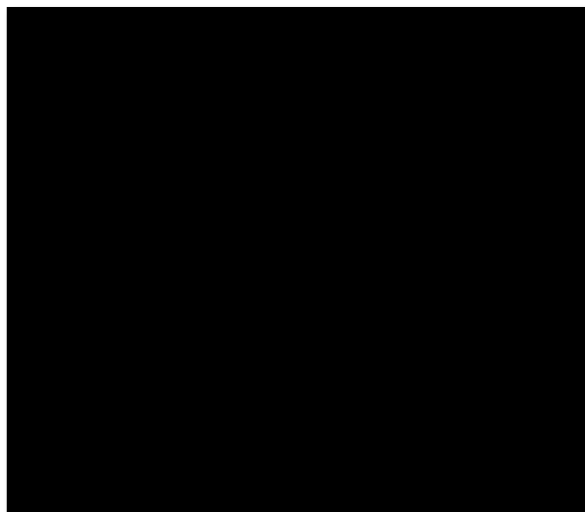# Oregon Extended Assessment
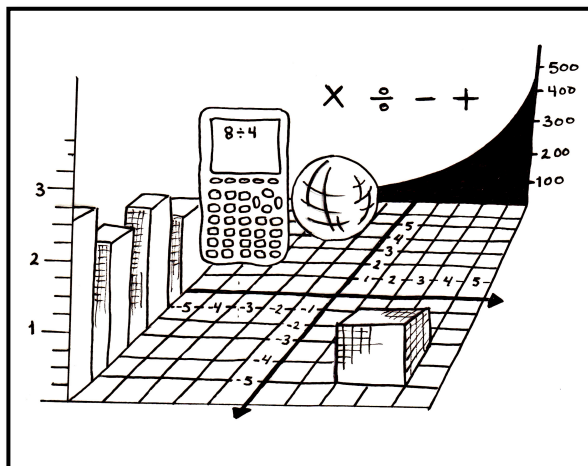## *Administration Manual*
2018-2019

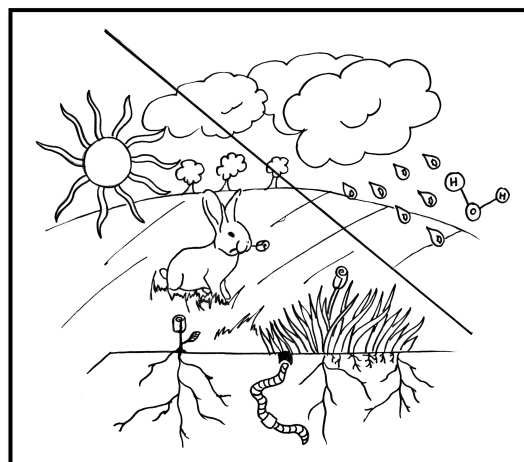**English Language Arts**

Mathematics

Science

OFFICE OF LEARNING
STUDENT SERVICES UNIT

BRT
behavioral research & teaching

 OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Equity,
Accountability,
Excellence &
Integrity

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Contributors to the Oregon Extended Assessment Administration Manual

Table of Contents

Preface

The Oregon Extended Assessment (ORExt) Administration Manual is intended for educators and parents who are interested in 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), general administration, and scoring procedures. For those who are interested in becoming a Qualified Assessor (QA) or Qualified Trainer (QT) of the Extended Assessments or currently serve in either capacity, additional information and training requirements are provided on the Oregon Department of Education's (ODE) Statewide Alternate (Extended) Assessment website at: http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx

Introduction

Currently, two main assessment options exist for students with disabilities in Oregon public schools. The Individualized Education Program (IEP) team may decide that (a) the student should be assessed with the General Assessment (with or without accommodations) or (b) the student should be assessed with the ORExt. This latter assessment is the state's alternate assessment based on alternate academic achievement standards (AA-AAAS) designed for students with the most significant cognitive disabilities (SWSCDs). In Oregon, any student with an IEP whose team decides that this is the most appropriate assessment for the student's needs, given the eligibility guidelines established by the Oregon Department of Education (ODE), may take the ORExt (*see* the "Selecting the Assessment" section on page seven below for more information)

Testing Schedule

To access the Oregon Statewide Test Schedule, see the Current Test Schedule (PDF) link located in the upper right-hand corner of the Oregon Department of Education (ODE) Statewide Alternate (Extended) Assessment website at:
https://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx
As the Current Test Schedule indicates, the ORExt test administration window is open from **February 14, 2019** through **April 25, 2019**. Students follow the same testing grades as students taking the Smarter Balanced Assessment (SBA). Secure tests will be available for download one week prior to the opening of the test window, on **February 7, 2019.** Data entry is scheduled to be available **February 14th** and closes at **5:00p.m. on May 10th***.

*IMPORTANT NOTE: For districts who have students in the 12th grade who are taking the ORExt as part of their Essential Skills requirements and who plan to graduate in the spring of the current school year, the deadline for submitting Extended Assessment data is the same as the deadline for the administration of the Extended Assessment (April 25, 2019).

ORExt High School Retake Policy

Under OAR 581-022-0615: Assessment of Essential Skills, students are required to demonstrate proficiency in the Essential Skills in order to receive a regular or modified diploma. As identified in Oregon's Essential Skills and Local Performance Assessment Manual, students may use the general assessment to demonstrate proficiency in the Essential Skills; for students on an IEP seeking a modified diploma, this includes the ORExt.

ODE adopted a policy allowing students who participate in the ORExt to retest in their 12th grade year if they did not meet the alternate academic achievement standard as 11th graders for any of the subject areas tested by last year's version of the assessment (i.e., English Language Arts (ELA), Mathematics, and/or Science). While retests are not mandatory, districts should have testing opportunities available for 12th grade SWSCDs who wish to retest--especially those needing to demonstrate proficiency for the Essential Skills graduation requirement.

Test Materials, Data Entry, and General Information
All test materials and data entry for students taking the OExt (including grade 12 retake) are available through the ORExt Training & Proficiency website is located at https://or.k12test.com/. To order Braille or Large Print forms of the ORExt please click on the Extended Assessment Braille and Large Print Ordering Information on Oregon's Statewide Alternate (Extended) Assessment webpage at http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx . Additional general and supporting information on the Extended Assessments may be found on the ODE website at http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx and via the Extended Assessment application through the District Secure Website https://district.ode.state.or.us/.

Informing Parents
A *Parent Questions and Answers* document can be found in *Appendix A*. Individual subject headings are included so interested parents and educators can be provided with information specific to a general concern without the need to search through the entire document. It also contains several pages of comprehensive information that an IEP team facilitator can use as a reference when discussing the ORExt with a team and/or parent. Though the document as a whole can be copied and presented to parents, ODE recommends that it be used as a detailed reference as part of a meaningful discussion with parents.

Training and Proficiency Website
The ORExt Training & Proficiency website is located at https://or.k12test.com/. This website is used by all Assessors as part of the qualification process to become a Qualified Assessor (QA) or Qualified Trainer (QT) each year. The site also links educators to additional professional development resources. New users or users who did not qualify the prior school year are required to complete and pass all four training sections (Administration, ELA, Math, and Science). Returning users who qualified the prior year are required to complete a Refresher assessment that addresses updates to the system and reinforces administration expectations. The Training and Proficiency website includes a new sub-section within the Updates 2018-19 section that informs assessors about the system requirements and procedures related to the new electronic based administration option for the ORExt.

Curricular and Instructional Materials Website
ODE has worked with Behavioral Research and Teaching at the University of Oregon (BRT) and Oregon teachers to develop an online system to support standards-based instruction, assessment, and Present Levels of Academic Achievement and Functional Performance (PLAAFP) and IEP development for SWSCD. The system is called *Curricular and Instructional Materials for Students with Significant Cognitive Disabilities* (http://lms.brtprojects.org). Users create an account and can then access all referenced materials. The website provides three major resources related to the effort of providing instruction to SWSCD that are aligned to the essentialized standards. The website was designed to reinforce appropriate uses of the essentialized assessment frameworks (EAFs), including curricular and instructional templates (C & I) that are aligned to the EsSt, and development of appropriate PLAAFP and IEP goals and objectives. Several new templates were developed in 2016-17 that are now posted. In addition, a new video that conveys an example of positive reinforcement, most-to-least intrusive prompts, and least-to-most intrusive prompts have been added. The website also includes a chat/blog forum environment for teachers to communicate. With a continuous development design, teachers are recruited annually to contribute worksheets, ideas, and materials to provide current resources for teachers and support staff for SWSCD. As the materials target off-grade level functioning, they may also be useful for any student functioning below grade level expectations.

Oregon Extended Assessment

Background
The ORExt assessment program has been a collaborative effort between the ODE and BRT since the spring of 1999. There have been several iterations of the assessment as (a) new regulations brought forth new requirements, (b) new standards required revision of items and test structures, (c) educators provided input on test construction and administration, and (d) item functioning was validated. In addition, a vertical scale has been incorporated for the assessment to better support modeling longitudinal growth across grades and help teachers use the results diagnostically--to create classroom assessments for use within the year. Finally, the participation and performance results are used in making Annual Measureable Objective (AMO) determinations.

Enhanced Oregon Extended Assessment
The ORExt system includes the *Oregon Observational Rating Assessment* (ORora). The ORora is designed to provide instructional and functional information for teachers and parents in the domains of pre-academic access skills in the areas of attention, basic math concepts, and communication (expressive and receptive), for SWSCDs 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. Additional information is posted on ORExt Training and Proficiency site at https://or.k12test.com/.

Reduction in Depth, Breadth, and Complexity
Due to the Title 1 Federal Regulations published on December 9, 2003 (USED), steps were taken to increase the accessibility of all items on the ORExt, both in terms of test design as well as reducing the *depth*, *breadth*, and *complexity* (RDBC) of the test items.

Reductions in *depth*, defined by Anderson's revision of Bloom's Taxonomy – Remember, Understand, and Apply (Anderson et al., 2001), were accomplished by limiting the process verbs to simpler performance demands (using verbs like: recognize, identify, match, understand and NOT analyze, develop, evaluate, and create).

Reductions in *breadth*, defined in terms of how broad a student's domain of knowledge must be to answer a specific item, were accomplished by limiting the item content to accessible domains requiring both universally appropriate formats and depth of content coverage. Format focused on the physical and sensory skills necessary to respond. Depth of content reflected the likelihood that the content would be represented in a student's school day (whether in general or special education classes). For example, while a general education assessment might target the process of implementing a laboratory experiment in science, the extended assessment might ask the student to define a term that is critical to the experiment given that participation in a lab requires physical and sensory skills that students with the most significant disabilities may not have. The content may be relevant, but the performance demand does not require a wide knowledge set to answer appropriately.

Reductions in *complexity*, essentially based on difficulty (or abstractness of test content), were accomplished by limiting the difficulty of the content (e.g., adding single-digit integers is much easier than adding imaginary numbers, though the process verb, to add, is the same).

Depth, *breadth*, and *complexity* are intertwined and work together to determine overall item functioning. They are simply three lenses we look through to systematically address and make items more accessible from a test content perspective. We operationalized RDBC into a single process referred to as "essentialization" briefly described in the following section.

Essentialized Assessment Frameworks

The general education content standards were "essentialized" by analyzing three dimensions: (a) content (nouns), (b) intellectual operations (verbs), and (c) delimiters to the content (objects of the sentence or conditional clauses). The essentialization system used the following conventions: (a) content (nouns) is boxed, (b) intellectual operations (verbs) are underlined (with complex verbs bold), and (c) delimiters (of content or intellectual operations) are *italicized*. Once standards were appropriately identified, teams of educators completed reductions in depth, breadth, and complexity (RDBC), which were then independently audited.

The essentialization process was applied to Common Core State Standards (CCSS), Oregon's Science Standards, and the Next Generation Science Standards (NGSS) in order to establish performance expectations that are relevant and accessible for students who participate in the ORExt, while maintaining the highest possible standards of rigor. As a last step in the essentialization process standards focused on essential content (nouns), (b) simplified the verbs, and (c) eliminated inappropriate delimiters. Furthermore, all essentialized standards were written at three levels of complexity: Low, Medium, and High. The end product is the Essentialized Assessment Framework (EAFs).

Content

The ORExt in ELA and mathematics is aligned to the CCSS-founded EAFs that have been developed and reflect appropriate expectations for the English Language Arts and Mathematics knowledge and skills that SWSCDs must have in an assessment system reflecting successive grade level content. In science, the assessment system also reflects successive grade level content using the Next Generation Science Standards (NGSS). Non-secure assessment item examples for all of these content areas are posted on the ORExt Training & Proficiency website: https://or.k12test.com.

English Language Arts

English Language Arts content is based on the CCSS and includes the following domains in grades 3-8 and 11: reading standards for literature, reading standards for informational text, foundational skills, writing, and language. The ORExt does not include speaking and listening, or literacy in history/social studies, science, and technical subjects.

Mathematics

Mathematics content is based on the CCSS and includes the following domains in grades 3-5: operations and algebraic thinking, number and operations in base ten, number and operations – fractions, measurement and data, and geometry. In grades 6-8, the focus shifts to ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. In high school the domains include: number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

Science

Science content reflects both Oregon's Science Standards and the NGSS and includes the following domains in grades 5, 8, and 11: life science, physical science, earth/space science, and engineering and technology, as well as matter and its interactions, motion and stability, forces and interactions, energy, structure and processes of molecules and organisms, interaction, energy, and dynamics of ecosystems, earth's place in the universe, earth's systems, earth and human activity, and engineering design.

Scoring Protocols and Student Materials

The ORExt test presents students with one item per page to support focus and ease of administration. Selected-response items are used so all students can access the test with varying administration techniques. Items have three response options in the student materials, with a correct answer, a close distractor, and a far distractor. Example items for each content area are provided on pages 24-26.

<p style="text-align:center;">**Selecting the Assessment**</p>

Oregon Extended Assessment Decision Making Guidance

Students with the Most Significant Cognitive Disabilities
Students with the most significant cognitive disabilities are typically characterized by significantly below average general cognitive functioning. This commonly includes a student with intelligence test scores two or more standard deviations below the mean on a standardized individually administered intelligence test, occurring with commensurate deficits in adaptive behavior that are frequently also evident in early childhood. Further, the cognitive disability must significantly impact the child's educational performance and ability to generalize learning from one setting to another. Students with the most significant cognitive disabilities in general, require highly specialized education and/or social, psychological, and medical services to access an educational program. These students may also rely on adults for personal care and have medical conditions that require physical/verbal supports, and assistive technology devices. These intensive and on-going supports and services are typically provided directly by educators and are delivered across all educational settings.

Beginning in 2015, Oregon Individual Education Program (IEP) teams are required to select the Oregon's Extended Assessment as the *only* option for all subject areas assessed (i.e., ELA, Mathematics, and Science). **Students who participate in Oregon's Extended Assessment will not participate in Oregon's general assessments**. This reflects a significant change from previous policy which permitted a student to participate in either test or both. This change in criteria is intended to take into account the pervasive nature of a *significant* cognitive disability and allows the state's assessment models to appropriately measure the student populations they were designed to measure.

Unacceptable Considerations

The following are **unacceptable** reasons for considering participation in Oregon's Extended Assessment:

1. Disability category or label
2. Expected poor performance on the general education assessment
3. Expected difficulties meeting the essential skills requirements through the state's general assessment
4. Poor attendance or extended absences
5. Native language/social/cultural or economic difference
6. English Language Learner (ELL) status
7. Percent of time served in special education
8. Low reading level or achievement level
9. Anticipated disruptive behavior during testing
10. Impact of student's scores on district's/school's accountability results
11. Administrator decision
12. Anticipated emotional duress/anxiety around or during testing
13. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

Eligibility and Participation Criteria
To assist in decision making, IEP teams are strongly encouraged/required to use the Oregon Extended Assessment Decision Making Checklist in their deliberations to determine whether or not a student should participate in the Oregon Extended Assessment.

Oregon Extended Assessment Decision Making Checklist

This checklist is to be a tool that should be used to assist IEP teams in making individual decisions regarding participation in the Oregon's Extended Assessment. Extended Assessment participation can only be determined by the student's IEP team. **The IEP team for a student with a disability <u>MUST</u> answer "YES" to <u>ALL</u> of the following questions for the student to be eligible to participate in Oregon's Extended Assessment.**

Students Name: _____ School: _____ Date: _____

ELIGIBILITY CRITERIA		
1. Student has been evaluated, found eligible under IDEA, and has an IEP.	☐ YES	☐ NO
• The student has an identified disability under IDEA. AND • The student has an Individualized Education Program.		
2. The student demonstrates significant cognitive disabilities with commensurate delayed adaptive skills.	☐ YES	☐ NO
• The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments. OR • The student has been determined to have significant cognitive disabilities based on the level of on-going supports needed for the student to access his or her educational program and difficulty generalizing learning from one setting to another. AND • The student demonstrates adaptive skills that are substantially limited compared to same age peers and skills are commensurate with the student's cognitive ability.		
3. The significant cognitive disability impacts the student's access to the general education curriculum and requires individualized instruction.	☐ YES	☐ NO
• The student requires a highly specialized educational program with intensive and on-going supports, modifications, accommodations and/or adaptations to allow access to the general education curriculum. AND/OR • The student consistently requires individualized instruction in core academic and functional life skills at a substantially low level relative to other peers with disabilities. AND/OR • The student requires alternate methods or significant supports to communicate.		
4. The significant cognitive disability impacts the student's post-school outcomes.	☐ YES	☐ NO
• The student's post-secondary outcomes will likely require supported or assisted living and continued supervision and support into adulthood provided through adult service providers such as Oregon Department of Disability Services (ODDS) and/or Vocational Rehabilitation (VR).		
5. Additional factors considered for the student.	☐ YES	☐ NO
• The student's inability to participate in the state's general assessment is primarily the result of the significant cognitive disability and **<u>NOT</u>** excessive absences; other disabilities; or social, cultural, language or economic differences.		

Oregon Extended Assessment Decision Making Checklist Guidance

The following guidance is provided to assist IEP teams in determining eligibility for participation in the Extended Assessment when using the checklist. It is important to remember that the team must determine that the student meets **_all_** of the criteria included in the checklist for the student to be considered for the Oregon's Extended Assessment.

1. **The student has been evaluated and found eligible under the IDEA.**
    Only students who have been identified under the Individuals with Disabilities Education Act (IDEA) are eligible to participate in the Oregon Extended Assessment. The IEP team for a student must make an individualized decision regarding the student's participation in the Extended Assessment. Students who only have a medical diagnosis or are found eligible for a 504 plan are **NOT** eligible to participate in the Oregon Extended Assessment.

    If the IEP team determines that the student will take the Extended Assessment, then the IEP must include a statement of why the student cannot participate in the general assessment and why the Extended Assessment has been selected and is appropriate for the student.

2. **The student demonstrates significant cognitive disabilities with commensurate delayed adaptive skills.**

    Intelligence refers to general mental capability and involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience. Studies show that somewhere between 1% and 3% of Americans have an intellectual disability. There are many causes of intellectual disability--factors may include but are not limited to physical, genetic, and/or social causes.

    The most significant cognitive disabilities can be evidenced by (a) standardized assessment results, (b) the intensity and pervasiveness of needed supports, and (c) significant difficulty generalizing learning from one setting to another. In addition to demonstrating significant cognitive disabilities, the student must also demonstrate significantly limited adaptive skills relative to same-age peers and commensurate with the student's cognitive ability.

    Although an IQ score is not the sole criterion to determine participation in the Oregon Extended Assessment, it is expected that students taking the Extended Assessment score significantly lower than their same age peers on standardized tests of ability, or that these students may not be capable of achieving a valid score on a standardized cognitive measure. It is strongly recommended that IEP teams refer to the test manual of individual cognitive assessments for guidance on what would be considered a significant cognitive disability for a particular test.

    If the results from a standardized cognitive assessment instrument cannot be used with a student, documentation must be provided and reviewed that demonstrates the student requires intensive and on-going levels of support across multiple settings (e.g., home, school, community). This information must come from multiple sources and should include both skills the student can perform as well as those the student has difficulty performing. This documentation needs to include specific information for the following: communication, self-care, daily living skills, social skills, community access, self-direction, health and safety, functional academics, leisure, and work.

    In addition to the above criteria, the student also **must** demonstrate significant delays in adaptive skills as measured by a standardized measure of adaptive ability.

3. **The significant cognitive disability impacts the student's access to the general education curriculum and requires individualized instruction.**

   The student requires intensive supports in the school setting as evidenced by the level of individualized instruction and adult supervision and assistance provided throughout the school day. The student is taught using a substantially modified curriculum that may consist of functional life skills such as pre-academics, communication, self-care, daily living skills, and social skills. Subsequently, the student may obtain information primarily through methods other than reading due to limited reading skill and may use alternative methods to express or share oral or written ideas and information with others.

4. **The significant cognitive disability impacts the student's post-school outcomes.**

   The student's post-secondary outcomes for independent living likely will require supported or assisted living and may involve a guardian when the student turns 18. The student will require continued supervision and support into adulthood provided through an adult service agency in order to access the community for recreation, employment, and daily living. The student's post-secondary outcomes for employment will likely result in individualized supports provided by adult agencies for success in accessing competitive integrated employment.

5. **Additional factors considered for the student.**

   To be eligible to participate in Oregon's Extended Assessment the student's difficulties in the general educational setting **CANNOT** be primarily the result of excessive absences, mild disability, social or cultural differences, or economic disadvantages or differences.

   To be eligible to participate in Oregon's Extended Assessment the student's difficulties in the general educational setting must be directly related to the impact of the student's cognitive disability and limited adaptive skills.

Oregon Extended Assessment Decision Making Flow Chart

The student has been evaluated, found eligible under IDEA and has an IEP?

— **NO** → Student must participate in the Oregon General Assessment(s).

YES ↓

The student demonstrates significant cognitive disabilities with commensurate delayed adaptive skills that may be combined with physical or behavioral limitations.

- The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments.

OR

- The student has been determined to have significant cognitive disabilities by the level of pervasive supports needed for the student to access their educational program and significant difficulty generalizing learning from one setting to another.

AND

- The student demonstrates adaptive skills that are significantly limited compared to same age peers and commensurate with their cognitive ability.

— **NO** →

YES ↓

The significant cognitive disability impacts the student's access to the general education curriculum and requires individualized instruction.

- The student requires a highly specialized educational program with intensive and on-going supports, modifications, accommodations, and/or adaptations to allow access to the general education curriculum.

AND/OR

- The student requires individualized instruction in core academic and functional life skills at a substantially lower grade level even when compared to other peers with disabilities.

AND/OR

- The student requires alternate methods or significant supports to communicate.

— **NO** →

YES ↓

The significant cognitive disability impacts the student's post-school outcomes.

- The student's post-secondary outcomes will likely require supported or assisted living provided through an adult service agency and continued supervision and support into adulthood.

— **NO** → Student must participate in the Oregon General Assessment(s). Student may be eligible to use designated supports and/or accommodations based on IEP team decision.

YES ↓

The student's inability to participate in the regular assessment is primarily the result of the significant cognitive disability and NOT excessive absences, other disabilities, or social, cultural, language or economic differences.

— **NO** →

YES → **Student is eligible to participate in the Oregon Extended Assessment.**

Assessor Qualifications

Qualified Trainers and Qualified Assessors
A Qualified Trainer (QT) is a teacher or appropriately selected educator who has been trained to administer the ORExt to a student and score their responses as well as train others to become Qualified Assessors (QA). Appropriately selected educators are defined by the state and are essentially those who are certified and/or licensed.

A Qualified Assessor (QA) is a teacher or other appropriately selected educator who has been trained to administer the ORExt to a student and to score their responses and demonstrated proficiency by passing the required proficiency assessments on the or.k12test.com website. Qualified Assessors become qualified by (a) receiving training from a current Qualified Trainer (QT) AND (b) passing a proficiency exam of their knowledge and skills related to the ORExt. Appropriately selected educators are defined by the state and are essentially those who are certified and/or licensed.

Qualified Trainer and Qualified Assessor Expectations
To administer the ORExt to students in the State of Oregon, educators must be appropriately trained as either a QT or QA. Returning QTs must pass a refresher proficiency test on the or.k12test.com website to retain their status as a QT. New QTs are trained in face-to-face meetings by the Oregon Department of Education's Office of Student Services and Behavioral Research and Teaching staff annually in November. New QTs must have been a QA the prior year. Returning QAs must pass a Refresher proficiency test to retain their status. New QAs will be trained by their local, current QT between November and April. These newly trained QAs must pass four proficiency tests on the ORExt in the areas of Administration, English Language Arts, Mathematics, and Science.

In addition, all QTs and QAs who will administer Extended Assessments must receive security training and have a signed **Test Administrator Assurance of Test Security** form (available at: http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx) on file at the District Office that is valid for the current school year. QAs and QTs must renew this form annually upon completion of the security training. For information regarding student confidentiality and test security policies and procedures, please review the Oregon Department of Education's Test Administration Manual (TAM) at http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx or check with your District Test Coordinator.

Qualified Assessor Responsibilities
- Prepare materials and/or monitor materials preparation and setting for individual administration of the ORExt
- Administer assessments directly to students (paper-pencil or tablet)
- Score student responses and enter in the state's online data entry system (including field tests, if applicable)
- Complete an Oregon's Observational Rating Assessment (ORora) on a student(s) as applicable
- Interpret ORExt and/or ORora results for student, family, and/or educational team
- Maintain QA status through updates and refreshers
- Maintain security status through District Security Administrator

Qualified Trainer Responsibilities
- Inform district and ESD of QT status and QA training availability or schedule
- Provide training and coaching in the form of updates (including field tests, if applicable) and refreshers to current QAs
- Train new Assessors [including guidance and/or training in completing an Oregon Observational Rating Assessment (ORora), as well as electronic administration]

- Work with local district administrators to determine administrative details to support the trainings, including:
  - Find host location (if necessary) where they can set up local trainings
  - Substitute time
  - Number of QAs needed in the area
  - Supports necessary (copying, etc.)
  - Prepare any additional supporting documentation (handouts with district-specific information for potential QAs)
  - Award Professional Development Units (PDUs) and maintain awareness of QAs
- Maintain awareness of updates and changes by attending state-supported networking sessions, video conferences, and monitoring the website
- Serve as the local "point" person between ODE and district/ESD
- Contact ODE with questions, concerns, and/or suggestions from the field regarding the assessment/expectations

Test Administration

Preparation

Once the IEP team has clearly delineated the assessment plan for the student, the QA can identify and prepare the relevant materials for the student's testing session. In addition, the QA should review the student's IEP and any appropriate accessibility support table(s) to determine whether or not additional preparations are necessary for the student (Note: The accessibility supports for the current ORExt can be found in Section 4.0 (Extended Assessments) in the Oregon Accessibility Manual (OAM) located here: http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx Assessors need to become familiar with the accessibility options in their entirety. In general, the accessibility options have been expanded to support additional test access while avoiding interference with the construct being measured.

On the day of testing, select a quiet location where the student may respond free of distractions. Ensure that the testing area is cleared of all extraneous materials. The QA should also ensure that:
   (a) student is within easy reach for any necessary supports that need to be provided
       (see "*Appendix B: Guidelines for Provision of Supports*", pp. 37ff)
   (b) materials (including tablet, if selected) are within reach for ease of manipulation during administration
   (c) student has easy access to any materials s/he will need to view
   (d) student is not distracted by the QA scoring on the protocol
   (e) student is comfortable, informed, and ready for the assessment
   (f) enough time has been allotted for the administration
   (g) schedule is flexible enough to allow for a variety of occurrences

Reading Directions, Prompts, and Questions to Students
- Directions should always be read carefully and deliberately to the student.
- The item prompt should be read first.
  - If the student responds/selects an answer choice, move on to the next item.
  - If the student does not respond, read the preamble for the item, and then repeat the prompt.
- Directions, prompts, and preambles can be reread as often as necessary to the student.
- No Response: QAs can move on to the next item after two attempts with no response and record a zero in the scoring protocol (See below Partial (Minimum) Participation rule for additional information for students who consistently generate no response, p.17).

Reinforcement During the Assessment

Some students may be accustomed to receiving reinforcement for work performed during their school day. This reinforcement may be in the form of generalized social praise ("I like how hard you are working") or it may be an item the student receives for a certain amount of work performed, such as a token or sticker. It is permissible to use a variety of reinforcement strategies with students during the assessment. However, only general social praise that does not guide the student toward correct answers is allowed.

Scoring Protocols and Student Materials

For paper-pencil administration of the ORExt, the scoring protocols for teachers are organized into paper consumables for all items, with individual items presented on a page. Student materials should be placed in front of the student during administration and contain images and words illustrating the item prompts as well as the three student answer choices. Example items, including both scoring protocol and student material portions, are provided on pages 24-26.

For the electronic-based administration of the ORExt, no preparation of printed materials is required. All items are presented to the student online of through a tablet application. QAs need to mediate the assessment for the electronic-based administration to ensure that the student is able to interact with the assessment system appropriately. This support may include one-on-one monitoring, where the QA is sitting near the student as the student independently works through the assessment, or more intensive levels of support; for example, the items may be presented to the student via the tablet, but the QA may need to input the student's responses for him/her due to orthopedic or assistive technology needs. NOTE: Though QAs do not need to conduct data entry for most items on the electronic-based administration because they are scored automatically, QAs must ensure that the writing items administered to each student are manually scored because the system cannot score the student's written responses.

Test Administration

Though the ORExt is not timed, our consequential validity survey results demonstrate that each content area assessment takes between 45-60 minutes to administer, depending upon a variety of contextual factors, such as student attention, classroom environmental concerns, etc. The test can be flexibly scheduled to facilitate optimal performance, within the overall test window and school schedule requirements. The content area assessments can also be given in the order that best supports student motivation (e.g., first Science, then Math, then ELA for a student who loves science). Within a test, however, items must be administered in the sequence presented in the test form (i.e., 1, 2, 3, etc.).

All information to be read to the students is included within the test forms and four levels of support can be used, based on the following conditions: a) the student performs the item independently; b) the student requires additional verbal/gestural support to access the item; c) the student requires physical contact to access the item (e.g., touching on the hand to remind); and, d) the student requires full physical support to access the item (e.g., hand-over-hand assistance). These levels of support can be used on an item-by-item basis that is consistent with prior interactions with students. Assessors need to determine the appropriate levels of support students need to access items that do not violate the construct being assessed. See *Appendix B – Guidelines for Provision of Supports*, for additional information.

Test Scoring

Scores are automatically calculated based on data entry input for paper/pencil and student answer choice selection for electronic administration except for the writing items. Manual scoring of a score of 1 - correct, or 0 - incorrect is required for all writing items.

All scoring is dichotomous and based on correctness as defined below:

Score of 0:   Student answers incorrectly in any of several ways, including (but not limited to): incorrect answer, refusal, no response, adverse behavioral response, incomplete response.

Score of 1:   Student answers correctly.

Handling Interruptions

In the school environment, a QA may not be able to anticipate all of the potential interruptions to the administration of the assessment. It is generally advisable to complete an item prior to suspending a test session. However, please review the following two paragraphs.

Emergency Interruptions

In the event of an unanticipated/emergency interruption (fire drill, third party interruptions, etc.), suspend the assessment as necessary and when possible resume testing with the item that was interrupted.

Student Behavior Interruptions

If a student's behavior or refusal requires that testing be suspended temporarily, complete the item and resume with the next item when it is feasible to do so. If testing must be suspended mid-item due to student behavior or refusal, the item should be scored as zero and the next test session begin on the subsequent item. For repeated assessment attempts that are interrupted by student behaviors, professional judgment (possibly in consultation with the IEP team) needs to be used to determine how many re-starts are appropriate prior to discontinuing the assessment.

Stopping the Assessment

The QA may determine prior to testing that the assessment session should be implemented over a series of separate sessions. In addition, the QA may make decisions based on student behavior. If testing must be temporarily stopped due to, for example, student fatigue or limited test time, it is advised to complete the item currently being administered and, when possible, resume the new assessment session with the subsequent item.

Partial (Minimum) Participation

A QA may consider the minimum participation option if a student takes at least <u>10</u> of the ORExt test items. **Students taking less than this minimum number of items will not count toward AMO participation and performance requirements**. If a student misses 10 items at any point within the administration of the first 15 items, then discontinuation should be considered. If testing is discontinued, then the QA is expected to administer the Oregon Observational Rating Assessment (ORora).

Test Security Incidents

All testing improprieties, irregularities, or breaches should be handled according to the requirements listed within the current Oregon Department of Education's Test Administration Manual.

Electronic Administration

As mentioned above, the ORExt will be available for the 2018-19 school year in an electronic-based administration that employs the ORExt testing application, a secure application that is downloaded onto student tablets to present test items. The ORExt testing application has been under development for the past two years. In 2015-16, the initial prototype was developed and used in addition to the paper/pencil version in a Phase 1 study. Results from the paper/pencil administration correlated with results from the online test application, which was administered two weeks later (ELA *r* = .89, Math *r* = .82, and Science *r* = .89). In 2016-17, the test application was operational and replaced the paper/pencil version for students involved in Phase 2 of the study. The Phase 2 study focused upon database design and transmission between BRT and ODE.

How the Application Works

The test application is pre-populated with student demographics for all Oregon students with disabilities (SWD). Qualified Assessors (QA) select the SWD from a list of SWD within their school who will participate. Once a student is selected, the system identifies which assessments should be given to the student based on the student's enrolled grade. QAs begin the testing process by selecting the content area to administer. Students begin testing. Items are presented to the student in sequence and students are read all item prompts and answer choices (with the exception of some reading items where independent reading is required). The answer choices enlarge and are bordered green to help students track and pay attention to the answer choices. Once the prompt and answer choices are presented, the student touches his/her answer and the system proceeds until testing is completed. The QA enters a code to terminate testing and all data is saved on a centralized server, which is sent to the ODE on regular intervals. Item scores for Math and Science, where tested, are automatically saved in the system. ELA includes reading and language scores that are automatically saved. **Writing scores are made manually by the QA after testing is completed**.

Primary Benefits of the ORExt Testing Application

There are five primary benefits of offering the ORExt in the electronic version, according to Focus Group results from both Phases of the pilot electronic administration studies. They fall into three general domains (increased standardization, increased student engagement, and saved time):

1) The test administration was more standardized, as all students receive the items in the same manner (it is not subject to inter-individual differences related to QAs).
2) The electronic administration increases student engagement. Students were described as paying a higher level of attention and being more motivated to participate in the assessment.
3) Because of the level of student engagement, test administration took less time compared to the pencil/paper administration.
4) Teachers did not have to record student data, which saved teachers valuable instructional and/or work time.
5) The electronic administration saved paper, as it does not require any printing or management of test materials. This also saved valuable teacher time.

Training for QAs

The electronic based administration expectations are woven into the existing https://or.k12test.com Training & Proficiency website as its own section. All prospective QAs will be presented with information regarding how to successfully administer the electronic-based administration. QAs will also answer proficiency test questions regarding the electronic-based administration to ensure that they have a sufficient level of understanding prior to test administration.

System Requirements

The following are the expected operational and system requirements for using the 2018-19 Oregon Extended Assessment electronic-based administration testing application.

Operating System

iOS: 8.1
Android: 5.0
ChromeOS: Current Version (Version 68 as of October 2018)

iOS - Ideally, we would have set this to a newer version that is still supported by Apple (Eg 9.3), but in spring 2017 we had older devices employed by study participants that needed to work, and we expect that to be the case this year.

Android - Set to 5.0 because that is the version where the ability to Pin an app so it can't be closed was

introduced. In the past, versions of the App have been able to run on versions as old as 2.3 without issue, but without the ability to lock the app to the screen.

ChromeOS - Due to the nature of the ChromeOS update model, the OS should update automatically unless the device is so old that it has reached End of Life (After 5 years). New versions of the OS are frequent, old versions are unsupported, and there is no easy way to test against old versions. Generally, ChromeBooks are kept up to date, and if they are not, then BRT would need to be contacted for support.

Display
Screen Size: 8" (10" Recommended)
Screen Resolution: 1024x768

This is largely informed by previous experience. BRT determined that 7" screens like those in the Kindle Fire were too small to provide a sufficient test presentation. The 8" screen of something like an iPad Mini we would consider the bare minimum, and 10" screens were ideal.

We also need sufficient memory to run the app smoothly, as well as free disk space to house the app.

Storage
RAM: 512MB (1024 Recommended)
Disk Space: 30MB Free

Generally Android devices with less than 1 Gigabyte of memory don't run as smoothly as we would like, but we also tested a 1st Generation iPad mini which ran flawlessly with only half of that memory. This specification was written to explicitly support the 1st Generation iPad Mini.

Finally, we want to have good network connectivity, to discourage attempting to test students with an intermittent and/or weak signal. Low signal means greater likelihood of losing data. If the system detects connection problems, it should shut down; however, ODE and BRT want to minimize these occurrences.

Network:
Active Network Connection: Required. Either Wired or Wireless
Wired: Preferred if available
Wireless: WiFi Signal strength 3 out of 4 'bars' or better.
Firewall: Ability to access https://orext.brtprojects.org/

Generally, a wired network won't be available for these devices, but some ChromeOS devices (ChromeBoxes, and some ChromeBooks) have ethernet ports, and we recommend using them if available and convenient. We also want to make sure that BRT's server is allowed through the district's/school's firewall.

If you have any questions about the ORExt electronic administration, please contact our *HelpDesk* at 1-800-838-3163 or orextended@k12test.com.

Example Test Items

English Language Arts

The following is a reading example that reflects embedded prompting and detailed student materials. It includes a preamble that provides the student both a visual clue to the pictures (for students who do not respond to the prompt) and a verbal prompt (which should always be read first). The student is read a passage and is asked to answer a question about that passage. The three illustrations indicate three answer choices. Note that the assessor records the student response in the right most box with either A, B, or C. Scores are calculated automatically based on data entry input. The scoring protocols also make it clear that QAs are to point to each answer choice as they read them for <u>all</u> answer choices that are read aloud. It is critical to follow the script provided in the Scoring Protocol, as some items are read to the student and some items demand independent reading by the student.
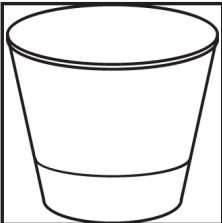
Item 2	Option:	A	B	C	Correct	Student Response
L - Here are three pictures with words. (Point to each.) At a beach you can play, walk, and relax. What is this sentence about: cup, barn, or beach?		cup	barn	beach	c	

Scoring: 0 = incorrect; 1 = correct

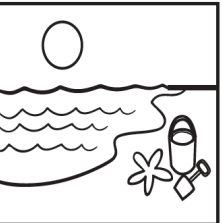

Item 2

At a beach you can play, walk, and relax.

What is this sentence about?

cup   barn   beach

Important Administration Note: In ELA, specific instructions regarding whether to read a passage (i.e., word, sentence(s), paragraph(s), or story) to the student or if the student is expected to read the passage independently will be provided. In general, assessors can read passages for low complexity items and many medium complexity items. Some passages at the high level of complexity can be read to the student for some items, but most require the student to read independently. The QA is expected to read answer choices to the student at **all** grade levels across all content areas except for reading items that specifically require decoding and/or word identification or items where independent reading is required as part of item complexity. These items do not include the answer choices in the scripted prompt and will have a parenthetical direction/warning, "(Do not read answer choices.)"
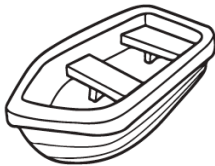
Mathematics

The following is a mathematics example that also reflects embedded prompting and detailed student materials. The example includes a preamble to direct student attention to the test materials. The three illustrations present the student's answer choices. Answer choices are presented in order of magnitude, where possible, for low difficulty items and most medium difficulty items. The high-difficulty items answer choices may be presented in any order. The scoring protocols also makes it clear that QAs are to point to each answer choice as they read them for all answer choices.

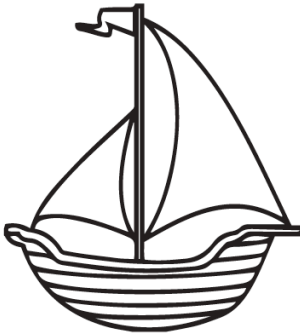| Item 6	Option:	A	B	C	Correct	Student Response
M - Here are three boats moving at different speeds. (Point to student materials.) Boat A is going 20 miles per hour, Boat B is going 21 miles per hour, and Boat C is going 39 miles per hour. Which boat is going the fastest: A, B, or C? Scoring: 0 = incorrect; 1 = correct		A	B	C	c	

Item 6

Which boat is going the fastest?
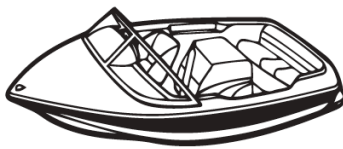
A	B	C
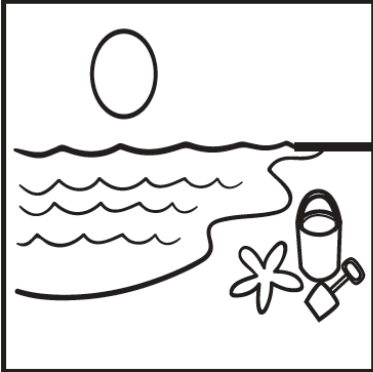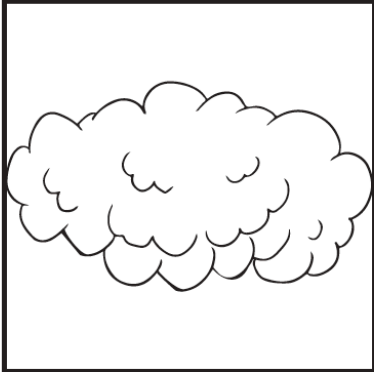
Science

The following is a science example that reflects embedded prompting and detailed student materials. This example includes a preamble to direct student attention toward test materials. The three illustrations indicate the largest amount of water in three types of water. Three answer choices are provided. Note the answer choices are now included as part of the prompt. The scoring protocol also makes it clear that QAs are to point to each answer choice as they read them for all answer choices.

Item 11	Option:	A	B	C	Correct	Student Response
H - Here are three things. (Point to answer choices.) Which has the most water: ocean, cloud, or lake?		ocean	cloud	lake	a	

Scoring: 0 = incorrect; 1 = correct

Item 11

Which has the most water?

ocean	cloud	lake

Oregon Extended Assessment Support

For questions related to ORExt policies and procedures, QA & QT training, assessment accessibility supports, test security agreements, and/or accountability, please contact Brad Lenhardt, Education Specialist, at the Oregon Department of Education at Brad.Lenhardt@state.or.us or at (503) 947-5755.

For all assessment and accountability related support, please contact your Regional ESD Partner. Their contact information is provide in the Assessment Help (PDF) posted in the table in the right-hand margin of the following webpage:

      http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx

For technical assistance questions related to the ORExt training and proficiency website: https://or.k12test.com, please contact the ORExt HelpDesk, Behavioral Research & Teaching at (541) 346-3133 or by email at orextended@k12test.com

The HelpDesks are typically available from 8:00 AM until 4:00PM Pacific Time on weekdays. Responses to technical assistance questions are usually provided on the same day, but no more than 24 hours from receipt.

Accessibility Supports

The accessibility supports listed below are taken from Section 4.0 (Extended Assessments) of the *Oregon Accessibility Manual* (OAM) posted athttp://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx . They are provided here in order for stakeholders to understand the types of supports that are possible for students participating in the current ORExt. For detailed information and guidance as to the types of accessibility supports that are available for students please consult the OAM.

Table 1 XA: Non-embedded Universal Tools

Universal Tool	Description
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.
Auditory amplification devices, hearing aids, noise buffers	
Breaks	The Extended Assessment is administered during a long test window that allows for students to participate flexibly at times during the school day that are best for them. Breaks may be given after completion of any given item. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The Qualified Assessor (QA) resumes testing with the next item when feasible. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculators	Calculators are allowed for all students in all grades at all times. Scientific or graphing calculators are recommended for use at grade 8 and high school. All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period (to ensure that information has not been stored on the calculators).
	Calculators used during testing should be those used during instruction so they are familiar to the students.
	Calculators with keyboards, communication functionality, and/or symbolic algebra functionality are NOT allowed.
	Calculators cannot be shared between students during testing. Each student will need to use their own calculator.
	Talking calculators may be used by students who need them, so long as the following conditions are satisfied:
	The TA must prevent distractions for other students through tactics such as using the calculator with ear phones or testing the student in a separate test environment.
	Prior to testing, the TA must ensure that the calculator settings comply with the accommodation guidelines for reading math symbols and numerals aloud posted on the accommodations web page (http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration-Resources.aspx#AccessibilitySupports).

Universal Tool	Description
Highlighter	A tool for marking desired text, item questions, item answers, or parts of these with a color.
Manipulatives	They should be made available to all students at all grades, if requested. o Algebra tiles o Balance, including "Hands-on-Math Algebra" balance o Base-ten blocks o Beans, bean sticks, popsicle sticks, or similar objects including bundles of ten o Colored chips, including positive and negative chips o Color tiles o Cubes o Cuisenaire rods o Dice o Dominoes or checkers o Dot paper (square or hex) o Egg cartons of various sizes o Fraction strips or fraction pieces o Geoboard and rubber bands o Geometric shapes – 2D and 3D o Interlocking cubes o Legos o Marbles or colored cubes and containers o Measuring cups and spoons with marks and text o Pattern blocks o Patty paper (small square sheets) o Play money o Playing cards or numbered cards o Scissors o Spinners o Stopwatch o String o Tangrams o Tiles o Touch math cards o Transparent sheets, mirrors, MIRATM -- symmetry tools o 2-D nets Manipulatives used during testing must be listed in this table and should be used during instruction so they are familiar to the students. Manipulatives are available to help students think, not to give them answers. Manipulatives must not either directly provide students with answers or identify the process by which students may determine the answer. Manipulatives must be available in the test environment where students may get them if they choose to use them. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text). Students are not to work with manipulatives in concert with other students. Students are not to be coached as to which manipulatives to use.

Universal Tool	Description
Marker, pen, and pencil	
Masks/markers	A tool to limit distractions

Posters	A tool offering students encouragement or inspiration without any specific content related to the Social Sciences content standards, for example:
	
	   o "Believe in Yourself"
	   o "Set your dreams high"

Response aids (e.g., adaptive pencils, key guards, and skins)	A tool for use on printed items
Rulers	A tool used to measure length. The ruler can have both metric and English standard units on it.
Scratch paper	Scratch paper (must be securely shredded immediately following a testing event) or individual erasable whiteboards
Thermometers with numbers on scale	
Transparent sheets (clear or tinted)	A tool to protect test materials or to improve focus

Table 2 XA: Non-embedded Designated Supports

Designated Support	Description
Color overlays	Color transparencies are placed over a paper-based assessment.
Enlarged print	A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements.
Human-based read-aloud.	QAs are allowed to read the text, item prompts, and answer choices in all content areas when administering alternate assessments. The only exceptions are reading items that address standards involving decoding or word identification, which are not to be read aloud. Standardized test administration protocols will identify these reading items and need to be followed for all items (with appropriate test security). When providing read-aloud support to a student, other interactions between a QA and a student regarding test questions or content is not allowable and may be treated as a testing impropriety.
	Read aloud Designated Support must be provided individually and typically requires a separate setting.
	QAs must be sensitive to the student's needs when pacing the reading of an assessment. Unless otherwise indicated by the IEP, the pace of the test administration must be controlled by the student. Test items and/or answer choices may be re-read upon student request.
	QAs must: • avoid giving (nonverbal or tonal) clues that either indicate the correct answer or eliminate answer choices • use even pace and tone when reading so that the student does not receive any clues from the reader • read test items or prompts, text, and answer choices exactly as written • not clarify, elaborate, or provide assistance to students • not answer questions about specific test items and/or answer choices
Interpret directions orally	For all assessments that do not have a side-by-side version, directions may be interpreted by personnel designated as competent by their district to make language interpretations for educational purposes.
	Translations must be conducted by a person whom the district has determined is qualified to administer such translation**.
	** A bilingual test administrator who is trained and endorsed by a district in Spanish or the students' language of origin should provide any language translation support.

Designated Support	Description
Point to or dictate multiple-choice responses to a test administrator	A student may point to, dictate, or otherwise indicate multiple-choice responses to a QA. The QA will use a pencil, keyboard, or mouse to input those responses exactly as indicated by the student. ELLs may respond in English or language of origin. QAs and others supporting a student's test taking must be neutral in responding to the student during the test administration. For students who are still acquiring computer skills, working with a practice test prior to operational testing may allow the student to develop the necessary skills.
Separate setting	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. (for instance, administer at time of day most beneficial to student, student needs to read aloud or sub-vocalize text, student retells reading passage in own words before responding to items). The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it.
Student is allowed to vocalize his or her thought process out loud to him/herself or to a neutral test administrator	Think aloud is a strategy a student might use to orally process thoughts and organize information before making a response. A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and may provide no feedback or indication or correctness or incorrectness on the student's part.

Students may use any assistive technology device that serves as their primary verbal or written communication mode (e.g., word processing, typewriter, adaptive keyboard, or other assistive technology)	Technology assisted writing is a designated support if the following features are disengaged:
	  o Formatting
	  o Grammar check
	  o Word prediction
	A student may use any technology device that serves as their primary mode of written communication.

Student reads test aloud or sub-vocalizes text to listener or self	A student who sub-vocalizes (reads aloud to him/herself) or reads aloud in the classroom to work through assessment information may be allowed to use this support in an assessment as a designated support. Appropriate provisions must be made so that the student's self-talk or sub-vocalization is not disruptive to other students. A separate setting or whisper phone may be required to ensure that this designated support is implemented without distracting other students. When a student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student's part.

Designated Support	Description
Support physical position of student (e.g., preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/ furniture)	A student who needs physical support to access the computer monitor, keyboard or assessment materials may be supported either using appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive equipment/furniture) or they may be provided supports by an aide/educational assistant. When aides/educational assistants are providing physical support to a student to allow the student to interact with an assessment, physical supports and assistance should not involve discussion of items or direct selection of items. These examples do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.
Use of projection devices	This designated support is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment
Use of sensory supports or interventions to allow students to attend to task	As needed, this designated support should be based on student use in the classroom. Sensory techniques may not be used in response to specific items on the assessment, but should reflect the student's typical sensory routines. Sensory techniques (such as weight belts) are to be used as an overall support for a student's interaction with the assessment as a whole. Misuse of sensory techniques or the occasional application of techniques during an assessment may impact a student's response. These examples do not constitute an exhaustive list. If additional sensory techniques are written into the student's IEP and used during instruction, they may also be incorporated into the assessment in keeping with guidance provided here. Caution: Some sensory devices can be potentially disruptive to other students that are testing in the same room. They should only be used when a student is being tested individually.
Visual magnification devices or software	A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or QA may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials (unless otherwise approved by ODE). The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. ODE will not make application changes based on specific local software or hardware requirements. Caution: When students are using enlarged fonts, make sure that student screens are not visible to other students that are taking the assessment.
Written translations of oral directions	In instances requiring (or relying on) the use of oral directions to provide guidance to students, students may be provided with a written translation, including Braille.

Table 3 XA: Non-embedded Accommodations

Accommodation	Description
Braille (A221)	A raised-dot code that individuals read with the fingertips. Contracted and uncontracted braille versions of the Extended Assessments are provided by ODE upon request (cf. Braille/Large Print info, deadline, and order form at http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx). In addition, students are allowed to use a Brailler, or any appropriate expressive communication system, to generate responses as needed.
Alternate response options (A302)	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.
Sign items/stimuli and/or response choices to the student by a qualified sign language interpreter (per OAR 581-015-2035) with the exception of mathematics signs and symbols. (A228)	This accommodation is for paper-pencil based assessments only that are proctored by a qualified test administrator. Sign language interpreters should review test items and content standards for information on vocabulary that is construct specific to the item so that they do not give students an unfair advantage. Not all items need to be signed; the student can request individual words or items to be signed. Proctor guidelines apply.

Sign language interpreters will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled. Interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

*Cf. Appendix B: Guidelines for Signed Interpretation Support |
| Test administrator may point to each answer choice to support students who may need the option to indicate their answer choice by blinking, head movement, eye gaze or other form of identified non-verbal communication. (A220) | |

Research Opportunities

Curricular and Instructional Materials Templates. ODE has been working with BRT and Oregon teachers to develop an online system to support standards-based instruction, assessment, and PLAAFP/IEP development for SWSCD. The system is called *Curricular and Instructional Materials for Students with Significant Cognitive Disabilities* (http://lms.brtprojects.org).

Please contact Brad Lenhardt at brad.lenhardt@state.or.us if your district, or staff, is interested in participating in any of these three opportunities.

Appendix A: Parent Questions & Answers

Individual subject headings are included in the document so that interested parents and educators can be provided with information specific to a general concern without the need to search through the entire document.

Note to Educators: This document contains several pages of comprehensive information that an IEP team facilitator can use as a reference when discussing the Extended Assessments with parents and/or IEP team members. Though the document as a whole can be copied and presented to parents, it should be used as a detailed reference guide to support a meaningful discussion with parents.

GENERAL

What is the Oregon Extended Assessment (ORExt)?
The ORExt is Oregon's alternate assessment, which is a statewide assessment designed for students with cognitive disabilities. At your student's most recent IEP team meeting, the team (with your input) decided that the general assessment, even with accommodations, was not an appropriate assessment option based on your student's specific needs.

NOTE: The ORExt is a specially designed test that was created for students with significant cognitive disabilities; that is, the students' curriculum and this assessment are based on content standards that have been reduced in depth, breadth, and complexity. This means that these test results **cannot** be used to compare a child's performance to that of their non-disabled peers.
Educators: This information is recommended for inclusion in any reports to parents on student performance on the ORExt.

Why do we (as a state) need an alternate assessment?
The Individuals with Disabilities Education Act Amendments of 1997 established the first federal requirement for alternate assessments. States were required to: (a) include all students with disabilities in general state- and district-wide assessments, with appropriate accommodations if necessary; (b) provide alternate assessments for students who could not participate in the general assessment programs and establish guidelines for such participation decisions, by July 1, 2000; and, (c) make available and report to the public on the assessment results of students with disabilities in the same manner and with the same frequency as the assessment results for non-disabled peers (IDEA 1997). States subsequently developed new large-scale assessments to include all students with disabilities in large-scale assessment programs.

The No Child Left Behind Act (NCLB, 2001) described the group of students who were eligible to participate in alternate assessments as those with the "most significant cognitive disabilities." NCLB also established significant expectations regarding alignment to state content standards, the expectation that the alternate assessments must yield results in both reading/language arts and mathematics, that the assessments must meet technical adequacy requirements to justify its uses, including public reporting. On December 9, 2003, federal regulations (U.S. Department of Education, 2003) further elaborated the reporting requirements of alternate assessments and defined the alternate achievement standards upon which these assessments are based. They labeled the assessments as alternate assessments based on alternate achievement standards (AA-AAS). Though there are other alternate assessments defined by the regulations, our focus is exclusively on the AA-AAS. These AA-AAS were used

in accountability testing and results from the AA-AAS were included in Adequate Yearly Progress (AYP) calculations required by NCLB. The 1% reporting cap was also established, which limits the percentage of proficient or higher AA-AAS results that a state can report for AYP purposes to 1% of the total student population in the grades tested.

Non-regulatory guidance was published in August 2005 that provided additional information for states as they developed their AA-AAS systems in compliance with the December 9, 2003 regulations. The guidance clarifies that the alternate assessments must be clearly related to grade level content and can be reflective of expectations that can be reduced in terms of scope and complexity, but the achievement standards must "reflect professional judgment of the highest achievement standards" (U.S. Department of Education, 2005).

LOOK AND FEEL

What does the Extended Assessment look like? [**Accessing a sample assessment**]
The assessment is secure and cannot be sent via mail or email to parents, or made accessible via a non-secure server. However, if you would like to view sample items from each assessment, you may be able to coordinate a time with your student's teacher to view a task and discuss the manner in which your student's teacher will elect to administer it to ensure that your student has the most positive testing experience. This may be an appropriate component of an IEP team meeting so that necessary accommodations can be provided during the administration of the assessment.

How is the Extended Assessment administered? [**Administration**]
The Extended Assessment is an individually administered assessment. A trained administrator sits with your student in one or multiple sessions to get through as much of the information as possible in a manner that is appropriate for your student. Students who have specific accommodation needs are provided those accommodations. Students who participate in the assessment are supported (with specific guidelines). Students in the 2018-19 administration will have the option of participating in the electronic-based version of the ORExt, which presents the same items as in the paper/pencil version in an online format.

CONTENT CHANGES AND CONTENT EXPECTATIONS

My child took an Extended Assessment last year, is it the same? [**Changes to the Extended Assessment**]
The Oregon alternate assessment (the Extended Assessment) remains a reduced-complexity, increased-accommodation assessment. It is designed to assess your student's knowledge and skills according to grade level content in ELA, math, and science at a level that the content might be presented to him/her instructionally. The ORExt is administered in grades 3-8, and 11* in English Language Arts (reading, writing, and language) and Mathematics. Students participate in the Science ORExt in grades 5, 8, and 11*.

***Extended Assessment: High School Retake Policy:** Under OAR 581-022-0615: Assessment of Essential Skills, students are required to demonstrate proficiency in the Essential Skills in order to receive a regular or modified diploma. As identified in the "Students Seeking Modified Diplomas" section of the Essential Skills and Local Performance Assessment Manual, available at
http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-

Administration.aspx#main , for students on an IEP seeking a modified diploma, this includes the OAKS Extended Assessment (p. 21).

ODE has revised the Extended Assessment High School Retake Policy that allows students whose IEP indicates the OAKS Extended Assessments to retest in their 12th grade year. While retests are not mandatory, like those who participate in the general statewide assessments, districts should have testing opportunities available for grade 12 students with disabilities who wish to retake an Extended Assessment(s) in order demonstrate proficiency for the Essential Skills graduation requirement.

Is grade level content too difficult?
As the changes to the state's assessment system have occurred rapidly over the past two years, your child may not have had sufficient exposure to all of the material on the assessment and some items may be too difficult for him or her. The teacher or administrator, who has been trained to administer this test, has been given guidance on how and when to discontinue (stop) the assessment if the material proves to be too difficult for your student. Furthermore, the new ORExt uses extensive scaffolds to provide additional prompting and supports to facilitate test participation.

IMPLICATIONS

Why should my student take the Extended Assessment?
This test is required by federal legislation as part of an accountability system. While an accountability assessment is aligned or linked to grade level content standards, the assessment does not present a complete picture of everything a student has learned or is learning in a classroom during the course of the year. Rather, it is an indicator of whether or not students are being challenged with and exposed to critical content. Accountability assessments ensure that all students are being given an opportunity to demonstrate their knowledge and skills. While the implications at a student-by-student level may be relatively small, the implications for a school, district or state are vast enough to potentially impact all students.

What happens if my student achieves a Level 3 (Meets) or Level 4 (Exceeds) score on the Extended Assessment?
Regardless of the outcome of the assessment, an IEP team uses a variety of information sources to make decisions for the student. If a student achieves a Meets or Exceeds score on the Extended Assessment an IEP team may use this information as part of a body of evidence to inform the assessment decisions for the following year, or to adjust instructional approaches for the student. A student who Meets or Exceeds at an Extended Assessment can count toward a school's Annual Measurable Objective federal report for performance in a statewide assessment for that year and will provide the federal government with information about student success on an alternate assessment.

What if my student receives a Level 1 (Does Not Yet Meet) or Level 2 (Nearly Meets on the Extended Assessment)?
Regardless of the outcome of the assessment, an IEP team will use a variety of information sources to make decisions for the student. If a student Does Not Yet Meet or Nearly Meets on the Extended Assessment, the IEP team may use this information to alter instruction or incorporate some of the content from the assessment in the student's instruction. They may decide to reassess the student in the coming year or to adjust instructional approaches for the student. If the student took the minimum number of tasks required, the student may still count toward a school's Annual Measurable Objective federal report for participation for statewide assessment for that year, and will provide the federal

government with information about student participation on an alternate assessment.

REPORTING

Will I get a report that tells me what my student's scores mean?

In addition to an Individual Student Report, which displays the student's score and performance for each subject, as well as demographic information, Oregon's Alternate Academic Achievement Standards, available at the following link: http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx , describe what students know and can do based on their performance on the state's alternate assessments in the various content areas.

NOTE: The Extended Assessment is a specially designed test that was created for students with the most significant cognitive disabilities or similar disabilities; that is, the students' curriculum and this assessment are based on content standards that have been reduced in depth, breadth, and complexity. This means that these test results cannot be used to compare a child's performance to that of his/her non-disabled peers.
*Educators: This information is recommended for inclusion in any reports to parents on student performance on the Extended Assessments.

INDIVIDUALIZED EDUCATION

What will happen to my student's rights to an individualized education if he or she takes a standardized assessment? [**Individualized Education]**
While the ORExt is a performance-based assessment that requires the student to actively perform on a standardized assessment, the use of data from this assessment will vary from student to student as part of their individualized education program. The manner in which parents, teachers, and staff choose to use this information to inform instruction will be based on the needs of the student in accordance with the IEP and district policy. From an accountability perspective, the state is able to use data from this test to ensure that students with significant cognitive disabilities are included in state and federal reports of student achievement in a manner similar to students who do not have IEPs. It is the state's intent that data from this assessment will be used as part of a body of evidence that you, your student's teachers, and your student's IEP team can use to meet your student's individualized academic needs.

We are optimistic that our partnership with teachers, districts, parents and students will help to create and improve this important educational resource. We look forward to continuing this work with the help of all of our stakeholders.

Appendix B: Guidelines for Provision of Supports

Supports provided during the administration of the ORExt items are designed to support a student in accessing the content. The support provided should not violate the test construct in any manner.

LEVEL OF SUPPORT	CONTENT PROMPT SUPPORTS
Full Physical Support* (*Provided for students who routinely need full physical supports to participate in instruction. Full physical support is not to be given to a student who does not receive full physical support in the instructional environment. Full physical support is reserved for those students with significant mobility impairments who, as a result, rely on these supports routinely.)	Based on prolonged hesitation or an indication of student uncertainty, QA provides any (or a combination) of the following: • Moving student to materials • Positioning student to a responding position in the materials • Orienting student to the appropriate response options in the materials • Moving student's hand over a series of response options in the materials
Partial Physical Support	Based on prolonged hesitation or an indication of student uncertainty, QA provides any (or a combination) of the following: • Touching student to direct his/her attention toward the appropriate materials • Touching student to determine/obtain attention
Visual, Verbal, or Gestural Support	Based on prolonged hesitation or an indication of student uncertainty, QA provides any (or a combination) of the following: • Visual: Maintaining optimal visual placement of assessment materials for student (i.e., moving materials to ensure they remain within student gaze) • Verbal: Rephrasing *process* directions: "You are choosing from these three" "You are putting these in order" "You are telling me yes or no" • Gestural: Pointing to/tapping materials to achieve/maintain focus on appropriate item
Full Independence	Student needs no supports to gain access to the structure of the item or the associated materials

Appendix C: Glossary

<u>Accuracy</u> - Term used to refer to the scoring of the Content Prompts. The scoring of the Content Prompts differs greatly from the Prerequisite Skills in that the student's responses are scored for accuracy vs. bringing the student to success in the Prerequisite Skills.

<u>Assessment Window (Current Test Schedule)</u> - Refers to the dates when the assessments can be administered to students. Found in the table in the right-hand margin at::
http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx

<u>BRT</u> – Behavioral Research & Teaching at the University of Oregon, the vendor for the ORExt
http://www.brtprojects.org.

<u>Content Prompts</u> – All items in the 2016 administration represent critical grade-level content. The items test a student's knowledge and skill surrounding grade level content standards. Items are scored on a scale of accuracy.

<u>Extended Assessment Grade Levels</u> – ELA and Mathematics are assessed in each of grades 3-8 & 11. Science is assessed in grades 5, 8, & 11.

<u>Full Physical Support</u>: Student receives support such as hand-over-hand to access the item. The support provided must not violate the test construct.

<u>General Grade Level Assessment</u> - For the purposes of this web-application, the statewide assessment taken by the majority of students in K - 12 in the Oregon education system is referred to as the General Assessment. Outside of this application, the "General Assessment" may also be referred to as Smarter Balanced, OAKS Online, OAKS Paper and Pencil, or OAKS Writing. To eliminate confusion, in the context of the alternate assessment we will refer to the statewide assessment as the "General Assessment."

<u>Independent</u>: Student requires and receives no support or prompting during item administration.

<u>Item</u> - A question or prompt.

<u>Level of Independence</u> – The level of support that a QA must provide in order for a student to access an item in a manner that does not violate the test construct.

<u>ODE</u> - Oregon Department of Education http://www.oregon.gov/ode/about-us/Pages/default.aspx

<u>ORora</u> – Oregon Observational Rating Assessment is a rating assessment founded in the teacher's observations--intended to gather important information regarding a student's current functional performance in two domains: 1) Level of Independence (LOI) = Attention + Basic Math Concepts and, 2) Communication (COM) = Receptive + Expressive

<u>QA</u> - A Qualified Assessor is a teacher, speech pathologist, school psychologist, or administrator who has received training and passed the proficiency tests on the Oregon Extended Assessments training and proficiency website in the current school year an assessment is administered.

<u>QT</u> - A Qualified Trainer is a teacher, speech pathologist, school psychologist, or administrator who was

a QA and has received additional training from state trainers. A QT trains teachers and others who wish to become a QA.

Partial Physical Support: The student requires some physical contact, such as a prompting touch to the student's hand or elbow to prompt action etc., during the administration of the items. The support provided must not violate the test construct.

Refresher Proficiency - A 25-question proficiency test that a QA or QT from the previous school year must pass in the current school year to retain status as a Qualified Assessor or Qualified Trainer.

Scoring Protocol - One of the two sets of materials necessary in the physical administration of the ORExt. The scoring protocol is used by the QA to read the questions to the student and to score the student responses.

Student Materials - One of the two sets of materials necessary in the physical administration of the ORExt. The student materials are those materials that have a visual representation of the assessment items and are presented to the student when a question is asked.

Electronic Administration – Students in the 2017-18 administration will have the option of participating in the electronic-based version of the ORExt, which presents the same items as in the paper/pencil version in an online format.

Verbal, gestural, or visual supports: The student requires any combination of the following in order to access an item: (a) additional verbal prompting (b) more specific gesturing toward the materials to indicate the intent of the item, (c) physical adjustment of the materials so that they are in an optimal visual location for the student's needs. The support provided must not violate the test construct.