



Oregon Extended Assessment (ORExt): Qualified Trainer Training



WELCOME

Purpose

- Every student should have an equal opportunity to show what s/he knows and can do. Common training ensures:
 - Reliability
 - ✓ from one assessor to another
 - ✓ from one occasion to another
 - ✓ from one district to another
 - Validity:
 - ✓ the results are an accurate reflection of student knowledge and skill
 - ✓ the outcome is a reflection of what we intended to measure

Capacity and Allocations

- Districts are responsible for ensuring they have the capacity to assess all students who will be taking the ORExt.
- Allocations to support this responsibility were committed to districts based on the following estimates:
 - Number of Qualified Trainers: 137
 - Number of Qualified Assessors: 1030
 - Number of students assessed: ~4,000

QA & QT Qualifications and Expectations

○ Qualified Assessor (QA)

- **Prerequisite Qualification:**
 - ✓ Licensed/certified staff (i.e., teacher, school psychologist, etc.)
- Creates and keep a current QA account
- Prepares materials and setting for individual administration of the assessment
- Administers assessments directly to students
- Scores student responses fairly
- Delivers scores to online data entry system(s)
- Interprets results for student, family, or educational team
- Maintains security status through District Security Administrator
- Attend annual district test security training

○ Qualified Trainer (QT)

- In addition to QA responsibilities:
 - ✓ Serves as the local point person
 - ✓ Provides training and coaching to local Qualified Assessors
 - ✓ Manages QA Training and Proficiency accounts
 - ✓ Fluent in updates and changes
 - ✓ Awards certificates (per district policy)
- **First-time QTs must notify ODE of their status following their participation in the November QT training and having passed their refresher proficiency assessment.**

QA Training Requirements

Who	What	AND...
New Qualified Assessors	Attend one of the live trainings hosted by a local Qualified Trainer who has re-qualified for the current school year.	<ul style="list-style-type: none"> Review all training sections (under Training tab) and pass the four proficiency tests* on the training and proficiency website. Attend district's annual test security training and ensure current, signed confidentiality agreement on file with district.
Returning Qualified Assessors	May opt to attend a live training provided by a current Qualified Trainer.	<ul style="list-style-type: none"> Review the required training sections and pass the refresher proficiency tests on the training and proficiency website. Attend district's annual test security training and ensure current, signed confidentiality agreement on file with district.

QT Training Requirements

Who	What	AND...
New Qualified Trainers (a returning QA identified by his/her school and/or district to become a QT)	Attend one of the five live regional trainings by the Oregon Department of Education.	<ul style="list-style-type: none"> Review required training sections <u>and</u> pass the refresher proficiency test on the training and proficiency website. Attend district's annual test security training and ensure current, signed confidentiality agreement on file with the district. Attend triennial QT meeting.
Returning Qualified Trainers	May opt to attend one of the five live regional trainings by the Oregon Department of Education.	<ul style="list-style-type: none"> Review required training sections <u>and</u> pass the refresher proficiency test on the training and proficiency website. Attend district's annual test security training and ensure current, signed confidentiality agreement on file with the district. Attend triennial QT meeting.

QA & QT Training Requirements (cont.)

Who	What
Qualified Assessors & Qualified Trainers	<ul style="list-style-type: none">▪ Oregon's current Test Administration Manual:<ul style="list-style-type: none">✓ Sections 1.0 - 4.0, 11.0, and Appendix A▪ The Oregon Accessibility Manual:<ul style="list-style-type: none">✓ Introduction✓ ORExt accessibility supports✓ Appendices B – E

Oregon Extended Assessment



ORExt: USED AA-AAAS Allowance

- Per USED, an allowance was made for states to create an alternate assessment for students with the most significant cognitive disabilities: Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS)/ **Oregon's Extended Assessment**
- IEP team decides who participates

Participation by Content Area and Eligibility Category

- Participation by Content Area:

Subject	Data
English Language Arts	3,940
Math	3,940
Science	1,690

- While all eligibility categories are represented, the majority of students who participate primarily come from these three:

Eligibility	Data
Intellectual Disability	30-45%
Autism Spectrum Disorder	28-34%
Other Health Impairment	11-16%

Decision-Making

- Among the numerous instructional decisions, IEP teams determine the student's statewide assessment option:
 - General assessment
 - ORExt
 - ✓ Use guidance document on eligibility for ORExt (cf. next slide)
 - ELPA21
 - ✓ If ELL, how they will participate in ELPA21?
 - Types of accessibility supports to provide during the assessment
 - ✓ Consult the current Oregon Accessibility Manual
 - ✓ NB: A decision to use unapproved assessment accessibility supports is a decision to modify and, therefore, invalidate the student's test for all reporting (AMO) purposes.

Eligibility Guidelines

- Guidelines are posted on the:
 - Statewide Alternate (Extended) Assessment website at <http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx>,
 - ORExt Training and Proficiency website at <https://or.k12test.com/>, and in the
 - ORExt Administration Manual (“Selecting the Assessment”)

Grade 12 Retake Option

- Grade 12 students whose current IEP indicates they are to participate in the ORExt will be afforded the opportunity to retake the ORExt (in ELA and/or Math) if they did not meet proficiency expectations (i.e., receive a “Level 3” or “Level 4”) as 11th graders.

Oregon Accessibility Manual

[http://www.oregon.gov/ode/educator-resources/assessment/Pages/
Assessment-Administration.aspx#main](http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx#main)

- Background
 - Smarter Balanced Consortium (i.e., Usability, Accessibility, and Accommodations Guidelines)
- Structure
 - Statewide Assessments Accessibility Supports Tables
 - Appendices
 - Change Log
- Terminology
 - Universal Tools, Designated Supports, Accommodations
 - Embedded, Non-embedded

Administration & Data Entry Windows

(<http://www.oregon.gov/ode/educator-resources/assessment/Documents/testingschedule.pdf>)

○ Administration:

- Opens February 15, 2018 and closes at 5:00 p.m. on April 26, 2018.
- Assessment materials are available for download **one week prior** to the opening of the administration window (beginning February 8, 2018).

○ Data Entry:

- Grades 3-8 & 11: Opens February 15, 2018 and closes at 5:00 p.m. on May 11, 2018. Performance scores will be available May 25, 2018.
- Grade 12 (retake): Opens February 15, 2018 and closes at 5:00 p.m. on April 26, 2018 (to ensure performance scores will be available by May 11, 2017).

Administration Types

- Paper-Pencil
 - Use the ODE District Secure website to:
 - ✓ Access the ORExt Student Materials and Scoring Protocol
 - ✓ Access the Oregon Observational Rating Assessment (Orora)
 - ✓ Enter data for both the ORExt (“How-to” Instructions posted) and the ORora
- **NEW!**: Tablet administration (available for students who can successfully access the assessment in a tablet format). Use the tablet to:
 - Access the ORExt Student Materials.
 - Data is automatically entered as testing proceeds for the ORExt.
 - Access the ORora (an option presented to the QA/QT automatically if testing is discontinued)

Tablet Administration Training

(cf. or.k12test.com PPT)

- Guidelines regarding the administration type
 - For blind/visually impaired and/or deaf/hard of hearing, tablet administration is likely not appropriate.
- **Access Requirements**
 - Complete training
 - Pass proficiency test(s)
 - Update Training & Proficiency account with accurate information regarding your current district/school

Tablet Administration Training (cont.)

- System Requirements (handout)
- Administration
 - Scoring Writing
 - Use of the PIN
- Data Entry
- Lessons Learned: Benefits and Pitfalls

Administration

- Logistical Considerations:

- Review assessment(s) and prepare any materials in advance
- Arrange substitute time as needed
- Consider
 - ✓ reward system (as necessary)
 - ✓ seating arrangements based on student need
 - ✓ setting (one-on-one, limit distractions)
 - ✓ timing (as appropriate)
 - ✓ assistance (as required)
 - ✓ Maintain awareness of the level of support student needs to access an item on an item-by-item basis (not directly assessed this year)

Administration (cont.)

- Consequential validity survey results suggest that the length of assessment administration takes on average .75 to 1.5 hours per content area
- Average length of data entry (~10-15 minutes)
- Average length of time associated with materials preparation (varies)



ORExt Format

- Three subject areas (English Language Arts (ELA) [Reading, Writing, Language], Mathematics, & Science)
- Grade leveled assessments in ELA and Math (3-8 & 11)
- Grades 5, 8, & 11 assessed in Science

ORExt Scoring

Entry Code	Administration note	Definition
0	No credit	Student response is incorrect. Student answers incorrectly in any of several ways, including (but not limited to): incorrect answer, refusal, no response, adverse behavioral response, or incomplete response.
1	Full credit	Student response is correct based on rubric. Exact match for Reading, Language, Math, and Science items or correct based on rubric criteria for Writing items.

Minimum Participation Rule

- **To count toward AMO Participation a student must take at least 10 items.**
- If a student misses 10 items at any point within the administration of the first 15 items, QAs should consider discontinuation.
- All accessibility supports and appropriate provisions should be considered thoroughly prior to discontinuing an ORExt administration.
- If the ORExt is discontinued, the QA (or teacher who knows the student best) are expected to complete the ORora (only one ORora per student must be completed).

Oregon Observational Rating Assessment (ORora)

- The ORora is for SWSCD who are not able to access the academic demands of the ORExt, despite the provision of extensive supports and test design features founded in the concepts of universal design for assessment. It provides:
 - instructional and functional information for teachers and parents
 - information on attention, math concepts, and receptive & expressive communication

ORora Completion

- The ORora is not a performance assessment; it is a rating scale founded in the teacher's observations of the most current levels of student functioning.
- It is completed by the QA during the test window, but the student does not need to be present during its completion.
- There is a comprehensive user guide, which provides definitions for each aspect of the scale, as well as examples, published on the Training and Proficiency site at <https://or.k12test.com/>

ORora Domains & Sub-domains

- The ORora is composed of two domains with two sub-domains under each:
 - Level of Independence (LOI) = Attention + Basic Math Concepts
 - ✓ Attention
 - ✓ Basic Math Concepts
 - Communication (COM) = Receptive + Expressive
 - ✓ Receptive Communication
 - ✓ Expressive Communication
- The administrative directions for the ORora are posted in the QT Materials section of Oregon's Extended Assessment Training & Proficiency website at or.k12test.com

ORora Scales

- Level of Independence Rating Scale

Level 1 <i>Full Physical</i>	Level 2 <i>Partial Physical</i>	Level 3 <i>Verbal/Gestural</i>	Level 4 <i>Independent</i>
1	2	3	4

- Communication Rating Scale

Level 1 <i>Reactive</i>	Level 2 <i>Proactive</i>	Level 3 <i>Unconventional</i>	Level 4 <i>Conventional</i>
1	2	3	4

ORora Scoring

Oregon Observational Rating Assessment (ORora) Summary

Domain	Points Achieved
Level of Independence (LOI)	1. Attention Sub-domain _____
	2. Math Concepts Sub-domain _____
	LOI Total _____
Communication (COM)	3. Receptive Sub-domain _____
	4. Expressive Sub-domain _____
	COM Total _____
	Total ORora Score (LOI Total + COM Total) : _____
	ORora Percentage (Total ORA Score/80) : _____

ORora Narrative Summary

- Teachers can address or identify areas such as:
 - Prerequisite skills that allow the student to access instruction,
 - Sensory support needs (i.e., hearing, vision, orthopedic, medical),
 - Effective use of Assistive Technology (AT) (e.g., alternative communication devices),
 - Relevant functional skills that have developed over the past year, and, generally,
 - Areas of growth that educators have noted in the prior year (e.g., comparing current to prior ORora scores, if available, or any context for determining the Present Levels of Academic Achievement and Functional Performance [PLAAFP] for SWSCDs).

ORora Data Entry

- The paper/pencil version of the ORora is on the same page as the paper/pencil ORExt materials on the ODE District Secure Website
- All data entry for the paper/pencil version is completed on the ODE District Secure Website
- NOTE: keep the tablet administration separate; we do not want any duplicate records

Use of ORora Scores

- The ORora yields:
 - Four sub-domain scores (Attention, Basic Math Concepts, Receptive Communication, and Expressive Communication),
 - Domain summary scores for the LOI and COM domains; and,
 - A summary score composed of both domain scores.
- These scores can be used for diagnostic purposes to represent student learning and change across time.
- Individualized Education Program (IEP) teams are encouraged to use the results as one data source to develop appropriate and meaningful Present Levels of Academic and Functional Performance (PLAAFP) descriptions, as well as IEP goals and objectives.

Reports and Scores

- While ORExt performance scores (and Individual Student Reports) are not available until May, student's **frequency of responses** are available under the "Reports" tab in Data Entry in both "Individual Student Reports" and "Class Roster Reports" formats.
- Teachers who are interested in accessing students' performance scores are encouraged to work with your School Test Coordinator.
- An interpretation guide for ORExt scaled scores is available at
<http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx> .

Discussing Test Results with Parents

- Can and should always discuss performance and growth with respect to IEP short-term objectives and classroom assignments based on grade-level content.
- Can discuss qualitative skills that are demonstrated at a task or item level (e.g., “Out of five items that assessed your son’s knowledge and skills with respect to *Interdependence of Organisms in the Environment*, your son was able to answer one correctly”)

Discussing Test Results with Parents (continued)

- Emphasize that the ORExt is a summative assessment that is used to evaluate schools and programs and is not an adequate substitute for other forms of classroom progress monitoring
- Emphasize that the ORExt is an alternate assessment and as such performance is not comparable to performance categories on the general assessment (OAKS Online)
- Do not discuss “performance” (i.e. meets, does not meet, exceeds, etc.) until final reports are available.

QA Training Section Requirements

- NEW! Updates for 2017-18
- NEW! Tablet Administration
- Introduction
- Information for Assessors: Alternate Academic Achievement Standards (AAAS)
- Selecting an Assessment
- Administration of the ORExt
- Appropriate/Inappropriate Administration Examples
- Minimum Participation Rule
- Administration of the ORora

News

- Every Student Succeeds Act
 - <https://www2.ed.gov/documents/essa-act-of-1965.pdf>
(See Section 1111(b)(2)(D), beginning p. 27)
- Assessment Regulations
 - <https://www.gpo.gov/fdsys/pkg/FR-2016-12-08/pdf/2016-29128.pdf> (See Sections 200.6(c) and 200.6(d) on pp. 88934-88936)
- ESSA Participation Requirement
 - <https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief12OnePercentCap.pdf>

News (cont.)

- Essentialized standards are available for instruction. They are published at
<http://www.brtprojects.org/publications/training-modules> (see 2015), along with a User Guide that explains their intended uses and applications.
- Curriculum and Instruction website provides:
 - Lesson templates that are aligned to Essentialized Standards
 - ✓ Supporting videos
 - ✓ Scripts
 - A PLAAFP development training module*
 - An IEP goals and objectives development training module
 - ✓ PLAAFP and IEP development is aligned to the essentialized standards

* Training modules include voiceover PPTs and scripts, as well as relevant resources.

Four Key Websites

- Oregon Department of Education's Statewide Alternate (Extended) Assessments Website:
[http://www.oregon.gov/ode/educator-resources/assessment/
AltAssessment/Pages/default.aspx](http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx)
- Oregon Extended Assessment Training and Proficiency Website:
<https://or.k12test.com/>
- Oregon Department of Education District (Secure) Website:<https://district.ode.state.or.us/>
- Curricular & Instruction Resource Website (including Present Levels of Academic Achievement and Functional Performance and Individualized Education Program goals and objectives training modules): <http://lms.brtprojects.org>

ODE Supports

Oregon Department of Education	BRT/University of Oregon
<ul style="list-style-type: none">○ Policy○ Guidelines○ Assessment and Participation Rules○ Administration rules○ Secure Test/Data Entry issues○ General complaining	<ul style="list-style-type: none">○ ORExt/ORora test design○ or.k12test.com website/○ training issues○ Technical aspects of the ORExt/ ORora

ODE Contacts

- Brad Lenhardt
 - Brad.Lenhardt@state.or.us
- Regional Assessment Support Partners
 - <http://www.oregon.gov/ode/educator-resources/assessment/Documents/esdpartners.pdf>

The screenshot shows a web browser displaying the Oregon Department of Education's website. The main title is "Statewide Alternate (Extended) Assessment". The page content includes sections for "Overview", "Administration", and "Achievement/Performance Standards". A sidebar on the right is titled "Student Assessment" and lists various categories such as Test Administration, Kindergarten, English Language Arts, Mathematics, English Language Proficiency, Science, Social Sciences, NAEP, ASA Update, Assessment Help, and Current Test Schedule. At the bottom, there is the Oregon Department of Education logo with the tagline "Oregon achieves... together!".

BRT Contacts

- Dan Farley

dfarley@uoregon.edu

- Sevrina Tindal

orextded@k12test.com

The screenshot shows the homepage of the Behavioral Research & Teaching (BRT) website. At the top, there is a navigation bar with links for Home, About Us, easyCBM™, Publications, BRT Labs, and Contact Us. Below the navigation bar, the title "BEHAVIORAL RESEARCH & TEACHING" is prominently displayed, followed by the subtitle "Research and Development in Student Learning and Academic Assessment". To the right of the title is a search bar with a magnifying glass icon. On the left side of the main content area, there is a section titled "Training Modules" with subsections for "2016" and "2015". The "2016" section includes links to "The Distributed Item Review System Introduction" (2016) and "Oregon Assessment Frameworks (EAFs) – 2015-2016 User Guide". The "2015" section includes links to "Oregon Assessment Frameworks (EAFs) – 2015-2016 User Guide", "Oregon Extended Item Development" (2014-2016), and various item development processes. On the right side of the page, there are several sidebar sections: "easyCBM" (with the tagline "Response to Intervention made easy"), "Center Stage" (with the tagline "Headlining a featured staff member..."), "Spotlight" (with the tagline "Shining a light on our team members..."), "News" (with the tagline "What's happening with us..."), and "Current Research Projects" (with the tagline "Here's what we're doing...").