendix Q – Accessing Student Scores Online for ELPA “ONLY” IEP Test Administration Codes. Please note that due to recent changes in interpretation of Title III by the U.S. Department of Education, the administration guidelines for students on IEPs or 504 Plans may be subject to revision.
PART VIII – STUDENTS WITH DISABILITIES

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

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

Student test records include an accommodations flag field. This flag should only be used for students on IEPs who take the general assessment with an accommodation from the ODE Accommodations Table. Test Administrators (TAs) can set the flag using the OAKS online student approval screens. Recording “Y” indicates that the student is both on an IEP and received at least one accommodation.

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

Assessment Options for All Students with Disabilities

- Students may take a standard administration of the assessment with or without accommodations.
- Students may take the Extended Assessment in any or all of the subject areas: Extended Reading, Extended Writing, Extended Mathematics, or Extended Science, based on the student’s IEP, if applicable.
- Students eligible for English Language Development Services and served under an IEP may participate in ELPA according to the options listed on page 36 of this manual.

Braille or Large Print Assessments

For those students who would benefit, instructions on obtaining, administering, and submitting Braille or Large Print tests are located in Appendix P - Braille or Large Print Administration.
Extended Assessment

The Extended Assessments are Oregon’s alternate assessments. The Extended Assessments are individually administered performance assessments for students with the most significant cognitive disabilities as determined by the student’s IEP team. These students are typically working within a specialized curriculum and/or are receiving instruction that has been significantly adapted in order to allow access to grade-level content. Extended Assessments measure a student’s achievement in the grade-level content in four subject areas: Reading, Writing, Mathematics, and Science. Student achievement is judged against alternate achievement standards that are set by the state. Students on IEPs should only be considered for the Extended Assessments when they are unable to participate in the general assessments under standard testing conditions, even with Accommodations.

To use this option, an Extended Assessment must be explicitly identified on the IEP as the most appropriate assessment. In addition to Test Administration and Security Training, any individual administering the Extended Assessment must participate in a state-approved Extended Assessment Qualified Assessor (QA) or Qualified Trainer (QT) Training. For more information on these trainings visit the Extended Assessment Web site at [http://www.ode.state.or.us/search/results/?id=178](http://www.ode.state.or.us/search/results/?id=178).
Appendix A: 2009-2010 Oregon Statewide Testing Schedule (Updated 10/30/2009)

Oregon Department of Education, Office of Assessment and Information Services, 255 Capitol Street NE, Salem 97310 www.ode.state.or.us/go/asmtadmin
For more information, contact your Regional Assessment Support Partner (http://www.ode.state.or.us/wma/teachlearn/testing/oaks/esdpartners0910.pdf)

This schedule of state test windows and shipping dates gives School Districts flexibility to set local test windows.

NOTE: Footnotes do not provide comprehensive test administration information. Please refer to the 2009-2010 Test Administration Manual for detailed requirements and instructions.

<table>
<thead>
<tr>
<th>ONLINE TESTS</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAKS Online</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Literature A, B, C</td>
<td></td>
<td></td>
<td></td>
<td>10/7-5/17 E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics A, B, C, D</td>
<td></td>
<td></td>
<td></td>
<td>10/7-5/17 E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science A, B, D, F</td>
<td>10/7-5/17 E</td>
<td></td>
<td></td>
<td>10/7-5/17 E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences U, G</td>
<td>10/7-5/17 E</td>
<td></td>
<td></td>
<td>10/7-5/17 E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing A, K, L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Reading/Literature J</td>
<td>3/29-4/23 E</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELPA</td>
<td>Grades K-1</td>
<td>Grades 2-3</td>
<td>Grades 4-5</td>
<td>Grades 6-8</td>
<td>High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State test is required each year for all students eligible to receive NCLB Title III services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1/21 – 5/10 E, H</td>
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</tr>
</tbody>
</table>

A) High School assessment is required of all 10th grade students. 9th graders may also take the assessment. 11th & 12th graders may take the assessment if they haven't yet passed.
B) Three online testing opportunities per school year. Students taking OAKS Paper/Pencil, Braille, or Large Print should not be given access to OAKS Online.
C) Required test for students in grades 3 through 8, and in High School.
D) Both English-only and English-Russian formats are available.
E) Online testing will be suspended on 10/16, 11/27, 3/19, and 4/16 due to ODE furlough days.
F) Required test for students in grades 5, 8, and in High School.
G) Optional test for students in grades 5, 8, and in High School. Each student has two online testing opportunities in social sciences per school year.
H) Data for students tested on or after 5/1/10 will be in student staging by 7/15/10.
I) New OAKS Assessment for 2009-10. Additional information will be available by March 1, 2010.

<table>
<thead>
<tr>
<th>PAPER TESTS</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAKS Writing</td>
<td></td>
<td></td>
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<tr>
<td>Spring Writing A, K, L</td>
<td></td>
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<tr>
<td>OAKS Paper/Pencil including Braille or Large Print</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics A, I, J</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>OAKS Extended</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Extended Reading A</td>
<td>2/18 - 4/28</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Extended Mathematics A</td>
<td>2/18 - 4/28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Science A</td>
<td>2/18 - 4/28</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Extended Writing A</td>
<td>2/18 - 4/28</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Preliminary SAT (PSAT/NMSQT®)

| 2009 PSAT/NMSQT® |         |         | 10/14 | 10/15 |

National Assessment of Educational Progress (NAEP)

| NAEP | Selected Schools | 1/25 – 3/5 | 1/25 – 3/5 | 1/25 – 3/5 | N/A |

A) High School assessment is required of all 10th grade students. 9th graders may also take the assessment. 11th & 12th graders may take the assessment if they haven't yet passed.
B) Available for students whose IEP or 504 Plan requires OAKS Paper/Pencil, Braille, or Large Print administration, or in situations where the school district documents a student exception. One testing opportunity per school year. Students taking OAKS Paper/Pencil, Braille, or Large Print should not be given access to OAKS Online.
C) English-only, English-Spanish, and English-Russian formats are available.
APPENDIX B — REQUIREMENTS FOR ELPA ADMINISTRATION

Updated October 30, 2009

In the 2009-10 school year, ODE will offer the English Language Proficiency Assessment (ELPA) through the OAKS Online System. ODE has updated this Appendix to include student directions for ELPA administration. NOTE: Districts administering the ELPA should also see Appendix H – OAKS Online Assessments for general instructions for administering assessments through the OAKS Online System.

Oregon’s ELPA is a required assessment under the Oregon Statewide Assessment System. Additionally, federal law requires that states assess all students who are English language learners to determine their English language proficiency. Currently this proficiency is determined based on a composite score that comprises the four domains of reading, writing, speaking, and listening. See Part VII – English Language Learners for English language learner assessment options.

The ELPA assesses the four domains required by No Child Left Behind—listening, speaking, reading, and writing—within 5 grade bands: K-1, 2-3, 4-5, 6-8, and 9-12. The ELPA is administered in two sections:

1. Listening, Reading, and Writing
2. Speaking

General Instructions for Administering ELPA

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

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year.
- Locate student information prior to testing with the ELPA, including:
  - SSID
  - Student’s legal name
  - Student’s enrolled grade
- Examine the test environment for non-allowable resources. Only allowable resources may be visible during testing. Allowable resources for the ELPA are provided below.
- Familiarize students with the test format by allowing them to take sample tests.
- Review the student directions prior to testing.
- Read the appropriate script to all students verbatim prior to beginning each test (these are the ONLY instructions you may give to students).

Breaking up the Test

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

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

- If you know you will be administering the test in multiple sessions, remind students before they begin that they will be resuming the test at another date/time.
- A student returning to an ELPA test will start on the same number the student was working on previously.
- When resuming a test, TAs should review the process and instructions for beginning a test.

Testing Procedure

1. Several days prior to the day of testing, review this Test Administration Manual. Pay special attention to Part III - Student Confidentiality, Part IV - Test Security, and Part VII – English Language Learners.
2. Review your notes from 2009-10 Test Administration training. Immediately contact your School Test Coordinator (STC) if you have not been trained this year.
3. Minimize interruptions or disturbances during testing by posting a TESTING – PLEASE DO NOT DISTURB sign while testing is in progress.
4. Plan time for make-up testing for students who are absent for any portion of the regular testing period. Every effort must be made to ensure that all students have an opportunity to complete the assessments.
Allowable Resources

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

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

<table>
<thead>
<tr>
<th>ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE ELPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Blank scratch paper (Must be securely shredded immediately following each testing event)</td>
</tr>
<tr>
<td>• Auditory amplification devices, hearing aids, noise buffers</td>
</tr>
<tr>
<td>• Transparent sheets (clear or tinted) to protect test materials or to improve focus</td>
</tr>
<tr>
<td>• Masks/markers to limit distractions</td>
</tr>
<tr>
<td>• Headset</td>
</tr>
</tbody>
</table>

Accommodations

There are a number of allowable supportive administration conditions for the ELPA (see the ELPA Accommodations Table located at http://www.ode.state.or.us/search/page/?=487.).

For information regarding participation in ELPA for students with disabilities, see Part VII – English Language Learners.

Student Skill Requirements

It may prove valuable for the TA to be able to speak the student’s language of origin to better assist students in addressing the various formats found among test items. **While it is a violation of test security for a TA to translate individual items, it is an acceptable accommodation for the TA to provide translation of the audio instructions** (See the ELPA Accommodations Table located at http://www.ode.state.or.us/search/page/?=487).

In addition to properly configuring computer systems to run the ELPA, school staff should ensure that students have the computer skills necessary to take the ELPA. Table B.1 below describes skills students will need to receive a valid score on the ELPA. Websites and computer programs offering opportunities for students to practice or to demonstrate these skills are included among the training links described in the next section.
Table B.1 Technology Skills Needed for ELPA Access.

<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>Point and click mouse skills</td>
<td>Speak into a microphone. Point and click mouse skills</td>
<td>Point and click mouse skills</td>
<td>Point and click mouse skills</td>
</tr>
<tr>
<td>2-3</td>
<td>Point and click mouse skills</td>
<td>Speak into a microphone. Point and click mouse skills</td>
<td>Point and click mouse skills</td>
<td>Point and click mouse skills</td>
</tr>
<tr>
<td>4-5</td>
<td>Point and click mouse skills</td>
<td>Speak into a microphone. Point and click mouse skills</td>
<td>Point and click mouse skills</td>
<td>Point and click mouse skills and keyboard words, phrases, and sentences</td>
</tr>
<tr>
<td>6-8</td>
<td>Point and click mouse skills</td>
<td>Speak into a microphone. Point and click mouse skills</td>
<td>Point and click mouse skills</td>
<td>Point and click mouse skills and keyboard words, phrases, sentences and paragraphs</td>
</tr>
<tr>
<td>9-12</td>
<td>Point and click mouse skills</td>
<td>Speak into a microphone. Point and click mouse skills</td>
<td>Point and click mouse skills</td>
<td>Point and click mouse skills and keyboard words, phrases, sentences and paragraphs</td>
</tr>
</tbody>
</table>

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

IEP/504 Administration Guidelines

TAs must follow the instructions below when administering the ELPA to a student with IEP participation requirements. It is imperative for proper scoring of the ELPA that the TA confirms that the District Test Coordinator correctly entered the student’s IEP code in Student Centered Staging. Web resources for this information may be found at:

Office of Assessment and Information Services  B-4  Oregon Department of Education
To modify the Speaking domain:

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

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

Subsequent speaking questions, TA says verbatim:

Test Administrator

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

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

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

To modify Writing prompts requiring more than a Point and Click response:

If the IEP/504 states the student will not participate with this domain, the TA may enter random answers for the student for each question.

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

Student Directions for ELPA

Read the boxed text verbatim to all students when they are first seated at the computer. Note: The directions below may be translated to the student’s language of origin and will count as a standard administration. Spanish and Russian directions are provided below.

1. Introduction

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 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.

Note: 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 or she will only be able to review and change responses to items from the last presented item set.

2. Enter the Session ID, First Name, and SSID

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

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.
3. Verify Students’ Information

The third screen calls for verification of student 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.

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.

4. Select Test

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

The TA should monitor the student’s selection when sessions are open to multiple subjects. Remember that the ELPA test is separated into two sections; be sure to specify the specific ELPA section that students should select within the test session.

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.

5. Approve the students’ tests from the Session Management Screen

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 you approve students, they will need to verify that their test subject and test enhancements are correct.

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.

6. Record and Playback Verification

Prior to the testing, test administrators should verify that computers used for the ELPA test are equipped with the correct headsets (authorized by ODE). Specific attention should be given to make sure students are not using personal headphones.

After verifying their test subject and settings, the student will walk through a few simple steps to ensure that the headphones and microphone are working properly.

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.
If the student is having trouble, check the placement of the headphones and microphone and try the test again. If there is still trouble, check the connection of the headphones and microphone to the computer. Finally, if the system still does not work, contact your Regional Assessment Support ESD Partner.

The next screen will ask you to record your name. Press the round button to begin recording, and clearly say your name into the microphone. When you are done, press the round button again to stop recording.

After you have recorded your name, a new screen will appear and your recording will play back. If you are able to hear your name, select YES. If you do not hear your name, select TRY AGAIN. This will take you back to the recording screen where you can try recording your name again.

If you continue to have problems on this screen, select PROBLEM and I will be around shortly to assist you.

La próxima pantalla le pedirá que grabe su nombre. Oprima el botón redondo para comenzar la grabación y diga claramente si nombre en el micrófono. Cuando termine oprima de nuevo el botón rojo para detener la grabación.

Después de haber grabado su nombre, aparecerá una nueva pantalla y reproducirá su grabación. Si puede oír su nombre, seleccione YES (sí). Si no puede oír su nombre, seleccione TRY AGAIN (Inténtelo nuevamente). Esto le llevará de nuevo a la pantalla de grabación y podrá grabar su nombre otra vez.

Si continua teniendo problemas con la grabación, seleccione PROBLEM y me acercaré a ayudarle prontamente.

7. Continue to Your Test

After verifying that your headset plays and records correctly, you will see a tutorial page listing the test tools and buttons that will appear on the test. Please read this over carefully. You can also access it during your test by clicking on the Help button in the top-right corner.

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

Después de verificar que sus audífonos y grabación funcionan correctamente, verá una página de instrucciones con una lista de herramientas y botones que aparecerán en el examen. Por favor, lea estas instrucciones cuidadosamente. También podrá accederlas durante el examen al oprimir el botón Help (ayuda) en la esquina superior derecha.

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

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

Students are now ready to start their test.

8. Observe while students take the tests

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

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

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

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

Es importante que trate de hacer lo mejor que pueda. ¿Necesita pausar el examen y tomar un descanso?
9. **Finishing the testing session**

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

<table>
<thead>
<tr>
<th>We are nearing the end of this testing period. Please review any marked items now. If you need additional time let me know!</th>
</tr>
</thead>
</table>

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

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

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

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

**NOTE:** Additional information on administering the ELPA through the OAKS Online test delivery system will be available for TAs in an ELPA TA User Guide, available on ODE’s website in December 2009.
APPENDIX C – REQUIREMENTS FOR APRENDA ADMINISTRATION

The Aprenda Spanish Reading Assessment is an optional assessment for eligible students in grade 3. Student eligibility is defined in Table 1 of Part VII – English Language Learners. The Aprenda Spanish Reading Assessment will not count toward either AYP or Report Card. Districts must use OAKS Reading/Literature for accountability reporting for all students except those students who are eligible to take the ELPA in place of the OAKS Reading/Literature. (See Table 2 for English Language Learner assessment requirements).

Ordering Aprenda Test Materials

Schools must order the Aprenda Assessment through the District Test Coordinator (DTC). The DTC must order Aprenda Assessment materials through the ODE Web site at https://district.ode.state.or.us. For precoded Aprenda tests, DTCs must submit a student file under Consolidated Collections. For specific deadlines, please visit the Schedule of Due Dates (for ordering/precoding) at https://district.ode.state.or.us/apps/info/.

Test Procedures

The test materials which the district will receive include test booklets, labels for the test booklets, and an administration manual. Districts administering the Aprenda must complete testing between March 8, 2010 and April 9, 2010. Students mark their answers directly in the test booklet.

Returning Multiple Choice Test Materials to District Test Coordinators

The completed booklets must be returned to your DTC, who is responsible for shipping the booklets to Pearson Company for scoring by April 19, 2010. Pearson Company will schedule a FedEx pick up for return shipment. The materials must be packaged by the pick up date, but no return labels are necessary.

DTCs should direct questions to your Regional Assessment Support ESD Partners.
APPENDIX D – REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS

Updated December 10, 2009

In December 2009, the State Board of Education adopted permanent revisions to OAR 581-022-0615: Assessment of Essential Skills (available on p. D-5). In addition, the State Board adopted a new policy regarding ELL students and the assessment of Essential Skills. This new policy is described on p. D-4.

Essential Skills Requirements for the Graduating Class of 2012

In August 2009, the State Board adopted an emergency amendment to OAR 581-22-0615: Assessment of Essential Skills. As amended, OAR 581-022-0615 now states that the graduating class of 2012 will be required to demonstrate proficiency in the Essential Skill of “Read and comprehend a variety of text” in order to receive a high school diploma.

The State Board voted to defer the proficiency requirement for the Essential Skills of “Write clearly and accurately,” “Apply mathematics in a variety of settings,” and “Speak clearly and coherently” for the purpose of receiving a high school diploma. However, districts must continue assessing student proficiency in these Essential Skills in the 2009-10 school year.

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

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>Read and comprehend a variety of text</th>
<th>Write clearly and accurately</th>
<th>Apply mathematics in a variety of settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>Required</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>After 2014</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
</tbody>
</table>

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

- Listen actively and speak clearly and coherently;
- Think critically and analytically across disciplines;
- Use technology to learn, live and work;
- Demonstrate civic and community engagement;
- Demonstrate global literacy;
- Demonstrate personal management and teamwork skills.
Students may demonstrate proficiency in these Essential Skills using any of the assessment options and corresponding achievement standards included in the following section. Additionally, students may use new assessment options as they are approved by the State Board of Education. The Assessment of Essential Skills Review Panel will provide the State Board of Education with recommendations regarding the phase-in of additional assessment options to demonstrate proficiency in the Essential Skills. For more information, ODE’s website includes helpful links related to the Assessment of Essential Skills (see http://www.ode.state.or.us/search/page/?=2042).

**Assessment Options**

**Assessment Option and Achievement Standard Matrix**

The following table summarizes the approved assessment options available as of October 30, 2009 for the graduating class of 2012. This table also includes approved assessment options for the Essential Skills of Writing and Mathematics. Please note that while the State Board of Education may either raise or lower the achievement standards for future graduating classes, the achievement standards included in the table below are the established standards which will apply to the graduating class of 2012.

<table>
<thead>
<tr>
<th><strong>ESSENTIAL SKILL</strong></th>
<th><strong>ASSESSMENT OPTIONS (ONLY ONE ASSESSMENT IS REQUIRED PER ESSENTIAL SKILL)</strong></th>
<th><strong>ACHIEVEMENT STANDARD (MAXIMUM LEVELS, LOWER LEVELS MAY BE SET BY ODE)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and comprehend a variety of text</td>
<td>Oregon Assessment of Knowledge and Skills (OAKS) Reading Assessment</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>ACT</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>PLAN</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Work Keys</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Compass</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>ASSET</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>SAT</td>
<td>440</td>
</tr>
<tr>
<td></td>
<td>PSAT</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>2 Reading Work Samples: at least one informational reading selection (the second reading selection may either be informational or literary)</td>
<td>Score: 12 across the three required traits for each work sample (each trait must receive an individual score of at least 3). (Work samples are locally scored with the Official State Reading Scoring Guide)</td>
</tr>
<tr>
<td>Write clearly and accurately (Phases in for graduating class of 2013)</td>
<td>OAKS Writing Performance Assessment</td>
<td>40 Composite Score: Average of 4 on each of the four required traits.</td>
</tr>
</tbody>
</table>
### Essential Skill | Assessment Options (Only one assessment is required per essential skill) | Achievement Standard (Maximum levels, lower levels may be set by panel/ODE)
--- | --- | ---
Apply mathematics in a variety of settings (Phases in for graduating class of 2014) | 3 Writing Work Samples (one each for all of the following): expository persuasive narrative | Score: 4 on each of the four required traits for each of the three work samples. (Work samples are locally scored with the Official State Writing Scoring Guide)
| OAKS Mathematics Assessment | 236 |
| ACT | 19 |
| PLAN | 19 |
| Work Keys | 5 |
| Compass | 66 (Intermediate Algebra Test) |
| ASSET | 41 (Intermediate Algebra Test) |
| SAT | 450 |
| PSAT | 45 |
| 2 Mathematics Work Samples (one each for two of the following): geometry algebraic relationships statistics/probability | Score: 4 on each of the four strands plus accuracy. (Work samples are locally scored with the Official State Mathematics Problem Solving Scoring Guide)

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

### Proposing New Assessment Options

The Assessment of Essential Skills Review Panel (AESRP) is composed 23 members representing K-12 education, post-secondary institutions, and business/industry. The panel will review and recommend additions or changes to the list of approved Essential Skills assessment options, basing their recommendation on evidence provided by the school districts, research organizations, and other experts that the proposed assessment option accurately measures the Essential Skill. For more information about the AESRP, please visit [http://www.ode.state.or.us/go/AESRP](http://www.ode.state.or.us/go/AESRP).
March 2010 Addendum

In accordance with OAR 581-022-0615 Assessment of Essential Skills, should the State Board adopt any new Essential Skills graduation requirements that would impact current 8th graders, ODE will issue these additional Essential Skills requirements by March 1, 2010.

English Language Learners

On December 3, 2009, the State Board of Education voted to adopt a policy allowing a small number of Limited English Proficient (LEP) students the option of demonstrating the Essential Skills in a language other than English.

Based on a recommendation by the Assessment of Essential Skills Review Panel (AESRP), an advisory group comprised of K12 and higher education representatives, the policy maintains the rigor of the Oregon diploma while allowing students more flexibility in demonstrating their proficiency in the Essential Skills required for graduation.

This policy addresses the needs of a small group of highly skilled, highly motivated students who have not had sufficient time in the US to gain the English language skills necessary to demonstrate their academic content knowledge. These students must be able to meet all other graduation requirements, including credit completion, in order to graduate under this option. ODE estimates that this population would be between 250-300 students per year.

The policy, as adopted unanimously by the State Board of Education, is as follows:

1. Districts shall adopt a process to allow LEP students to demonstrate proficiency in the Essential Skill of Applying Mathematics in their language of origin using statewide or local assessments as appropriate and available.

2. Districts shall adopt a process to allow LEP students to demonstrate proficiency in Reading, Writing, and any additional Essential Skills in their language of origin using statewide or local assessments as appropriate and available if:
   a. The student has been in US schools 5 years or less
   b. The student receives at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA)

As noted above, for the Essential Skills other than Apply Mathematics, eligible LEP students will be limited to those who have been in US schools for 5 years or less (at time of graduation) and to those who have received at least a level 3 on the ELPA* (by graduation). This ensures that the policy is limited to those students who have not yet had sufficient time to fully master academic English but who have gained sufficient English skills to pursue their next steps (college, community-college, or workforce training). The rigor of these native language assessments must be equal to the rigor of English language assessment options.
Districts can expect an Oregon Administrative Rule addressing this policy to be in place by the start of the 2010-11 school year. ODE will work with stakeholders to investigate additional options for students to demonstrate their English proficiency.

Students with Disabilities

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

If a student’s IEP Team determines that the nature of a student’s disability prevents the student from demonstrating proficiency in an Essential Skill using any of the approved assessment options listed in the Test Administration Manual, the student’s IEP Team may exempt the student from the approved assessments as listed in the Test Administration Manual. The team would then determine an appropriate replacement assessment option for the student to use that addresses the Essential Skill in a format that is consistent with the student’s instructional plan and the state assessment criteria adopted by the State Board of Education.

In addition, the amended OAR 581-022-0615 now includes a provision allowing districts to modify approved assessment options for students seeking a modified diploma when certain conditions are met. These conditions are specified in Section 20 of OAR 581-022-0615, which is printed below.

Administration Conditions

When assessing Essential Skills, school and district staff across Oregon must use the same test administration procedures, and all test items, test materials, work samples, and student level testing information must be handled in a secure manner as described in Part IV - Test Security.

OAR 581-22-0615 Assessment of Essential Skills (Adopted 12/3/09)

(1) Definitions. As used in this rule:
(a) “Assessment option” means an assessment approved to assess proficiency in the Essential Skills for the purpose of earning a high school diploma or a modified diploma.
(b) “Essential Skills” means process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.
(c) “Local performance assessment” means a standardized measure (e.g., activity, exercise, problem, or work sample scored using an official state scoring guide), embedded in the school districts’ and public charter schools’ curriculum that evaluates the application of students’ knowledge and skills.
(d) “Official state scoring guide” means an evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a 1-6 point scale to help rate student work. It is used by Oregon teachers to evaluate student work samples.

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

(A) Is inconsistent with:

(i) The Test Administration Manual; or

(ii) Accompanying guidelines; or

(B) Results in a score that is invalid.

(f) “Work sample” means a representative sample of individual student work (e.g., research papers, statistical experiments, speaking presentations, theatrical performances, work experience) that may cover one or more content areas and therefore may be scored using one or more official state scoring guide(s).

At the high school level, a work sample can be used to fulfill both the local performance assessment requirement described in Section 2 of this rule and the Essential Skills requirement described in Section 3 of this rule.

(2) School districts and public charter schools that offer grades 3 through 8 or high school shall administer local performance assessments for students in grades 3 through 8 and at least once in high school. For each skill area listed in Section 17 of this rule, the assessments shall consist of:

(a) One work sample per grade scored using official state scoring guides; or

(b) Comparable measures adopted by the district.

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

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

(b) The modified diploma as established in OAR 581-022-1134.

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

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

(a) For students first enrolled in grade 9 during the 2008-2009 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skill listed in Section 16(a) of this rule:

(A) Read and comprehend a variety of text.
(b) For students first enrolled in grade 9 during the 2009-2010 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in Sections 16(a)–(b) of this rule:  
(A) Read and comprehend a variety of text; and  
(B) Write clearly and accurately.

c) For students first enrolled in grade 9 during the 2010-2011 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in Section 16(a)–(c) of this rule:  
(A) Read and comprehend a variety of text;  
(B) Write clearly and accurately; and  
(C) Apply mathematics in a variety of settings.

d) For students first enrolled in grade 9 during the 2011-2012 school year or first enrolled in grade 9 in any subsequent school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in Section 16(a)–(c) of this rule and any additional Essential Skills for which:  
(A) The State Board of Education has adopted the determination to phase in for inclusion in the high school diploma and modified diploma requirements; and  
(B) The State Board of Education has adopted assessment options by March 1 of the student’s 8th grade year.

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

(6) The Superintendent of Public Instruction shall establish an Assessment of Essential Skills Review Panel (AESRP) to make recommendations on:  
(a) The phasing in of Essential Skills for inclusion in the high school diploma and the modified diploma requirements;  
(b) Criteria for local assessment options;  
(c) The adoption of assessment options to measure students’ proficiency in the approved Essential Skills for the purpose of the high school diploma or the modified diploma; and  
(d) The achievement standards used to determine student eligibility for the high school diploma or the modified diploma.

(7) The AESRP shall work toward the goal of a system with a high degree of technical adequacy and equivalent rigor between assessment options as practicable.
(8) The AESRP shall base its recommendations on evidence provided by:
(a) School districts;
(b) Research organizations; and
(c) Other experts.
(9) The AESRP shall consist of assessment experts from:
(a) School districts, including but not limited to:
   (A) Superintendents;
   (B) Principals;
   (C) Curriculum Directors;
   (D) Educators;
   (E) Special education educators; and
   (F) English Language Learners (ELL) educators;
(b) Post-secondary education institutions; and
(c) Business partners who have expertise in:
   (A) Assessment design;
   (B) Assessment administration; or
   (C) Use of assessments
(10) The State Board of Education shall make the determination to adopt the AESRP’s recommended criteria for local assessment options, assessment options, and achievement standards for the purpose of conferring high school diplomas and modified diplomas. The determination of the State Board of Education will be final and not subject to appeal.
(11) The ODE shall issue the State Board of Education’s intentions regarding the AESRP’s recommendations by December 15 of each year and formal notice of the State Board of Education’s final determination regarding the AESRP’s recommendations by March 1 of each year as an addendum to the Test Administration Manual, which the ODE shall issue by August 1 of each year.
(12) School districts and public charter schools shall adhere to the requirements set forth in the Test Administration Manual to:
(a) Administer;
(b) Score;
(c) Manage; and
(d) Document the district and school assessments of students’ proficiency in the Essential Skills required to receive a high school diploma or a modified diploma.
(13) School districts and public charter schools shall establish conduct and discipline policies addressing student-initiated test impropriety.

(14) School districts and public charter schools shall allow students to use assessment options and achievement standards adopted in a student’s ninth through twelfth grade years as follows:
(a) Students may demonstrate proficiency in the Essential Skills using assessment options adopted in their ninth through twelfth grade years.
(b) Students may use achievement standards adopted in their 9th through 12th grade years that are equal to or lower than the achievement standards approved as of March 1 of the students’ 8th grade year.

(15) The ODE shall publish the subset of Essential Skills assessment options and the associated performance levels which may be used by each of Oregon’s post-secondary institutions as defined by those institutions’ policies provided to the ODE by October 15 of each year.

(16) The Essential Skills identified by the State Board of Education as of July 1, 2008 are as follows:
(a) Read and comprehend a variety of text;
(b) Write clearly and accurately;
(c) Apply mathematics in a variety of settings;
(d) Listen actively and speak clearly and coherently;
(e) Think critically and analytically;
(f) Use technology to learn, live, and work;
(g) Demonstrate civic and community engagement;
(h) Demonstrate global literacy; and
(i) Demonstrate personal management and teamwork skills.

(17) School districts and public charter schools shall include one or more local performance assessments for grades 3 through 8 and for high school for each of the following skill areas:
(a) Writing;
(b) Speaking;
(c) Mathematical problem-solving; and
(d) Scientific inquiry.

(18) School districts and public charter schools may include one social science analysis work sample that is administered in accordance with school district or public charter school policies as a local performance assessment for grades 3 through 8 and for high school.

(19) For students on an Individualized Education Plan (IEP) or 504 Plan, if a student’s IEP or 504 Team determines that the nature of a student’s disability prevents the student from demonstrating proficiency in
an Essential Skill using any of the approved assessment options listed in the Test Administration Manual, the student’s IEP Team may exempt the student from the requirement as listed in the Test Administration Manual and determine an appropriate replacement assessment option for the student to use that addresses the Essential Skill in a manner that is consistent with:

(a) The student’s instructional plan; and

(b) The state assessment criteria adopted by the State Board of Education.

(20) For students seeking a modified diploma, school districts and public charter schools may modify the assessment options adopted by the State Board of Education when the following conditions are met:

(a) For students on IEP or 504 Plans:

(A) School districts and public charter schools must comply with all requirements established by the student’s IEP or 504 Plan when implementing modifications for work samples;

(B) School districts and public charter schools must comply with OAR 581-022-0610 Section 4(d) when implementing modifications for a statewide assessment.

(b) For students not on IEP or 504 Plans:

(A) School districts and public charter schools may only implement modifications for work samples that are consistent with the modifications the student has received during instruction in the content area to be assessed in the year in which the work sample is administered.

(B) School districts and public charter schools must obtain approval from the school team responsible for monitoring the student’s progress toward the modified diploma before implementing modifications for work samples.

(C) Consistent with OAR 581-022-0610, school districts and public charter schools may not implement modifications for statewide assessments for students who are not on an IEP or 504 Plan.

APPENDIX E – WORK SAMPLES AND STATE SCORING GUIDES

Updated October 30, 2009

In October 2009, the State Board of Education adopted reading work samples scored with the new Official State Reading Scoring Guide as an assessment option for the Essential Skill of “Read and comprehend a variety of text.”

Introduction

A work sample is a sample of individual student work that may be used to demonstrate proficiency in one or more skills and may be assessed using one or more of Oregon’s official scoring guides. Examples of work samples are an expository essay, responses to an informative reading selection, a persuasive speaking presentation, or responses to an open-ended math problem. Other examples of work samples appear throughout this Appendix.

Student work samples serve two different but related purposes for Oregon students:

- The first purpose is to provide an option for students to fulfill the Essential Skills requirement for a high school diploma.
- The second purpose is to provide an option to ensure that students in Grades 3 through 8 and once in high school are afforded opportunities to learn and to receive feedback regarding their progress toward meeting specific state standards throughout their years in public schools.

Please note that districts choosing to use work samples for one of these two purposes must score the work samples using an official state scoring guide and follow the guidelines described in this Appendix. While districts may refer to these guidelines when administering other locally developed assessment options, they are not required to do so.

Work Samples as an Option for Fulfilling the Essential Skills Diploma Requirement

According to OAR 581-022-0615 Assessment of Essential Skills, starting with the graduating class of 2012, students must fulfill certain requirements in order to earn a high school diploma. One of those requirements is to demonstrate proficiency in the Essential Skill of Reading. Beginning with the graduating class of 2013, Oregon students will be responsible for demonstrating proficiency in the Essential Skills of Reading and Writing, and for the graduating class of 2014, Oregon students will be responsible for demonstrating proficiency in the Essential Skills of Reading, Writing, and Mathematics. As of October 2009, the State Board of Education has approved work samples scored using an official state scoring guide as one of the assessment options available for the Essential Skills
of Reading, Writing, and Mathematics. The State Board will approve additional options over time. For more information, see Appendix D – Requirements for Assessment of Essential Skills.

The following table summarizes the requirements for using work samples to demonstrate proficiency in the Essential Skills:

<table>
<thead>
<tr>
<th>ESSENTIAL SKILL</th>
<th>WORK SAMPLE ASSESSMENT OPTION</th>
<th>ACHIEVEMENT STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and comprehend a variety of text</td>
<td>Two Reading Work Samples: at least one informational reading selection (the second reading selection may either be informational or literary)</td>
<td>Score: 12 across the three required traits for each work sample (each trait must receive an individual score of at least 3). (Work samples are locally scored with the Official State Reading Scoring Guide)</td>
</tr>
<tr>
<td>Write clearly and accurately* (Phases in for graduating class of 2013)</td>
<td>Three Writing Work Samples (one of each of the following): expository, persuasive, narrative</td>
<td>Score: 4 on each of the four required traits for each of the three work samples. (Work samples are locally scored with the Official State Writing Scoring Guide)</td>
</tr>
<tr>
<td>Apply mathematics in a variety of settings* (Phases in for graduating class of 2014)</td>
<td>Two Mathematics Work Samples (one of each for two of the following): geometry, algebraic relationships, statistics, probability</td>
<td>Score: 4 on each of the four strands plus accuracy. (Work samples are locally scored with the Official State Mathematics Problem Solving Scoring Guide)</td>
</tr>
</tbody>
</table>

*A work sample used to demonstrate proficiency in either the Essential Skill of Writing or Math may also fulfill a student’s local performance assessment requirement in that subject area at the high school level.

**Work Samples as Local Performance Assessments to Demonstrate Opportunity to Learn**

OAR 581-022-0615 also requires that school districts and public charter schools must provide students in Grades 3 through 8 and once in high school with annual opportunities to demonstrate their progress in the skill areas of Writing, Speaking, Mathematical Problem-Solving, and Scientific Inquiry. These opportunities must consist of annual local performance assessments.
Over time, districts may build banks of local performance assessments for future use and to ensure flexibility for students with different interests.

Districts may also share local performance assessments with other districts to increase the number and variety of local performance assessments available for use.

School districts and public charter schools are free to develop their own local performance assessments; however, they may choose to meet this requirement by administering work samples scored using the official state scoring guide. The following table summarizes the requirements for using work samples as local performance assessments.

<table>
<thead>
<tr>
<th>SKILL AREA</th>
<th>GRADE</th>
<th>ACHIEVEMENT STANDARD</th>
<th>NOTES ABOUT WORK SAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Grade 3</td>
<td>Meets = Score of 3 in each required trait Exceeds = Score of 4, 5, or 6</td>
<td>Grade 3 students are not held to a standard in Sentence Fluency.</td>
</tr>
<tr>
<td></td>
<td>Grades 4-8 and High School</td>
<td>Meets = Score of 4 in each required trait Exceeds = Score of 5 or 6</td>
<td>Voice and Word Choice may be scored but are not required traits. Exemplars reflect expectations at each grade level.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Grade 3</td>
<td>Meets = Score of 3 in each required trait Exceeds = Score of 4, 5, or 6</td>
<td>Grade 3 students are not held to a standard in the trait of Language.</td>
</tr>
<tr>
<td></td>
<td>Grades 4-8 and High School</td>
<td>Meets = Score of 4 in each required trait Exceeds = Score of 5 or 6</td>
<td>Exemplars reflect expectations at each grade level.</td>
</tr>
<tr>
<td>Mathematics Problem Solving</td>
<td>Grades 3-8 and High School</td>
<td>Meets = Score of 4 in each required trait Exceeds = Score of 5 or 6</td>
<td>Exemplars reflect expectations at each grade level.</td>
</tr>
<tr>
<td>Scientific Inquiry</td>
<td>Grade 3-8 and High School</td>
<td>Meets = Score of 4 in each required trait Exceeds = Score of 5 or 6</td>
<td>A separate official scoring guide exists for each of the four grade-bands (3, 4-5, 6-8, and High School).</td>
</tr>
</tbody>
</table>
Guidelines for Work Sample Design

Work samples must align with the state content standards for the skill area being assessed. For example, questions about reading selections, prompts for writing, topics for speaking, and problems for mathematics must clearly provide students with opportunities to demonstrate proficiency in the content standards being assessed in the work sample. (For examples of work samples released by ODE, see http://www.ode.state.or.us/go/worksamples.)

In addition, work samples must reflect independent, individual student work only. Collaborative group projects or products may not be used to demonstrate an individual student’s proficiency, although individual work samples may grow out of common learning experiences or group work. For example, a student may write in response to a school assembly, an individual student’s math or scientific inquiry work sample may stem from group research on a local situation, or a student’s speaking work sample may consist of a presentation made as part of a panel discussion.

Factors to Consider (District Options)

Minimum and maximum lengths

For work samples used to meet only the local performance assessment requirement, districts may set their own rules about length, although the work samples must be long enough and complex enough to meet the standards being assessed. If a work sample will be used to meet both the local performance assessment and the Essential Skills requirement, it must follow the specific guidelines for Essential Skills work samples. For work samples used to demonstrate proficiency in the Essential Skills, see the content-specific recommendations located online at http://www.ode.state.or.us/go/worksamples.

Embedding work samples in the curriculum

Students, teachers, and parents will most likely experience a smoother, more integrated system when work samples are embedded in the regular curriculum and are also part of the normal, ongoing evaluation and grading process. Examples of work samples embedded in the curriculum might include a student in a health class writing a persuasive paper about a contemporary personal or community health issue, a student in a woodworking elective speaking about the merits of different types of woods for different purposes, a student in physical education devising and explaining his or her own exercise or nutritional plan, or a student in music identifying his or her favorite band or musical group and explaining the choice.

Student choice

Whenever possible, work samples should be designed to offer student choices among reading selections, writing prompts, speech topics, math problems, etc. Students usually perform better when they are able to exercise some choice and when they have had some experience with the subject or topic.

Multi-disciplinary work samples

An overarching, multi-disciplinary project could be used to assess more than one skill. For example, a Senior Project could provide opportunities to demonstrate reading, writing, and speaking; a rich, complex reading passage could form the basis of an assessment in reading and then be a jump-off
point for a choice of writing prompts or social science analysis; the results of a group project in statistics and probability could be used as the starting point of further analysis in an individual assessment in math and also give rise to a choice of expository speaking prompts about the project.

Administration of Work Samples: Procedures and Conditions

Time Allowances

Whether used as a local performance assessment or to meet the Essential Skills requirement, work samples are not meant to be timed. Each individual student should be granted ample time to demonstrate his or her skills, and some students may require significantly more time than others. Most work samples will take more than one session for students to complete. If most students in a class have completed their work samples, it is reasonable to move on with the curriculum, but creative ways should be sought for individual students to complete their work samples. For example, teachers may provide organized time periods for multiple students to work on a variety of assessments under supervision or allow a student to complete a work sample before or after school while supervised by a teacher.

Use of Word Processors

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

Guidelines for the Degree of Supervision and Use of Outside Resources

Some work samples may be longer and more complex than others, possibly requiring students to conduct research using outside resources to find supporting facts, statistics, or examples. For such work samples, ODE allows districts to retain flexibility regarding student use of outside resources and the degree of supervision.

To ensure that a work sample is a student’s own independent work, ODE has set some guidelines regarding the degree of supervision required while the student completes the work sample. For those work samples requiring direct supervision, the entire work sample must be completed in a closely supervised school setting, and students may not have access to outside resources. For those work samples requiring research, districts may allow students to complete parts of the work sample outside of class. When this option applies, students may use computers or other resources such as printed materials to conduct research. If districts choose to offer students this option, the student must provide additional evidence to verify that the final product is the student’s own independent work. Examples include but are not limited to notes, outlines, data collections, attached sources of information, and lists of works cited. While these guidelines are recommended for work samples used as local performance assessments, they are required for work samples used to meet the Essential Skills requirement.
The following table summarizes the degree of supervision **recommended** for work samples used as local performance assessments.

<table>
<thead>
<tr>
<th>SKILL AREA</th>
<th>DIRECT SUPERVISION RECOMMENDED</th>
<th>DISTRICT OPTION FOR WORK SAMPLES THAT INVOLVE RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Annual work sample must be completed under direct supervision with no outside resources</td>
<td>ODE does not recommend allowing students to complete the writing work sample outside of class</td>
</tr>
<tr>
<td>Speaking</td>
<td>If annual work sample is an unrehearsed speech work sample, it must be completed under direct supervision with no outside resources</td>
<td>If annual work sample is an expository or persuasive speech, then parts of the preparation may be done outside of class with additional evidence; however, delivery must be directly supervised</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Parts of annual work sample may be completed outside of class with additional evidence</td>
</tr>
<tr>
<td>Scientific Inquiry</td>
<td></td>
<td>Parts of annual work sample may be completed outside of class with additional evidence</td>
</tr>
<tr>
<td>Social Science Analysis (Optional)</td>
<td></td>
<td>Parts of annual work sample may be completed outside of class with additional evidence</td>
</tr>
</tbody>
</table>

The following table summarizes the degree of supervision **required** for work samples used to meet the Essential Skills requirement.

<table>
<thead>
<tr>
<th>ESSENTIAL SKILL</th>
<th>DIRECT SUPERVISION REQUIRED</th>
<th>DISTRICT OPTION FOR WORK SAMPLES THAT INVOLVE RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and comprehend a variety of text</td>
<td>Both work samples must be completed under direct supervision with no outside resources</td>
<td>Students must not complete any portion of either reading work sample outside of class</td>
</tr>
<tr>
<td>Write clearly and accurately</td>
<td>Two of the three work samples must be completed under direct supervision with no outside resources</td>
<td>Parts of one work sample may be completed outside of class with additional evidence*</td>
</tr>
<tr>
<td>Speak clearly and coherently</td>
<td>The unrehearsed speech work sample must be completed under direct supervision with no outside resources</td>
<td>Parts of the preparation for the expository and persuasive speeches work samples may be done outside of class; however, delivery must be directly supervised</td>
</tr>
<tr>
<td>Apply mathematics in a variety of settings</td>
<td></td>
<td>Parts of both work samples may be completed outside of class with additional evidence</td>
</tr>
</tbody>
</table>
*If the quality or characteristics of the writing sample for which some work was completed outside of class are significantly different from those of the two completed under direct supervision, the district should require the student to complete an additional work sample under direct supervision without access to outside resources.

**Ensuring Independent Student Work**

Although individual student work samples may grow out of preliminary group work, students must complete their work samples independently with no inappropriate feedback, coaching, or editing suggestions from anyone, including teachers, parents, or peers. Given that work samples must reflect an individual student’s independent work, it is important that teachers understand the difference between providing acceptable levels of feedback and providing inappropriate assistance which could lead to an invalid representation of what a student can accomplish independently. After the work sample has been completed and scored, there are limited opportunities for teacher feedback and subsequent student revision. For instance, providing scores is appropriate feedback, but providing specific suggestions such as, “This paragraph contains a run-on sentence” or “Type of soil is another variable that should be considered in this investigation” are not appropriate. Additional opportunities for appropriate feedback are described on p. E-8.

To help ensure that work samples consist of independent student work, districts may require each student to sign an assurance form stating that a given work sample is his or her own work. The supervising teacher should also sign the form, attesting that the student followed appropriate guidelines and that, to the best of the teacher’s knowledge, the work sample is the student’s independent work.

**Scoring Work Samples**

Whether used as local performance assessments or to meet the Essential Skills requirement, work samples must be scored using Oregon’s Official Scoring Guides, available online at [http://www.ode.state.or.us/go/worksamples](http://www.ode.state.or.us/go/worksamples).

**Raters**

Work samples must be scored by certified teachers, administrators, or other staff who have been trained to a high degree of proficiency in using the official scoring guides. In some cases, districts may choose to hire retired teachers who have been recently trained on the scoring guides but who are no longer certified to assist with scoring.

Districts may obtain training on official scoring guides from a variety or sources. Some ESDs and professional organizations such as the Oregon Science Teacher Association or the Oregon Council of Teachers of Mathematics have teams of trainers who have participated in ODE-sponsored professional development and who are available to help with district-level training. Many districts have also developed their own group of trainers to provide training during in-service activities. For more information on training opportunities, see [http://www.ode.state.or.us/go/worksamples](http://www.ode.state.or.us/go/worksamples).

Although each work sample is required to be scored by only one rater, districts may choose to double-score a certain percentage of work samples to help ensure reliability among raters. It is helpful to conduct such a scoring in a group setting so that discrepant scores can be discussed and
resolved, allowing raters to refine their understanding of the scoring guides in the process. Districts may also choose to conduct scoring in a group setting to provide anonymity for individual raters or to allow for consensus decisions for work samples on the borderline between two scores.

**Achievement Standards for Work Samples**

In order to use a work sample to meet the Essential Skills requirement, it must meet the achievement standard approved by the State Board. A work sample is considered to meet the achievement standard if it receives a score of 4 in each of the required traits on the appropriate official scoring guide. Students must score a 4 in each required trait for each individual work sample. **A student may not meet the achievement standard by combining scores of 4 for different traits from two separate work samples.**

When assigning a score, raters should be able to justify a response using the language from the official scoring guide. Raters should use professional judgment to determine the predominant score or composite score for each trait.

In addition to receiving scores based on the scoring guides, work samples may earn academic credit or grades in a class. It is important to distinguish between scoring a work sample for the traits on the Scoring Guide and assigning a traditional academic grade. In scoring, a work sample must be considered as a separate, stand-alone piece of work. As long as a work sample responds to the assigned topic and meets the standards, other factors such as neatness or handwriting must not be considered. In contrast, academic grades may reflect factors such as the extent to which a student follows directions and other legitimate factors. For example, if a student assigned to write an expository work sample instead writes a personal narrative, the work sample could still meet the achievement standards as a narrative work sample. Under academic grading criteria, however, that same work sample might earn a lower grade for failing to follow directions.

**Scoring Forms**

Districts may use scoring forms to provide limited feedback to students beyond that provided by the official scoring guide. ODE has developed scoring forms to accompany the official state scoring guides for Reading, Writing, Speaking, and Applying Mathematics (see http://www.ode.state.or.us/go/worksamples). The ODE-provided scoring forms are annotated with bullets from the official scoring guides and may be used to communicate information that students may find helpful during their revision process. **Please note, the official scoring guides and accompanying scoring forms are the only means that districts may use to communicate feedback to students if the work sample is to be revised to demonstrate proficiency in an Essential Skill (see below).**

**Opportunities for Student Revision**

Districts may adopt policies to allow students to revise their work, especially when a work sample is close to meeting the achievement standard. As long as the work sample remains the product of the student’s independent efforts, revision is a reasonable alternative to starting over again, particularly on longer projects.
Work Samples that Nearly Meet the Achievement Standard

Work samples that nearly meet the achievement standard (scoring a mix of 4s and 3s) may be returned to students for revision, along with the official scoring guide and optional scoring form. If districts choose to use the ODE-provided scoring forms, teachers may use the forms to indicate to students what they should work on by checking off certain phrases. **Except for the use of these forms, no teacher or peer feedback is permitted for work samples applied toward the Essential Skills requirement.** Teachers may not discuss the students’ work with them, make any written or oral comments, or point out any specific errors or places in the work sample that need attention. Absolutely no coaching or prompting is allowed, since it is critical that the work sample represent the student’s own, independent work. For instance, it would not be appropriate for the teacher to give a lesson or other direct input specifically addressing issues the student encounters while completing or revising the work sample. At the completion of the revision cycle, the teacher should be able to verify that, to the best of his or her knowledge, the work sample is the product of the student’s independent work.

For work samples applied toward the Essential Skills requirement, all revisions must be completed under the direct supervision of a teacher or administrator. **Students may not complete revisions outside of the classroom.** In general, students should have only one opportunity to revise a work sample, although it is up to district policy whether to allow an additional round of revision. If a revision is submitted for scoring and would require only a minimal amount of second-round revisions to meet the achievement standard, then the teacher may decide to return it to the student for one final round of revision.

The guidelines for scoring work samples also apply to scoring work sample revisions. When submitting the revision for scoring, students must staple the revision to the top of the original work sample and scoring form, and the rater must use a fresh scoring form when scoring the revision.

Work Samples that Clearly Do Not Meet the Achievement Standard

Work samples that clearly do not meet the achievement standard (scoring 1s and 2s) may be used as an instructional opportunity for students who need additional instruction before they are ready to meet the standards independently. After agreeing with the student that the work sample will no longer be considered valid, teachers may provide the student with specific feedback, pointing out specific errors and areas that need additional work. Teachers may provide specific suggestions for correcting the work, or they may provide mini-lessons in certain sub-skills. For instance, teachers may point out and explain specific grammar or punctuation errors, provide a mini-lesson in a certain math sub-skill, or encourage students to develop data analysis skills through scaffolding questions using Bloom’s taxonomy until students get used to higher level self-reflection (e.g., What do you know about…? How can you explain…? How can you apply…? What part of this shows…?). **If a teacher chooses to follow this option, the work sample will be invalid and may not be used to meet the Essential Skills requirement, even if the work sample meets the achievement standard upon revision.**

Collecting and Managing Work Samples

School districts may adopt a policy to either retain work samples or return them to students after scores have been entered in the school or school district’s record-keeping system. Documentation of
scores relating to the Assessment of Essential Skills should be retained through the time a student exits the public school system.

**Ensuring Consistency**

To ensure that student work samples are appropriately difficult, districts should closely match the task to the appropriate grade-level content standards. In addition, districts should compare their work samples with those released by ODE through its website (see [http://www.ode.state.or.us/go/worksamples](http://www.ode.state.or.us/go/worksamples)), and if the opportunity arises, with those of other districts.

In addition, ODE has developed resource materials in most content areas that serve as grade level or benchmark “anchors” or exemplars of each of the score points for each trait of the official scoring guides. Samples of student work, scores, commentaries, and other scoring resource materials are available through the ODE website (see [http://www.ode.state.or.us/go/worksamples](http://www.ode.state.or.us/go/worksamples)). Additionally, the OPEN network has an online scoring application for writing, speaking, and mathematical problem-solving which can be used to practice scoring or to check scoring reliability (see [www.openc.k12.or.us/scoring](http://www.openc.k12.or.us/scoring)).
APPENDIX F – PSAT/NMSQT®
ADMINISTRATION

The 2007 Legislative Assembly directed the ODE to administer a nationally-normed test for students in grade 10 which would provide information on the student’s readiness for college or advanced-level course work, possible career options, and major areas of study to consider for the future. After issuing a competitive Request For Proposals (RFP), the ODE awarded the contract to the College Board, administrator of the PSAT/NMSQT®.

Ordering PSAT/NMSQT® Test Materials

The PSAT/NMSQT® is an assessment offered in Oregon; however, testing procedures and training requirements for administration of the PSAT/NMSQT® are governed by the College Board and Educational Testing Service, not ODE. While TAs may still refer to the testing procedures included in this manual as best practices when administering the PSAT/NMSQT®, TAs must follow the official PSAT/NMSQT® testing procedures provided by the College Board. Detailed information on ordering materials and administering the test are available from The College Board at www.collegeboard.com. FAQs have been posted on the ODE Web site at http://www.ode.state.or.us/apps/faqs/index.aspx?=145. This information can also be found by entering PSAT in the yellow search box in the upper right-hand corner of the ODE Web site.

Testing Requirements

All public high schools must offer students in grade 10 the opportunity to take the PSAT/NMSQT® on one of the two testing dates identified in the 2009-10 Test Schedule located in Appendix A. Districts that have offered the ACT during the 2008-09 school year and plan to offer the ACT to all students in grade 10 during the 2009-10 school year are eligible for a waiver from the PSAT/NMSQT® requirement. Information on requesting a waiver is available on the ODE Web site at http://www.ode.state.or.us/search/page/?id=1978.

According to rules established by the National Merit Scholarship Corporation, students must take the PSAT/NMSQT® while in grade 11 to be eligible for certain scholarships. While districts may choose to offer the PSAT/NMSQT® to additional students in grades other than grade 10, districts should note that the state will only fund PSAT/NMSQT® testing for students in grade 10. 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.

Questions should be directed to Nancy Potter at npotter@collegeboard.org or 425-643-7989.
APPENDIX G – NAEP ADMINISTRATION

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and ongoing assessment of what U.S. students know and can do. Since 1969, NAEP has measured the academic progress of students in subjects such as reading, math, science, writing, U.S. history, the arts, and economics. From January 25 – March 5, 2010, NAEP will assess students in grades 4, 8, and 12 in U.S. history, civics, and geography. NAEP will be administered only to students selected by the National Center for Education Statistics to represent students nationwide. The results of NAEP will be published as The Nation’s Report Card and will include information on student performance for the nation. NAEP will not provide results from the 2010 assessment for individual students, schools, districts, or states.

NAEP is conducted annually in Oregon. However, testing procedures and training requirements for NAEP administration are governed by the National Center for Education Statistics, not ODE. While TAs may refer to the testing procedures in this manual as best practices when administering NAEP, TAs must follow the official NAEP testing procedures provided by the National Center for Education Statistics. NAEP will send trained teams of Assessment Administrators to every 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 assessment time for principals, teachers, and counselors. It also ensures that the testing protocols and standards are the same for every student in the country.

The NAEP Questions Tool, located online at http://nces.ed.gov/nationsreportcard/itmrls/, provides teachers with sample items from previous assessments.

Questions should be directed to Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us or 503-947-5836.
APPENDIX H – OAKS ONLINE ASSESSMENTS

General Instructions for Administering OAKS Online Assessments

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

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

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year.
- Locate student information prior to testing with OAKS Online, including:
  - SSID
  - Student’s legal name
  - Student’s enrolled grade
  - Language of assessment (English or Spanish)
  - Print Size
- Examine the test environment for non-allowable resources. Only allowable resources may be visible during testing. Subject-specific allowable resources are listed in Appendices I – M.
- Familiarize students with the test format by allowing them to take sample tests. ODE provides sample Online assessments at [https://oakspt.tds.airast.org/student](https://oakspt.tds.airast.org/student). These sample tests include only a limited number of questions. Their primary purpose is to provide students experience with the OAKS Online testing environment.
- Review the subject-specific student directions located in Appendices I – M prior to testing.
- Read the subject-specific student directions to all students verbatim prior to beginning each test (these are the ONLY instructions you may give to students).

Breaking up the Test

It may take some students more than 60 - 75 minutes to finish the test. Therefore, you may wish to break students’ testing into shorter sections. These shorter testing periods may make their testing experience less stressful.
Breaking up a test requires great care to avoid breaches of test security. Please consider the following issues when breaking up a test:

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

**Testing Procedure**

1. Several days prior to the day of testing, review this Test Administration Manual. Pay special attention to **Part III - Student Confidentiality** and **Part IV - Test Security**.
2. Review your notes from the 2009-10 Test Administration training. Immediately contact your School Test Coordinator (STC) if you have not been trained this year.
3. Review the applicable appendices for the types of tests you will administer.
4. Minimize interruptions or disturbances during testing by posting a **TESTING – PLEASE DO NOT DISTURB** sign while testing is in progress.
5. Plan time for make-up testing for students who are absent for any portion of the regular testing period. Every effort must be made to ensure that all students have an opportunity to complete the assessments.

**Completing the OAKS Online Test Administration Session**

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

**OAKS Online User Guides**

To ensure that TAs and other district and school staff involved with administering OAKS Online have access to the most up-to-date information, the user guides referenced below are all available on ODE’s Web site at [http://www.ode.state.or.us/search/page/?id=391](http://www.ode.state.or.us/search/page/?id=391).
The OAKS Online Test Administrator User Guide is designed to familiarize Test Administrators with OAKS Online and both user-interfaces integral to testing. The guide is divided into two primary sections – Part I for the Test Administrator Interface and Part II for the Student Interface. A third section of the guide provides information specific to the OAKS Online Training and Practice Test sites.

The Oregon Online Assessment Reporting System (OOARS) provides interactive online reports containing preliminary data for authorized state-level representatives, district superintendents, principals, and personnel (teachers and administrators). Specifically, the online reporting system allows authorized users to view institution, personnel, roster, and individual student reports in table and graph forms; manage rosters; and access integrated information from ODE’s SSID and OAKS Online systems, resulting in a centralized reporting system. The only source for official scores is the ODE student centered staging application. Please note that in some districts, only the District Test Coordinator (DTC) will have access to student centered staging. Information from OAKS online reports should only be viewed as preliminary information. The Reporting System User Guide uses a step-by-step approach to using the online reporting system.

The OAKS Online User Management System (UMS) is used to manage users across all OAKS systems, including OAKS Online (for test session set-up and administration) and the OAKS Online Reporting System (for aggregate and individual student reporting). The UMS User Guide uses a step-by-step approach to using the user management system.

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

OAKS Online Security Features

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

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

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

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

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

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

**Maintaining Security of OAKS Online Printed Materials**

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

Students may not print reading passages from within the secure browser directly, but they may submit a request to print to the Test Administrator (TA) who will either approve or deny each request and then print the approved requests for the student. **Printed reading passages must be collected at the end of each testing event and shredded immediately. DO NOT keep passages for future testing events.** Once an item or passage has been presented to a student, the item or all items associated with a passage must be answered before pausing or exiting the test. However, students will have the ability to pause in the middle of an item set if time does not permit them to answer all items during a given testing event.
APPENDIX I – REQUIREMENTS FOR OAKS READING ADMINISTRATION

Updated October 30, 2009

A correction was made to the Spanish translation of the student directions under Step 5. Approve the Students’ Tests from the Session Management Screen.

OAKS Reading/Literature Allowable Resources

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

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

<table>
<thead>
<tr>
<th>ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS READING ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Blank scratch paper (Must be securely shredded immediately following a testing event)</td>
</tr>
<tr>
<td>• Printed reading passages</td>
</tr>
<tr>
<td>o Consistent with the prohibition of student coaching and leading students through instructional strategies, students must initiate the request to print reading passages from the online test. <strong>Test Administrators (TAs) may not prompt students to print reading passages.</strong></td>
</tr>
<tr>
<td>o All printed reading passages must be collected and securely shredded immediately following each testing event. Students may <strong>not</strong> keep printed reading passages for use during future testing events.</td>
</tr>
<tr>
<td>• Highlighter</td>
</tr>
<tr>
<td>• Masks/markers to limit distractions</td>
</tr>
<tr>
<td>• Auditory amplification devices, hearing aids, noise buffers</td>
</tr>
<tr>
<td>• Transparent sheets (clear or tinted) to protect test materials or to improve focus</td>
</tr>
<tr>
<td>• Response aids (e.g., adaptive pencils, key guards, and skins) for use on Paper/Pencil test administration</td>
</tr>
</tbody>
</table>
- Posters offering students encouragement or inspiration without any specific content related to Reading content standards, for example:
  - “Believe in Yourself”
  - “Set your dreams high”

- ODE-provided student directions handout
  - Only the ODE-provided student directions found online at [http://www.ode.state.or.us/search/page/?=2346](http://www.ode.state.or.us/search/page/?=2346) are allowed during the OAKS Reading Assessment. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included on pages I-2 – I-7 of this manual which must be read aloud to students verbatim.

- ODE-provided OAKS Online keyboard navigation symbols
  - Only the ODE-provided OAKS Online keyboard navigation symbols found online at [http://www.ode.state.or.us/search/page/?=2346](http://www.ode.state.or.us/search/page/?=2346) are allowed during the OAKS Reading Assessment. They should be made available to students at any grade in printed form, if requested.

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

**Accommodations**

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

**Student Directions for OAKS Reading Online**

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

1. **Introduction**

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

Note: 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.

2. **Enter the Session ID, First Name, and SSID**

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

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.
3. Verify Students’ Information

The third screen calls for verification of student 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.

If you agree that the student’s information is incorrect, instruct the student to select “No” to exit the student login.

4. Select Test

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

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

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.

5. Approve the students’ tests from the Session Management Screen

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.
 usted está tomando el examen correcto. Por favor espere en silencio mientras yo verifico cada uno de exámenes de los estudiantes.

After you approve students, they will need to verify that their test subject and test enhancements are correct.

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 tutorial page listing the test tools and buttons that will appear on the test. Please read this over carefully. You can also access it during your test by clicking on the Help button in the top-right corner.

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 reading passage, go ahead and select what you think is the best answer and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session. The PAUSE button is used to stop the test. Please raise your hand if you need a break and ask your Test Administrator prior to clicking PAUSE.

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

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. Por favor, lea estas instrucciones cuidadosamente. También tendrá acceso a estas durante el examen al oprimir el botón de Help (Ayuda) en la esquina superior derecha de la pantalla.

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 párrafo de lectura, siga y elija la respuesta que usted crea es la mejor y márquela antes de pasar a la siguiente pregunta, si quiere revisarla más tarde. Usted podrá volver y cambiar la respuesta durante esta sesión del examen. El botón de PAUSE es usado para detener el examen. Por favor levante la mano si necesita un descanso y pregúntele al administrador del examen antes de oprimir PAUSE.
Sus respuestas deben ser su propio trabajo. Por favor, mantenga su vista en su propia prueba y recuerde que no debe hablar. Cuando esté listo(a) para comenzar su examen, oprima BEGIN TEST NOW (EMPIECE EL EXAMEN AHORA) en la parte de abajo de la página.

Students are now ready to start their test.

6. Observe while students take the tests

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

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

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

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

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

7. Finishing the testing session

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

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

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

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

After answering the last item on the test and reviewing test items, students must end their test. They do so by clicking on REVIEW MY ANSWERS or SUBMIT TEST FOR SCORING. If a student clicks on SUBMIT TEST FOR SCORING, the student will not be able to review answers.
Upon completion, students must click ‘END TEST’ (the NEXT button fades and cannot be clicked after the last item is presented) and they will be presented with their score. The score is kept in the online session records associated with the test session in which a student completes the test and is transferred to the reporting system. TAs should remind students that test scores are private information that should not be shared with other students. TAs should also be sensitive to the feelings of students completing their third and final testing opportunity who may not have received a passing score.
APPENDIX J – REQUIREMENTS FOR OAKS MATHEMATICS ADMINISTRATION

Updated October 30, 2009

A correction was made to the Spanish translation of the student directions under Step 5. Approve the Students’ Tests from the Session Management Screen.

OAKS Mathematics Allowable Resources

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

<table>
<thead>
<tr>
<th>Allowable Resources During Administration of the OAKS Mathematics Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• Calculators:</strong></td>
</tr>
<tr>
<td>o Calculators are allowed for all students in all grades at all times. Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test.</td>
</tr>
<tr>
<td>o Calculators used during testing should be those used during instruction so they are familiar to the students.</td>
</tr>
<tr>
<td>o Calculators with keyboards, communication functionality, and/or symbolic algebra functionality are NOT allowed.</td>
</tr>
<tr>
<td><strong>• Manipulatives:</strong></td>
</tr>
<tr>
<td>o Manipulatives used during testing should be those used during instruction so they are familiar to the students.</td>
</tr>
<tr>
<td>o Manipulatives are available to help students think, not to give them answers. Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer.</td>
</tr>
<tr>
<td>o Manipulatives must be available in the test environment where students may get them if they choose to use them.</td>
</tr>
<tr>
<td>o Manipulatives, such as fraction pieces, 2-D, and 3-D shapes, must not be labeled.</td>
</tr>
<tr>
<td>o Students are not to work with manipulatives in concert with other students.</td>
</tr>
<tr>
<td>o Students are not to be coached as to which manipulatives to use.</td>
</tr>
</tbody>
</table>
### Allowable Resources During Administration of the OAKS Mathematics Assessment

- Highlighter
- Abacus
- Masks/markers to limit distractions
- Rulers
- Protractors
- Templates with unlabeled shapes
- Instructional clocks with text
- Thermometers with text
- Multiplication table
- Number line with integers only
- Blank scratch paper (Must be securely shredded immediately following a testing event)
  - Blank graph paper may be used as scratch paper.
- Hundreds chart
- ODE-provided formula & conversion sheets:
  - Only the formulas and conversion sheets found inside the back cover of the printed test booklets or online at [http://www.ode.state.or.us/search/page/?=2346](http://www.ode.state.or.us/search/page/?=2346) are allowed during the OAKS Mathematics Assessment. They should be made available to all students at all grades in printed form, if requested, for both OAKS Online and Paper/Pencil administration.
- Calendar with text
- Posters offering students encouragement or inspiration without any specific content related to Mathematics content standards, for example:
  - “Believe in Yourself”
  - “Set your dreams high”
- Auditory amplification devices, hearing aids, and noise buffers
- Transparent sheets (clear or tinted) to protect test materials or to improve focus
Allowable Resources During Administration of the OAKS Mathematics Assessment

- Response aids (e.g., adaptive pencils, key guards, and skins) for use on Paper/Pencil test administration

- ODE-provided student directions handout
  - Only the ODE-provided student directions found online at [http://www.ode.state.or.us/search/page/?=2346](http://www.ode.state.or.us/search/page/?=2346) are allowed during the OAKS Mathematics Assessment. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included on pages J-5 – J-12 of this manual which must be read aloud to students verbatim.

- ODE-provided OAKS Online keyboard navigation symbols
  - Only the ODE-provided OAKS Online keyboard navigation symbols found online at [http://www.ode.state.or.us/search/page/?=2346](http://www.ode.state.or.us/search/page/?=2346) are allowed during the OAKS Mathematics Assessment. They should be made available to students at any grade in printed form, if requested.

NOTE: Although ODE-provided resources (i.e., ODE-provided formula & conversion sheets, student directions handout, and OAKS Online keyboard navigation symbols) are not secure materials, they contain specific content that must not be altered. TAs may enlarge ODE-provided resources or their parts (e.g., as a poster or wall chart) but must NOT otherwise alter their content or change their presentation.

Accommodations

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

Student Directions for OAKS Mathematics Online

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

Note: the directions below are provided in both English and Spanish. Side-by-Side English-Spanish administration of the OAKS Mathematics Online Assessment is a standard administration. (Please see Part VII - English Language Learners for more information.)

1. Introduction

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

Hoy va a tomar un examen del Estado de Oregon en el área de Matemáticas. 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 oprimiendo 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.

Note: The student will not be able to return to previously answered or marked questions following a PAUSE of 20 minutes or more. 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.

2. Enter the Session ID, First Name, and SSID

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

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.
3. Verify Students’ Information

The third screen calls for verification of student 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.

If you agree that the student’s information is incorrect, instruct the student to select “No” to exit the student login.

4. Select Test

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

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

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.

5. Approve the students’ tests from the Session Management Screen

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.
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 examenes de los estudiantes.

After you approve students, they will need to verify that their test subject and test enhancements are correct.

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 tutorial page listing the test tools and buttons that will appear on the test. Please read this over carefully. You can also access it during your test by clicking on the Help button in the top-right corner.

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

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. Por favor, lea estas instrucciones cuidadosamente. También tendrá acceso a estas durante el examen al oprimir el botón de Help (Ayuda) en la esquina superior derecha de la pantalla.

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 márquela antes de pasar a la siguiente pregunta, sí quiere revisarla más tarde. Usted podrá volver y cambiar la respuesta durante
esta sesión del examen. El botón de PAUSE es usado para detener el examen. Por favor levante la mano si necesita un descanso y pregúntele al administrador del examen antes de oprimir PAUSE.

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

Students are now ready to start their test.

6. **Observe while students take the tests**

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

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

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

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

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

7. **Finishing the testing session**

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

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

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

After answering the last item, each student is presented with a screen prompting students to review their answers (marked and unmarked) for all items available to the student (presented after any PAUSE taken) or to end the test. Tests can no longer be paused after the last question has been presented.
After answering the last item on the test and reviewing test items, students must end their test. They do so by clicking on REVIEW MY ANSWERS or SUBMIT TEST FOR SCORING. If a student clicks on SUBMIT TEST FOR SCORING, the student will not be able to review answers.

Upon completion, students must click ‘END TEST’ (the NEXT button fades and cannot be clicked after the last item is presented) and they will be presented with their score. The score is kept in the online session records associated with the test session in which a student completes the test and is transferred to the reporting system. TAs should remind students that test scores are private information that should not be shared with other students. TAs should also be sensitive to the feelings of students completing their third and final testing opportunity who may not have received a passing score.
APPENDIX K – REQUIREMENTS FOR OAKS SCIENCE ADMINISTRATION

Updated October 30, 2009

A correction was made to the Spanish translation of the student directions under Step 5. Approve the Students’ Tests from the Session Management Screen.

Scientific Discoveries and Test Items

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

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

OAKS Science Allowable Resources

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

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

<table>
<thead>
<tr>
<th>Allowable Resources During Administration of the OAKS Science Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calculators:</td>
</tr>
<tr>
<td>o Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test.</td>
</tr>
<tr>
<td>o Calculators with keyboards and/or communication functionality are NOT allowed.</td>
</tr>
<tr>
<td>o Calculators used during testing should be those used during instruction so they are familiar to the students.</td>
</tr>
</tbody>
</table>
### Allowable Resources During Administration of the OAKS Science Assessment

- Abacus
- Highlighter
- Masks/markers to limit distractions
- Rulers
- ODE-provided Periodic Table:
  - Only the ODE-provided periodic table found in the back cover of the printed test booklets, in OAKS online, or online at [http://www.ode.state.or.us/search/page/?=2346](http://www.ode.state.or.us/search/page/?=2346) are allowed during the OAKS Science Assessment. They should be made available to Benchmark 3 and high school students in printed form, if requested.
- Blank scratch paper (Must be securely shredded immediately following a testing event)
- Calendar
- Posters offering students encouragement or inspiration without any specific content related to the Science content standards, for example:
  - “Believe in Yourself”
  - “Set your dreams high”
- Auditory amplification devices, hearing aids, noise buffers
- Transparent sheets (clear or tinted) to protect test materials or to improve focus
- Response aids (e.g., adaptive pencils, key guards, and skins) for use on Paper/Pencil test administration
- ODE-provided student directions handout
  - Only the ODE-provided student directions found online at [http://www.ode.state.or.us/search/page/?=2346](http://www.ode.state.or.us/search/page/?=2346) are allowed during the OAKS Science Assessment. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included on pages K-4 – K-12 of this manual which must be read aloud to students verbatim.
- ODE-provided OAKS Online keyboard navigation symbols
Allowable Resources During Administration of the OAKS Science Assessment

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

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

Accommodations

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

Student Directions for OAKS Science Online

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

Note: the directions below are provided in both English and Spanish. Side-by-Side English-Spanish administration of the OAKS Science Online Assessment is a standard administration. (Please see Part VII - English Language Learners for more information.)

1. Introduction

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

Hoy va a tomar un examen del Estado de Oregon en el área de Ciencias. 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.

Note: 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.

2. Enter the Session ID, First Name, and SSID

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

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.

3. Verify Students’ Information

The third screen calls for verification of student 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.

If you agree that the student’s information is incorrect, instruct the student to select “No” to exit the student login.

4. Select Test

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

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

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 approve students, they will need to verify that their test subject and test enhancements are correct.
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 tutorial page listing the test tools and buttons that will appear on the test. Please read this over carefully. You can also access it during your test by clicking on the Help button in the top-right corner.

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

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. Por favor, lea estas instrucciones cuidadosamente. También tendrá acceso a estas durante el examen al oprimir el botón de Help (Ayuda) en la esquina superior derecha de la pantalla.

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 márquela antes de pasar a la siguiente pregunta, si quiere revisarla más tarde. Usted podrá volver y cambiar la respuesta durante esta sesión del examen. El botón de PAUSE es usado para detener el examen. Por favor levante la mano si necesita un descanso y pregúntele al administrador del examen antes de oprimir PAUSE.

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

Students are now ready to start their test.

6. Observe while students take the tests
Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained in compliance with Part IV - Test Security.

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

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

<table>
<thead>
<tr>
<th>It is important that you do your best. Do you need to pause the test and take a break?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Es importante que trate de hacer lo mejor que pueda. ¿Necesita pausar el examen y tomar un descanso?</td>
</tr>
</tbody>
</table>

7. Finishing the testing session

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

<table>
<thead>
<tr>
<th>We are nearing the end of this testing period. Please review any marked items now. If you need additional time let me know!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estamos cerca del final de este periodo de examen. Por favor revise las preguntas que ha marcado ahora. Si necesita más tiempo dígamelo ahora.</td>
</tr>
</tbody>
</table>

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

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

Upon completion, students must click ‘END TEST’ (the NEXT button fades and cannot be clicked after the last item is presented) and they will be presented with their score. The score is kept in the online session records associated with the test session in which a student completes the test and is transferred to the reporting system. TAs should remind students that test scores are private information that should not be shared with other students. TAs should also be sensitive to the feelings of students completing their third and final testing opportunity who may not have received a passing score.
APPENDIX L – REQUIREMENTS FOR OAKS SOCIAL SCIENCES ADMINISTRATION

Updated October 30, 2009

A correction was made to the Spanish translation of the student directions under Step 5. Approve the Students’ Tests from the Session Management Screen.

OAKS Social Sciences Allowable Resources

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

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

<table>
<thead>
<tr>
<th>ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS SOCIAL SCIENCES ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calculators:</td>
</tr>
<tr>
<td>o Calculators are allowed for all students in all grades at all times. All programs and downloaded applications must be cleared from calculators before beginning the test.</td>
</tr>
<tr>
<td>o Calculators with keyboards and/or communication functionality are <strong>NOT</strong> allowed.</td>
</tr>
<tr>
<td>o Calculators used during testing should be those used during instruction so they are familiar to the students.</td>
</tr>
<tr>
<td>• Abacus</td>
</tr>
<tr>
<td>• Highlighter</td>
</tr>
<tr>
<td>• Masks/markers to limit distractions</td>
</tr>
<tr>
<td>• Rulers</td>
</tr>
<tr>
<td>• Blank scratch paper (Must be securely shredded immediately following a testing event)</td>
</tr>
<tr>
<td>• Calendar</td>
</tr>
</tbody>
</table>
ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS SOCIAL SCIENCES ASSESSMENT

- Posters offering students encouragement or inspiration without any specific content related to the social sciences content standards, for example:
  - “Believe in Yourself”
  - “Set your dreams high”

- Auditory amplification devices, hearing aids, noise buffers

- Transparent sheets (clear or tinted) to protect test materials or to improve focus

- ODE-provided OAKS Online keyboard navigation symbols
  - Only the ODE-provided OAKS Online keyboard navigation symbols found online at [http://www.ode.state.or.us/search/page/?=2346](http://www.ode.state.or.us/search/page/?=2346) are allowed during the OAKS Social Sciences Assessment. They should be made available to students at any grade in printed form, if requested.

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

Accommodations

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

Student Directions for OAKS Social Sciences Online

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

Note: the directions below are provided in both English and Spanish. Side-by-Side English-Spanish administration of the OAKS Social Sciences Online Assessment is a standard administration. (Please see Part VII - English Language Learners for more information.) Read the boxed text verbatim to all students when they are first seated at the computer.

1. Introduction

Today, you will take a State of Oregon test in the area of Social Sciences. 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 & 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.

Hoy va a tomar un examen del Estado de Oregon en el área de Ciencias Sociales. 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 que usted ha escrito correctamente su SSID (número de identificación segura del Estado) y demás informaciones.

Note: 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.

2. Enter the Session ID, First Name, and SSID

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

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.
3. **Verify Students’ Information**

The third screen calls for verification of student 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.

If you agree that the student’s information is incorrect, instruct the student to select “No” to exit the student login.

4. **Select Test**

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

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

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**.

5. **Approve the students’ tests from the Session Management Screen**

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.
When you have selected your exam, you will see a moving bar on the screen and a message that you are waiting for the approval of the exam administrator. This step ensures that you are taking the correct exam.

Please wait in silence while I verify each one of the students' exams.

After you approve students, they will need to verify that their test subject and test enhancements are correct.

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 tutorial page listing the test tools and buttons that will appear on the test. Please read this over carefully. You can also access it during your test by clicking on the Help button in the top-right corner.

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. When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.
esta sesión del examen. El botón de PAUSE es usado para detener el examen. Por favor levante la mano si necesita un descanso y pregúntele al administrador del examen antes de oprimir PAUSE.

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

Students are now ready to start their test.

6. Observe while students take the tests

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

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

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

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

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

7. Finishing the testing session

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

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

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

After answering the last item, each student is presented with a screen prompting students to review their answers (marked and unmarked) for all items available to the student (presented after any PAUSE taken) or to end the test. Tests can no longer be paused after the last question has been presented.
After answering the last item on the test and reviewing test items, students must end their test. They do so by clicking on REVIEW MY ANSWERS or SUBMIT TEST FOR SCORING. If a student clicks on SUBMIT TEST FOR SCORING, the student will not be able to review answers.

Upon completion, students must click ‘END TEST’ (the NEXT button fades and cannot be clicked after the last item is presented) and they will be presented with their score. The score is kept in the online session records associated with the test session in which a student completes the test and is transferred to the reporting system. TAs should remind students that test scores are private information that should not be shared with other students. TAs should also be sensitive to the feelings of students completing their final testing opportunity who may not have received a passing score.
APPENDIX M – REQUIREMENTS FOR OAKS WRITING PERFORMANCE ADMINISTRATION

Updated October 30, 2009

In the 2009-10 school year, ODE will offer an online option for the Writing Performance Assessment. This Appendix addresses the requirements both for paper-based and online administrations of the Writing Performance Assessment. Student directions for the paper-based administration begin on page M-6. Student directions for the online administration begin on page M-9. NOTE: Districts administering the Online Writing Performance Assessment should also see Appendix H – OAKS Online Assessments for general instructions for administering OAKS online assessments.

Ordering and Receiving Paper-Based Writing Performance Assessments

Schools administering the paper-based Writing Performance Assessment must order writing assessment materials through the District Test Coordinator (DTC). The DTC must order writing assessment materials through the ODE Web site at https://district.ode.state.or.us. The order/precode window for the Winter Writing Assessment is in the fall. For specific deadlines, please visit the Schedule of Due Dates at https://district.ode.state.or.us/apps/info/. Your Regional Assessment Support ESD Partner can train you on this process or answer any questions. Districts may either order Spanish writing prompts during the ordering window or download them from the password-protected Educational Data Systems (EDS) Web site (available at http://eddataonline.com/oregon/) approximately one week prior to the start of the testing window.

The district will receive a shipment of test materials and a separate Return Shipment Packet. The test materials shipment will include materials for use at both the district and school levels.

These test materials should be supplied to schools on an as-needed basis. These can be used to provide adequate numbers of response folders to accommodate enrollment fluctuations. If additional materials are required, please contact your Regional Assessment Support ESD Partner.

Store all test materials in a secure area in accordance with Part IV – Test Security until they are distributed to schools. Instruct School Test Coordinators (STCs) to keep materials secure at all times. Student test documents must not be in the Test Administrators (TAs)’ hands prior to the date of the actual test administration.

Keep all boxes in which your shipment arrived for use in returning the Writing Performance Assessment response folders to the appropriate scoring site.
Testing Procedure

Breaking up the Test

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

Most students will use some of the first session and part of the second to pre-write/brainstorm, and write rough drafts. The remainder of the second session is often used to revise and edit rough drafts. 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 reading materials or other planned activities available so that they will not disturb those who need additional time for writing.

Testing Procedure

1. Several days prior to the day of testing, review this Test Administration Manual. Pay special attention to Part III - Student Confidentiality and Part IV - Test Security.

2. Review your notes from 2009-10 Test Administration training. Immediately contact your School Test Coordinator (STC) if you have not been trained this year.

3. Minimize interruptions or disturbances during testing by posting a TESTING – PLEASE DO NOT DISTURB sign while testing is in progress.

4. 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.

5. Be sure to keep any paper copies of notes or drafts of student work securely stored between sessions (locked in a room that can only be entered with a key or keycard). All individuals with access to secure storage should sign an Assurance of Test Security form located in Part IV - Test Security.

6. For students taking the paper-based Writing Performance Assessment, the final copy must not exceed the space provided in the writing response folder, except for one additional paragraph to complete a thought begun on the previous page, not to exceed one half of a page. Students may not draw additional lines between the existing lines of the response folder to circumvent space limitations. For students taking the online Writing Performance Assessment or using computer technology to produce their final drafts, the final copy must not exceed 850 words.
7. Students taking the paper-based Writing Performance Assessment must use the student response folder assigned to them. Copying the prompts from a different form is a modification; also, assigning a student a specific prompt or mode is a modification. These papers will be scored as “off topic” and the student’s scores will not count toward participation or meeting the standards.

8. Be sure that students know that papers may be disqualified from scoring under certain conditions which are listed on either the back of the slip sheet for paper-based tests or the prompt selection screen for online tests. With the exception of Grade 4, papers that are written on a topic other than those specifically provided for that student will NOT be scored, and will not count toward participation or meeting the standards.

9. As Day 2 and Day 3 activities begin for writing, summarize the instructions again. Answer any questions students might have about why the assessment is being given, how the paper will be scored, etc.

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

Using materials from a previous test window is a violation of test security. Similarly, it is a violation of test security for students to use writing prompts from a paper-based administration when taking the online Writing Performance Assessment. **Student responses that violate this rule will NOT be scored and will not count toward participation or meeting the standards!**

### Allowable Resources

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

- ODE-provided Guide to Revision:
  - **Only the ODE-provided Guide to Revision found online at [http://www.ode.state.or.us/search/page/?=2346](http://www.ode.state.or.us/search/page/?=2346) is allowed during the Writing Performance Assessment.** It should be made available to students at any grade in printed form, if requested.
<table>
<thead>
<tr>
<th>ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS WRITING PERFORMANCE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Official State Writing Scoring Guide</td>
</tr>
<tr>
<td>o Only the Official State Writing Scoring Guide or the grade-specific student language versions of the Writing Scoring Guide found online at <a href="http://www.ode.state.or.us/search/page/?=2346">http://www.ode.state.or.us/search/page/?=2346</a> are allowed during the Writing Performance Assessment. They should be made available to students at any grade in printed form, if requested.</td>
</tr>
<tr>
<td>• Blank scratch paper (Must be securely shredded immediately following a testing event)</td>
</tr>
<tr>
<td>• Dictionary</td>
</tr>
<tr>
<td>• Thesaurus</td>
</tr>
<tr>
<td>• ODE-provided graphic organizers:</td>
</tr>
<tr>
<td>o Only the ODE-provided graphic organizers found online at <a href="http://www.ode.state.or.us/search/page/?=2346">http://www.ode.state.or.us/search/page/?=2346</a> are allowed during the OAKS Writing Performance Assessment. They should be made available to students at any grade in printed form, if requested.</td>
</tr>
<tr>
<td>• Computer/word processor:</td>
</tr>
<tr>
<td>o Word processing applications used during testing should be those used during instruction so they are familiar to the students.</td>
</tr>
<tr>
<td>o Automatic spell checks and grammar checks must be disabled.</td>
</tr>
<tr>
<td>• Electronic spellchecker</td>
</tr>
<tr>
<td>o The student may only use spellchecking at the individual word level.</td>
</tr>
<tr>
<td>o Spellcheckers that automatically identify spelling errors for the student are not allowed.</td>
</tr>
<tr>
<td>• Teacher-provided spelling list:</td>
</tr>
<tr>
<td>o The list must be created before test administration begins.</td>
</tr>
<tr>
<td>o Once an assessment has begun, only the student may add additional words that the student looks up independently in the dictionary.</td>
</tr>
<tr>
<td>o Once an assessment has begun, test administrators must not urge students to add specific words.</td>
</tr>
<tr>
<td>• Lists of common transitions/transitional phrases:</td>
</tr>
<tr>
<td>o The list must be created before test administration begins.</td>
</tr>
<tr>
<td>o The list must not include examples (i.e., as used in a sentence).</td>
</tr>
<tr>
<td>• Auditory amplification devices, hearing aids, noise buffers</td>
</tr>
<tr>
<td>ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE OAKS WRITING PERFORMANCE ASSESSMENT</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Transparent sheets (clear or tinted) to protect test materials or to improve focus</td>
</tr>
<tr>
<td>• Correction fluid (“white-out”); correction tape</td>
</tr>
<tr>
<td>• Highlighter</td>
</tr>
<tr>
<td>• Masks/markers to limit distractions</td>
</tr>
<tr>
<td>• Response aids (e.g., adaptive pencils, key guards, and skins) for use on Paper/Pencil test administration</td>
</tr>
<tr>
<td>• Posters/wall charts describing the writing process or defining the writing traits.</td>
</tr>
<tr>
<td>• Posters/wall charts relating to the writing process must only include the following text verbatim:</td>
</tr>
<tr>
<td>o Step 1: Pre-write/Brainstorm</td>
</tr>
<tr>
<td>o Step 2: Rough Draft</td>
</tr>
<tr>
<td>o Step 3: Revise</td>
</tr>
<tr>
<td>o Step 4: Proofread</td>
</tr>
<tr>
<td>o Step 5: Publish</td>
</tr>
<tr>
<td>• Posters/wall charts defining the writing traits must only include definitions and must not include specific examples.</td>
</tr>
<tr>
<td>• ODE-provided student directions handout</td>
</tr>
<tr>
<td>o Only the ODE-provided student directions found online at <a href="http://www.ode.state.or.us/search/page/?=2346">http://www.ode.state.or.us/search/page/?=2346</a> are allowed during the OAKS Writing Performance Assessment. They should be made available to students at any grade in printed form, if requested. Note: this is in addition to the verbal directions included on pages M-4 – M-6 of this manual which must be read aloud to students verbatim.</td>
</tr>
</tbody>
</table>

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

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

After students are finished filling in the information on the front of the response folder, read the information in the boxes verbatim to all students directly before testing begins. Note: the directions below are provided in both English and Spanish. Side-by-Side English-Spanish administration of the OAKS Writing Performance Assessment is a standard administration. (Please see Part VII - English Language Learners for more information.)

1. Introduction

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

2. Pre-writing / Beginning Rough Drafts

STEP ONE: Prewriting on a Topic

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

STEP TWO: Writing the Rough Draft

Begin writing your rough draft on notebook paper when you finish prewriting. Be sure to circle the number of the topic you are choosing on page 2 of your response folder. Remember that your final copy should fit into the writing response folder on the two pages indicated.

STEP THREE: Revising and Editing

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

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

When you finish, make sure your name and your teacher’s name are on the front of the response folder and also on page 3 and any attached pages. When you finish writing, you should bubble your answers to the questions from the survey into your writing response folder.

PASO 1: Escritura previa del Tema

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

PASO 2: Haga un Borrador de su Composición

Empiece escribiendo su borrador en una hoja del cuaderno cuando termine la escritura previa. Asegúrese de marcar con un círculo el número del tema que seleccionó en la página 2 de su carpeta de respuestas. Recuerde que su composición final debe ajustarse a las dos páginas del fólder de escritura.

PASO 3: Revisión y Edición

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

PASO 4: Copia y Corrección de Pruebas

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

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

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.

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

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

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

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

4. Finishing a testing session

The Writing Assessment involves a multiple-day administration. When the time for a day’s test session is almost over, read aloud:

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.

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

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 or writing notes. Ask students to put all of the materials, including their rough drafts, notes, survey questions, and “Guide to Revisions” inside their writing response folders. Collect all materials, and store them overnight in a secure place in between testing events. Rough
drafts and notes must remain at the testing site and must not be taken home by the students or TAs.

5. Completing the assessment

When the students finish testing, collect and inventory the test booklets and make sure they are securely stored. Also collect all rough drafts, pre-writing, and other notes and securely shred them. If schools wish to retain rough drafts for future instructional purposes, they must be kept in a secure location until the test administration window has closed. Any drafts that include the specific wording of the secure writing prompt must be securely shredded and may not be retained or copied.

Student Directions for the Online Writing Performance Assessment

It is important that test administrators read the correct instructions for their students, as the Writing Assessment varies by grade. Students taking the Grade 7 and High School tests will receive multiple choice questions, followed by the essay portion of the test. The Grade 4 test consists of multiple choice questions only. Be sure to read the specific instructions intended for students in your session.

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

1. Introduction

The following instructions should be read to students taking the Grade 4 Writing Assessment:

Starting today, you will take part in a writing assessment. 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. 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.

Empezando el día de hoy, usted tomará parte en una evaluación de escritura. 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). 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.
The following instructions should be read to students taking the Grade 7 or High School Writing Assessment:

Starting today, you will take part in a writing assessment. You will write a paper that will be read and scored by two readers other than your teacher. You will have three different sessions – today, tomorrow, and the next day – to work on your paper.

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. 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.

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2. Enter the Session ID, First Name, and SSID

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

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.

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3. Verify Students’ Information

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.
The third screen calls for verification of student 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.

If you agree that the student’s information is incorrect, instruct the student to select NO to exit the student login.

4. Select Test

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. Please note that students will only have one test opportunity for writing.

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

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.

5. Approve the students’ tests from the Session Management Screen

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 you approve students, they will need to verify that their test subject and test enhancements are correct.
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 tutorial page listing the test tools and buttons that will appear on the test. Please read this over carefully. You can also access it during your test by clicking on the Help button in the top-right corner.

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

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

Students are now ready to start their test.

6. Taking the Test

Students taking the Grade 4 test will only see multiple choice items. Students taking the Grade 7 or High School test will see the multiple choice portion before seeing the essay portion. Students will transition from the multiple choice portion to the essay portion by hitting NEXT. It is important that students do not click END TEST until after they have completed the essay portion of the test. When pausing the test between testing events, students must use the PAUSE button to avoid submitting their tests for scoring before they are finished.

6a. Multiple Choice Items
The following instructions should be read to students taking the Grade 4 Writing Assessment:

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 at any time. 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.

The following instructions should be read to students taking the Grade 7 or High School Writing Assessment:

There are two parts to the Writing Assessment: a multiple choice portion, followed by an essay portion. After completing the multiple choice portion, it is important that you do not submit your test.

In the multiple choice portion of the test, 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 at any time. 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.

After you have answered all multiple choice questions on your test, you will be able to continue to the essay portion by clicking NEXT. If you are not ready to move on to the essay portion, please raise your hand and ask your Test Administrator for permission to PAUSE your test. Do not submit your test for scoring at this point.
6b. Pre-writing / Beginning Rough Draft

The following instructions should be read to students taking the Grade 7 or High School Writing Assessment. TAs administering the Grade 4 Writing Assessment can proceed to step 7.

**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.

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. 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 Cut, Copy, and Paste text, as well as undo your last written action. 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 printout 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.

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, opra el botón que dice EXPAND ALL PROMPTS (AMPLIAR TODOS LOS TEMAS).
Selezione 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 último tema que haya seleccionado. Es importante que no entregue su examen para ser evaluado. Su examen no puede ser entregado hasta que su escritura haya sido releída, revisada, editada y corregida.

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. 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 cortar, copiar o pegar texto, así como deshacer lo que ha escrito. 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.
7. Observe while students take the tests

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

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.

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

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

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

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

8. Finishing a testing session

The Writing Assessment involves a multiple-day administration. When the time for a day's test session is almost over, read aloud:

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...
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 or writing notes. Collect all materials, and store them overnight in a secure place in between testing sessions. **Rough drafts and notes must remain at the testing site and must not be taken home by the students or TAs.**

9. Completing the assessment

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 and any marked multiple choice items now. If you need additional time, let me know.

Once you have completed the entire assessment and 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 review answers or make additional revisions to your essay.

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Ya estamos terminando esta etapa de examen. Por favor, ahora revise su escritura y cualquier respuesta múltiple marcada. Si necesita más tiempo, hágamelo saber. Una vez que haya completado todo el examen y 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 revisar sus respuestas o hacer más revisiones de su composición.

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After students have completed the entire assessment (both the multiple choice and the essay portions), 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 essay and are pausing for the day, be sure to remind them to click PAUSE instead of END TEST.
Upon clicking END TEST, each student is presented with a screen prompting students to review their answers (marked and unmarked) for all items or to submit the test for scoring. Students may review their answers by clicking on REVIEW MY ANSWERS. Once a student has reviewed answers, the student must click SUBMIT TEST FOR SCORING. Once a student clicks on SUBMIT TEST FOR SCORING, the student will not be able to review answers or make any additional revisions to their essays.

Completing the OAKS Online Test Administration Session

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

When the students finish testing, collect all materials and securely shred them. *This includes any prewriting and/or rough draft work.* If schools wish to retain rough drafts 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.*

Returning Paper-Based Writing Performance Assessments to District Test Coordinators

Checking and Completing Materials

Carefully review each response folder to ensure that students have correctly entered all requested information. If any information is missing, incorrect, or incomplete, please add or revise the information as necessary. Check that students have circled the number of the topic to which they responded on page 2 of the response folder.

Completing the Classroom Information Sheet

Use a #2 pencil to complete a Classroom Information Sheet for *each* class (of no more than 40 students) tested. This must be completed by the Test Administrator (TA) after tests are administered. Before returning materials to your School Test Coordinator (STC), please complete items 1-8 on the OAKS Writing Performance Assessment Classroom Information Sheet.

Please do not enter anything in the areas labeled “For Official Use Only.” **DO NOT** separate the two parts of the Classroom Information Sheet – this form **MUST** be received intact for scoring. If the perforation on a writing folder becomes separated, use a paper clip to keep the two parts together. **DO NOT** staple or tape the two pieces together.

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
For the paper-based test, if there is not enough time to score student work before the tests are sent in, pages 3 and 4 of the response folder may be copied. Do NOT make copies of pages 1 and 2. The 2009-10 scoring guides are located at http://www.ode.state.or.us/search/page/?=32.

Separate rough drafts from the writing response folder. Do not send rough drafts to the scoring sites. Only the response folders are to be submitted for scoring. If applicable, staple the single additional page (that may be required to complete a thought) to the last page of the writing response folder. Do not staple or tape pages 1 and 2 of the folder to pages 3 and 4. Remember that this must be no more than a sentence or paragraph that was begun on the final page of the response folder, and must not exceed one-half of the page.

Blank response folders, survey questions, and all other secure testing materials must be returned to your School Test Coordinator (STC) for proper shipment or disposal. Test administration manuals and “Guides to Revision” may be kept for future reference.

Checking for Crisis Papers

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

Please review your student papers briefly with this concern in mind. If you find papers that deal with topics such as abuse, negligent treatment, drug or alcohol abuse, extreme violence, depression, or suicidal tendencies by a student or a family member, you should take appropriate action. Such action might include making a photocopy of the paper to share with a counselor or building administrator. The original paper can then be sent to the scoring site if that is appropriate.

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

Secure Recycling of Test Materials

DTCs are to return all unused Writing assessment test materials to Garten Services for secure recycling. A pre-printed label for Garten can be found in the Return Shipment Packet. If DTCs have any other questions about the procedures for packaging or returning answer documents, contact the Regional Assessment Support ESD Partner.

Appealing Scores on the Writing Performance Assessment

In 1999, ODE established a process for appealing scores on statewide performance assessments. Procedures for submitting appeals of scores given to papers completed for the Writing Performance Assessment are as follows:
The state scores for the paper are in the appropriate range of composite scores eligible for an appeal (25 to 39 at grade 7 and high school; 20 to 31 at grade 4);

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 an Appeals Form (next page in this manual). Writing Appeals Form is available online at http://www.ode.state.or.us/search/results/?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.

Papers submitted for re-scoring must be the original student work to avoid problems with poor quality copies. Rare exceptions can be made, but only if copies are clear and readable.

Appeal forms and student work must be received by ODE by June 1, 2010.

Scores from the appeal scoring will replace the papers’ original scores; it is important to note that it is possible for scores to go down.
Writing Performance Assessment Appeal Submission Form

Name of District: __________________________ Name of School: __________________________
Name of Student: ________________________ Grade of Student: __________________________
Student SSID: ___________________________ Essay #: _____________________________

Original Scores:

___ Ideas and Content  ___ Voice
___ Organization  ___ Word Choice
___ Sentence Fluency  ___ Conventions

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

Scores for Local Rater (approved by DTC):

___ Ideas and Content  ___ Voice (optional)
___ Organization  ___ Word Choice (optional)
___ Sentence Fluency  ___ Conventions

Performance Level (C, M) __________________________

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

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

________________________________________
(Print name of local rater)

________________________________________
(Signature of local rater) (Date)

________________________________________
(Signature of District Test Coordinator)

Appeals must be received no later than June 1, 2010. Address them to:

Oregon Department of Education
Attn: Ken Hermens
255 Capitol Street NE
Salem, OR 97310
APPENDIX N – OAKS PAPER/PENCIL

Ordering Paper/Pencil Test Materials

Districts may only offer Paper/Pencil assessments for students whose Individualized Education Program (IEP) or 504 Plan indicates use of Paper/Pencil assessments. Schools must order these assessments through the District Test Coordinator (DTC). Please note that if a district inappropriately orders Paper/Pencil tests, ODE may charge that district for shipping costs.

The DTC must order Paper/Pencil assessments through the ODE Web site at https://district.ode.state.or.us. To receive precoded materials, the DTC must submit a student level file under Consolidate Collections. The order/precode window will be open in the winter. For specific deadlines, please visit the Schedule of Due Dates (for ordering/precoding) at https://district.ode.state.or.us/apps/info/. All Side-by-Side English-Russian testing booklets must be downloaded separately from the password-protected EDS Web site, at http://eddataonline.com/oregon/. Please note that the procedure for ordering Paper/Pencil assessments may be subject to change. ODE is currently working to streamline the ordering process and anticipates that the new ordering process will be in place by October 2009. ODE will release a revised Appendix N – OAKS Paper/Pencil at that time.

Receiving Paper/Pencil Test Materials

The district will receive two shipments of test materials:

First Shipment

The first shipment includes the following (items marked * will be delivered to school districts in boxes marked for individual schools):

- Mathematics, reading/literature, and science test booklets*
- A copy of each school’s packing lists
- Verification of Receipt of Shipment. Complete and fax this document to the shipper (EDS)
- Answer sheets – color coding*:
  - Mathematics – Stormy (Grey)
  - Reading Grade 3 – Spice (Burnt Orange)
  - Reading Grade 4-12 – Aquamarine
  - Science – Maroon
- School/Grade Information Sheet(s)*
- Classroom Information Sheets*
- Paper bands to secure answer sheets for return*

Each district will also receive a five percent overage of all materials ordered by the schools in their district. An overage of answer sheets, test booklets, Classroom Information Sheets, and
School/Grade Information Sheets will be supplied to Regional Assessment Support ESD Partners. These can be used to provide adequate numbers of answer sheets to accommodate enrollment.

To request additional materials, contact your Regional Assessment Support ESD Partner.

Store all test materials in a secure area in accordance with Part IV - Test Security until they are distributed to schools. Instruct School Test Coordinators (STC) to keep materials secure at all times. Student test documents must not be in the Test Administrators (TAs)’ hands prior to the date of the actual test administration.

Second Shipment

A second shipment including the Return Shipment Packet will arrive before the end of the testing window with the following materials:

- Instructions for returning materials
- Return shipment labels – one set for returning answer sheets to EDS and one set for sending test booklets to Garten Services for secure shredding
- Shipping reimbursement form
- Knowledge and Skills Assessment district transmittal form
- Knowledge and Skills Fax Tracking Form – one for answer sheets and one for test booklets

Keep the Return Shipment Packet in a secure place so it is available to you for the return of the materials. Test materials must be returned on time or they will NOT count for participation.

General Instructions for Administering OAKS Paper/Pencil Assessments

The OAKS Assessments are NOT timed tests. Students should be allowed to continue working as long as they are making reasonable progress. Students taking OAKS Paper/Pencil Assessments will likely take 30 minutes to over 2 hours to complete the assessment depending on their IEP. For Paper/Pencil administration, remember to add time for distribution and collection of the test materials. Administering the test in smaller time segments is an acceptable practice for any student, or group of students. Individual students at any grade level should be given additional time if needed as long as they are making progress. Providing less time than indicated by the guidelines is an extreme disadvantage to students.

To make certain that test results are valid and reliable, be certain that the following procedures are followed:

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form.
- Examine the test environment for non-allowable resources. Only allowable resources may be visible during testing. Allowable resources are provided in Appendices I – J.
• Familiarize students with the test format by allowing them to take sample tests. ODE provides printable sample Paper/Pencil assessments online at http://www.ode.state.or.us/search/page/?id=1222.
• Review the student directions prior to testing.
• Read the appropriate script to all students verbatim prior to beginning each test (these are the ONLY instructions you may give to students).

Breaking up the Test

It may take some students more than 60 minutes to finish the test. Therefore, you may wish to break students’ testing into shorter sections. These shorter testing periods could be used to possibly make their testing experience less stressful. When students break in the Paper/Pencil test, they must not revisit earlier questions, and all test materials must be securely stored immediately until the next testing session.

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.
• When resuming a test, Test Administrators (TAs) should review the process and instructions for beginning a test.

Testing Procedure

1. Several days prior to the day of testing, review this Test Administration Manual. Pay special attention to Part III - Student Confidentiality and Part IV - Test Security.
2. Review your notes from 2009-10 Test Administration training. Immediately contact your School Test Coordinator (STC) if you have not been trained this year.
3. Review the applicable appendices for the types of tests you will administer.
4. Minimize interruptions or disturbances during testing by posting a TESTING – PLEASE DO NOT DISTURB sign while testing is in progress.
5. Plan time for make-up testing for students who are absent for any portion of the regular testing period. Every effort must be made to ensure that all students have an opportunity to complete the assessments.

Student Directions for OAKS Paper/Pencil

OAKS Paper/Pencil Assessments are available for Reading/Literature, Mathematics, and Science. For a list of subject-specific allowable resources, see Appendices I – K.
Make certain that all students have a #2 pencil and that there are additional pencils available. **Read the information in the boxes verbatim to all students.** Note: the directions below are provided in English, Spanish, and Russian. Side-by-Side English-Spanish or English-Russian administration of an OAKS Assessment is a standard administration. Please see Part VII - English Language Learners for more information. Students who would benefit from the Side-by-Side tests will need the following:

- A subject-specific answer sheet
- A English-Spanish or English-Russian version of the subject-specific test booklet
- Student directions in Spanish or Russian (below)

**Part 1.**

1. Hand each student his or her own answer sheet and test booklet. Read aloud.

Today you are taking Part 1 of a test in ______. Most students will finish in about 50 minutes. If you have not finished after 50 minutes but you are making progress, I will give you additional time to finish this part of the test.

Before you do anything else, write your name in the space provided on the cover of your test booklet. Open your test booklet to page 1. At the top of the page below the word “directions” is a sentence telling you which test form you are taking. **Bubble in that letter and number** in the Form Identification Box on page 2 of the answer sheet. By doing this correctly you will ensure that your test is scored accurately.

This test may be different from others you have taken. Do not spend too much time on any one question. You should try to answer all of the items. Find the best answer even if you’re not sure; there is no penalty for guessing.

If you think more than one answer COULD be correct, pick the BEST answer. Remember, you are not expected to know all of the answers. Just do the best that you can.

Hoy usted tomará la primera parte de un examen de ______. La mayoría de los estudiantes terminarán en unos 50 minutos. Si usted no ha terminado después de 50 minutos, pero está avanzando, le daré tiempo adicional para terminar esta parte del examen.

Antes de hacer cualquier cosa, escriba su nombre en el espacio previsto en la cubierta del folleto de su examen. Abra el folleto de su examen en la página 1. En la parte superior de la página, debajo de la palabra “instrucciones” hay una frase que le dice qué examen es el que está tomando. **Rellene esa letra y ese número** en el Casillero de Identificación del Formulario en la página 2 de la hoja de respuestas. El hacerlo correctamente garantizará que su examen sea calificado con precisión.

Este examen puede ser diferente a otros que ya ha tomado. No use demasiado tiempo en una sola pregunta. Trate de contestar todas las preguntas. Encuentre la mejor respuesta aunque no esté seguro, no se penaliza por adivinar.
Si cree que más de una respuesta PODRÍA ser correcta, elija la MEJOR respuesta. Recuerde, no se espera que usted sepa todas las respuestas. Simplemente haga lo mejor que pueda.

2. Answer any questions, then read aloud:

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. Turn to Part 1 and begin.

Sus respuestas deben ser su propio trabajo. Por favor, mantenga su vista en su propia prueba y recuerde que no debe hablar. Vuelva la hoja a la Parte 1 del examen y comience.

Ваш ответы должны быть результатом вашей собственной работы. Пожалуйста смотрите только в свой тест, и помните, не должно быть никаких разговоров. Откройте Часть 1 экзамена и начинайте отвечать на вопросы.

3. Monitor the students’ progress as they are working on the test, and answer any procedural questions.

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

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

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

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

Важно, чтобы вы приложили максимум усилий. Вам необходимо прервать тест и сделать паузу?

4. Fill in the Classroom Information Sheet according to the instructions printed on it if you have not already done so. Make sure all information is filled in correctly. Individual Student Reports and Class Roster Lists are based on the information on the Classroom Information Sheets.

5. When it appears nearly all of your students have finished the major portion of this half of the test or have stopped making progress on the test, read aloud:

We are nearing the end of this testing period. If you need additional time to work on Part 1, let me know. You should check to see if you have tried to answer every item on this half of the test. If there are items where you might know the answer, but did not mark it on your answer sheet, go back and review them now.

Check your answer sheet to be sure you have bubbled in the correct information in the Form Identification Box. Place your answer sheet inside the front cover of your test booklet.

Estamos por terminar este periodo del examen. Si necesita más tiempo para contestar la parte 1, avíseme. Asegúrese de que haya tratado de contestar cada una de las preguntas en esta mitad del examen. Si hay preguntas de las que cree saber la respuesta pero no las ha marcado en el formulario de respuestas, regrese y contéstelas ahora mismo.

Revise su hoja de respuestas para cerciorarse de haber rellenado el círculo con la información correcta en el casillero de Identificación del Formulario. Coloque su hoja de respuestas dentro de la cubierta del folleto de su examen.

Время, выделенное на выполнение этой части экзамена, скоро закончится. Если вам требуется дополнительное время для окончания работы, пожалуйста, сообщите мне об этом. Проверьте, попытались ли вы ответить на каждый из вопросов в этой половине экзамена. Если на листе для ответов не отмечены ответы на те или иные вопросы, и вы догадываетесь,
6. When the test period is over, collect the test booklets and answer sheets. Make sure the answer sheets are placed under the front cover of the appropriate test booklets, so students receive their same materials during the next testing session. Check to see if students have bubbled in the correct Form Identification information.

Part 2

7. Hand out the booklets and answer sheets, making sure that each student is continuing the test using the same form used for Part 1. Ask the students to turn to the part of the test booklet that is marked as Part 2. Then have them continue working until they have reached the end of the test.

When it appears that nearly all of your students have finished this portion of the test or have stopped making progress on the test, have students close their test booklets. Collect the booklets and answer sheets.

Returning Paper/Pencil Test Materials to District Test Coordinators

Completed materials must be returned to EDS for scoring. The definition of a “completed” answer sheet is a pre-printed or hand-bubbled answer sheet that contains student responses OR an answer sheet that has Administration Codes #1 (absent or student refusal) or #7 (parental request for exemption) bubbled in.

Preparing Materials for Shipment

1. Return all completed and unused pre-printed, bar-coded, and blank answer sheets along with all test booklets to the DTC.
2. Separate the answer sheet from the test booklets.
3. Securely store all test materials while in the district (locked in a room that can only be entered with a key or keycard. All individuals with access to secure storage must sign an Assurance of Test Confidentiality; see Part IV - Test Security, pages 18-21). Test forms and answer documents from one testing window are NOT to be used for another window.
4. Do NOT return partial or incomplete shipments of answer sheets. Wait until all schools in the district have returned all testing materials before shipping.
5. Complete the Multiple Choice Answer Sheet District Transmittal Form. EDS will use the Multiple Choice Answer Sheet District Transmittal Form to check in materials for scoring.
This form is a list of all schools in the district to which ODE sent materials. The name and telephone number of the DTC have been pre-printed at the top of the form. Write in the total number of completed answer sheets being returned for each content and grade. Sign the form and make necessary corrections in case EDS needs to follow-up for assistance or clarification.

6. Place all school bundles of completed answer sheets within an “answer sheet return container.” This container is the small box that holds documents securely, or an envelope for smaller districts.

7. Place all the Multiple Choice Answer Sheet District Transmittal Forms on top of all school bundles for the district in the box marked “box 1” among all the boxes being returned.

8. Complete and attach a shipping label to each outer box (not inner boxes). The pre-paid bar coded shipping labels in your Return Shipment Packet are for UPS only. If you use a carrier other than UPS, it must provide tracking services. There is a shipping reimbursement form in the Return Shipment Packet to be used by the districts where UPS service is unavailable or unreliable.

9. Mark each box of the shipment “box 1 of 2” “box 2 of 2”, etc. Give the boxes to the appropriate shipping service (i.e., UPS, USPS, etc.). Remember to keep records of your shipments so if they are incorrectly routed, they can be tracked. Do not return materials to ODE unless you are specifically instructed to do so.

Test materials must be shipped by the Receipt or Postmark Deadline for Shipping to ODE's Designee identified in the 2009-10 Test Schedule located in Appendix A or they will NOT count toward participation.

Secure Recycling of Test Materials

DTCs are to return all unused Paper/Pencil test materials and blank answer sheets to Garten Services for secure recycling. A pre-printed label for Garten can be found in the Return Shipment Packet. If DTCs have any other questions about the procedures for packaging or returning answer documents, contact the Regional Assessment Support ESD Partner.
APPENDIX O – OAKS EXTENDED ASSESSMENT

Oregon’s Extended Assessment system is the state’s alternate assessment system designed for students with significant cognitive disabilities. In Oregon, any student with an IEP whose team decides that this is the most appropriate assessment for the student’s needs may take the Extended Assessment. In 2009-10 two main assessment options exist for students with disabilities: The team may decide (a) the student should be assessed via the Extended Assessment (Standard or Scaffold), or (b) the team may decide the student should be assessed with the General Assessment (possibly with Accommodations located at http://www.ode.state.or.us/search/page/?=487). The team may also decide that the student should be assessed with the Extended Assessment for some subject areas and with the General Assessment for the other subject areas.

Authorized district and/or school personnel may print Extended Assessment materials through the District Secure Web site at https://district.ode.state.or.us. Districts should create a secure process for downloading and distributing Extended Assessments. Personnel authorized to access, print, and distribute Extended Assessment materials include individuals trained in the Extended Assessments who also have the appropriate permissions (e.g., Qualified Trainers and Qualified Assessors), as well as designated individuals with permission to access the District Secure Web site (e.g., District Test Coordinators). Materials are available one week prior to the 2009-10 testing window, starting on February 11, 2010. Contact the ODE helpdesk at ode.helpdesk@state.or.us or call at 503-947-5715 for assistance.

For detailed information on administering the OAKS Extended Assessment, the Extended Assessment Manual is available on ODE’s Web site at http://www.ode.state.or.us/search/page/?id=554.

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

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

Additional general and supporting information on the Extended Assessments may be found on the ODE Web site at http://www.ode.state.or.us/search/results/?id=178 and via the Extended Assessment link through the District Secure Web site at https://district.ode.state.or.us.
**APPENDIX P – OAKS BRAILLE OR LARGE PRINT ADMINISTRATION**

Students who receive services for visual impairment are eligible to take a Paper/Pencil version of the test in Braille or Large Print. Some students may be able to use the “zoom” feature on the OAKS Online browser to enlarge test materials sufficiently to enable them to take the online test. However, for those students who need additional assistance to participate in the test, the Braille or Large Print tests are available.

**Ordering Braille or Large Print Test Materials**

**Schools must order tests in Braille or Large Print through the District Test Coordinator (DTC).** The DTC must order Braille or Large Print assessment materials during the Test Orders Collection Window, and for pre-coded materials the DTC must submit a student level file under Consolidate Collections. For specific deadlines, please visit the Schedule of Due Dates (for ordering/pre-coding) at [https://district.ode.state.or.us/apps/info/](https://district.ode.state.or.us/apps/info/). If a student’s test order includes special instructions (e.g., specific font or type spacing requirements), the DTC should submit these special instructions through the [Regional Assessment Support ESD Partner](https://district.ode.state.or.us/apps/info/).

DTCs will be notified by the Oregon Textbook and Media Center (OTMC) when tests are shipped to create a record of transmittal. Once test are received, they must immediately be given to the DTC or School Test Coordinator (STC) for secure storage until the day of testing.

**Test Procedures**

Students must take the assessment during the Paper/Pencil test window. The trained Test Administrator (TA) must follow the Paper/Pencil procedures identified in [Appendix N - OAKS Paper and Pencil](https://district.ode.state.or.us/apps/info/) except as identified below:

**For Mathematics, Reading/Literature, and Science:**

- The students will mark their answers directly in the test booklet.
- A TA will then transfer the student’s answers to the answer sheet provided, exactly as marked in the booklet.
- Any assistance provided to the student must be consistent with the Accommodations Tables located at [http://www.ode.state.or.us/search/page/?=487](http://www.ode.state.or.us/search/page/?=487).
- The TA will then deliver the completed answer sheet along with the return address label to the STC, who will forward the completed answer sheet to the DTC.
- The DTC will return the completed answer sheet to Educational Data Systems (EDS) in the same shipment as any other multiple choice paper/pencil materials. The DTC will also return the test booklet to Garten for secure shredding.
For Writing

- The student will respond to the writing prompt using a Braille writer or other assistive device as appropriate.
- The TA will ensure that the student has access only to allowable resources as listed in Appendix M – Requirements for the OAKS Writing Performance Administration and accommodations located at http://www.ode.state.or.us/search/page/?=487, respectively.
- The TA will transcribe the student work into the student test booklet and secure the original student work at the school site to be kept for 1 year for reference if questions arise.
- The TA will then deliver the transcribed student response to the STC. The STC will include the transcribed booklet with all other completed writing tests to be submitted to the DTC for shipment to the scoring site.

Returning Braille or Large Print Test Materials for State Scoring

DTCs must ensure that all Braille or Large Print Tests ordered for students in their district are returned by the appropriate Receipt or Postmark Deadline for Shipping to ODE's Designee listed in the 2009-10 Test Schedule located in Appendix A. Tests shipped after the deadline will NOT count toward participation.

For Mathematics, Reading/Literature, and Science

- The DTC will send the answer sheet to EDS for scanning in the same return shipment as any other OAKS Paper/Pencil assessments the district administered.
- Test booklets in Braille or Large Print must be returned to Garten Services for secure recycling. A pre-printed label for Garten can be found in the Return Shipment Packet.

For Writing

- The DTC will include the completed Braille or Large print test with the other completed writing tests in the return shipment packet sent to the scoring site.
APPENDIX Q – ACCESSING STUDENT SCORES ONLINE

Updated October 30, 2009

A correction was made to the ELPA “ONLY” IEP test administration codes. Clarifying language was added regarding the banking of student scores and coding student records for accountability reporting purposes.

Student Centered Staging

Student Centered Staging is the name given to a large dataset used to describe student performance on statewide assessments. These data provide a single record for each test event. That is, a record is included among these data for each test a student takes. Among these records, those that represent each student’s best performance on the individual tests (Reading/Literature, Mathematics, Writing, Science, and Social Science) are flagged and are used in calculating school and district Adequate Yearly Progress (AYP) designations under NCLB and for the production of school and district report cards under state law.

The data included in this dataset come from a number of sources and reflect data submitted by district staff as part of the SSID, Spring Membership, and NCLB Limited English Proficient collections, among others. District staff are called upon to review and to modify these data to most accurately reflect the status of each student included in the dataset.

Accessing and Reviewing Assessment Records

Records in Student Centered Staging are complex and include a great deal of confidential information. These records should be protected in the same way that any other confidential student data might be. A file describing the content and use of each of these data elements is available online in Excel format and can be downloaded at https://district.ode.state.or.us/apps/info/AppDocs.aspx by following the Student Staging File Format - Upload, Download, Adjustments and Errors link. This file should be used as a reference to determine appropriate changes to the file to indicate student status.

Annually, as part of the effort to prepare for AYP and report card publication, school staff should review these records for accuracy and should make corrections where necessary. Access to these data is controlled by a District Security Administrator (DSA) in each school district. Those needing access to these data should contact their DSA.

Scores of grade 10 students who took the high school test in prior school years and met or exceeded the high school standard are “banked” and included in participation and performance calculations as valid test scores for the current school year.
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.

Modifying Student Records

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 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.

Coding Student Records for Report Cards/AYP

There are a number of reasons that district staff might want to modify a student’s record in Student Centered Staging. These situations are thoroughly described in the AYP Policy and Technical Manual available for download from http://www.ode.state.or.us/search/page/?id=218. This manual addresses students who were not present for the full academic year or not present on the first school day in May of the testing year, in which case the student’s performance is not credited to the district which may have been the resident district during testing.

Please note that if a student starts an assessment in one school and moves to another school before completing the assessment, for individual student and classroom reporting levels, the student’s test record will remain with the resident school where the assessment was started. However, for accountability reporting purposes, the resident school is only accountable for the scores of students enrolled on the first school day in May.

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 CalcAdminCd. Acceptable codes for this field, and the outcome of each code, are indicated in the table below.

<table>
<thead>
<tr>
<th>ADMINISTRATION CODE</th>
<th>DEFINITION</th>
<th>PARTICIPATION STATUS</th>
<th>PERFORMANCE STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td>Non-participant</td>
<td>Not used</td>
</tr>
<tr>
<td>3</td>
<td>Modified – Language = A student who is</td>
<td>Non-participant</td>
<td>Not used</td>
</tr>
</tbody>
</table>
### Test Administration Manual

**Appendix Q – Accessing Student Scores Online**

**2009-2010**

**Office of Assessment and Information Services**

**Oregon Department of Education**

<table>
<thead>
<tr>
<th>ADMINISTRATION CODE</th>
<th>DEFINITION</th>
<th>PARTICIPATION STATUS</th>
<th>PERFORMANCE STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>non-literate in the language of the test and participates in the assessment under modified conditions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Modified – Disability = A student with a disability who participates in the assessment under modified conditions.</td>
<td>Non-participant</td>
<td>Not used</td>
</tr>
<tr>
<td>6</td>
<td>Home Schooled Student, Foreign Exchange Student, or Out-of-State Student</td>
<td>Not used</td>
<td>Not used</td>
</tr>
<tr>
<td>7</td>
<td>Parent Request = A student whose parents request that the student not participate in testing for religious or disability related reasons.</td>
<td>Non-participant</td>
<td>Not used</td>
</tr>
<tr>
<td>8</td>
<td>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.</td>
<td>Not used</td>
<td>Not used</td>
</tr>
<tr>
<td>9</td>
<td>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.</td>
<td>Not used</td>
<td>Not used</td>
</tr>
</tbody>
</table>

### ELPA “ONLY” IEP Test Administration Codes

<table>
<thead>
<tr>
<th>ADMINISTRATION CODE</th>
<th>DEFINITION (REFER TO THE DOMAINS REQUIRED BY NCLB AND ASSESSED BY ELPA FOR ACADEMIC READINESS IN EACH. SEE PART III OF THIS MANUAL FOR MORE INFORMATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>No Reading per IEP team</td>
</tr>
<tr>
<td>B</td>
<td>No Reading &amp; Writing per IEP team</td>
</tr>
<tr>
<td>C</td>
<td>No Reading, Writing &amp; Listening per IEP team</td>
</tr>
<tr>
<td>D</td>
<td>No Reading, Writing &amp; Speaking per IEP team</td>
</tr>
<tr>
<td>ADMINISTRATION CODE</td>
<td>DEFINITION (REFER TO THE DOMAINS REQUIRED BY NCLB AND ASSESSED BY ELPA FOR ACADEMIC READINESS IN EACH. SEE PART III OF THIS MANUAL FOR MORE INFORMATION)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>E</td>
<td>No Reading, Writing, Listening &amp; Speaking per IEP team (available only for tests not attempted)</td>
</tr>
<tr>
<td>F</td>
<td>No Reading &amp; Listening per IEP team</td>
</tr>
<tr>
<td>G</td>
<td>No Reading, Listening &amp; Speaking per IEP team</td>
</tr>
<tr>
<td>H</td>
<td>No Reading &amp; Speaking per IEP team</td>
</tr>
<tr>
<td>J</td>
<td>No Writing per IEP team</td>
</tr>
<tr>
<td>K</td>
<td>No Writing &amp; Listening per IEP team</td>
</tr>
<tr>
<td>L</td>
<td>No Writing, Listening &amp; Speaking per IEP team</td>
</tr>
<tr>
<td>M</td>
<td>No Writing &amp; Speaking per IEP team</td>
</tr>
<tr>
<td>N</td>
<td>No Listening per IEP team</td>
</tr>
<tr>
<td>P</td>
<td>No Listening &amp; Speaking per IEP team</td>
</tr>
<tr>
<td>Q</td>
<td>No Speaking per IEP team</td>
</tr>
</tbody>
</table>
Accommodations: A practice or procedure in presentation, response, setting, and timing or scheduling that, when used in an assessment, provides equitable access to all students. State-approved Accommodations do not compromise the learning expectations, construct, grade-level standard, or measured outcome of the assessment.

District Test Coordinator: District personnel responsible for the overall administration of testing in a district.

Force Majeure: An extraordinary circumstance (e.g. a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g. flooding, earthquake, volcano) which directly prevents a school from making reasonable attempts to adhere to the 2009-10 test schedule.

Invalidation: The act omitting test results and student responses from the testing, reporting, and accountability systems for a given testing event for which the student may not retest. For OAKS Online invalidated tests will count toward one of the student’s three testing opportunities.

Modifications: Any change away from a standard administration that is not listed in the Accommodations Tables is considered a Modification. Any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accommodations Panel and listed on the state’s Accommodations Table.

Official State Scoring Guide: An evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a 1-6 point scale to rate student work. It is used by Oregon teachers to evaluate student work samples.
Regional Assessment Support

ESD Partner: Regional system administrators who provide help desk services for assessment and data collection questions, as well as liaisons with ODE and with ODE’s testing contractors.

Reset: The removal of student responses from the web-based testing application for a given testing event for which the student may retest. For OAKS Online reset tests will not count toward one of the student’s three testing opportunities.

School Test Coordinator: School personnel responsible for monitoring the testing process, Test Administrators, and the handling of paper test materials within individual schools.

Test Administrator: District or school personnel or volunteer responsible for administering the Oregon Statewide Assessments in a secure manner in compliance with the policies and procedures in the Test Administration Manual.

Testing Impropriety: The administration of an Oregon Statewide Assessment not in compliance with this Test Administration Manual.

Testing Irregularity: Unusual circumstances that impact a group of students who are testing and may potentially affect student performance on the test or interpretation of those scores.

Work Sample: Representative samples of individual student work that may cover one or more content areas and therefore may be scored using one or more official state scoring guide(s).