

Assessment	Purpose	Administration Date(s)	Administrator	Additional Information
STAR Early Literacy/ Numeracy Grades K-1	Interim: An assessment that can be administered at multiple points throughout the school year for purposes such as screening, placement, progress monitoring, and outcomes assessment.	Mandatory Fall Window: 9/14 - 10/15 Winter Window: 1/4 - 1/28 Spring Window: 5/10 - 6/10 Discretionary: Can be administered to students more frequently (as often as weekly for short-term progress monitoring).	Teacher or Specialist (elementary) Teacher, Specialist or School-based testing coordinator (secondary)	In the Early Literacy assessment for K and grade 1, literacy/numeracy are consolidated into one assessment. Test takes approximately 15 minutes. Headphones required. Students may take the assessment in English and/or Spanish. Other purposes: to inform instruction, evaluate curriculum and student responsiveness to intervention. Additional training on test administration or extrapolation of data/resources is available. Instructional Coaches and/or School Test Coordinators in each building will support the assessment (training for administration of the assessments, troubleshooting, reports training, data analysis)
STAR Math STAR Reading Grades 2-10	Interim: An assessment that can be administered at multiple points throughout the school year for purposes such as screening, placement, progress monitoring, diagnostic, and outcomes assessment.	Mandatory Fall Window: 9/14 - 10/15 Late Fall Window: 11/2-12/10* <i>(Optional)</i> Winter Window: 1/4 - 1/28 Spring Window: 5/10 - 6/10 Discretionary: Can be administered to students more frequently (as often as weekly for short-term progress monitoring).	Teacher or Specialist (elementary) Teacher, Specialist or School-based testing coordinator (secondary)	These are separate tests. The STAR Math & Reading assessments take approximately 20 minutes each. Students may take the assessment in English and/or Spanish. Other purposes: to inform instruction, evaluate curriculum and student responsiveness to intervention, and to forecast likely performance on a summative test later in the year. Additional training on test administration or extrapolation of data/resources is available. Instructional Coaches and/or School Test Coordinators in each building will support the assessment (training for administration of the assessments, troubleshooting, reports training, data analysis) *Late Fall Window is required to have the prerequisite three scores to predict OSAS performance in grades 3-8.
STAR At-risk students (red and yellow zone students)	Progress Monitoring: STAR assessments are used to monitor students' response to tier I, tier II and tier III instruction. The data is used to identify whether students are making adequate progress and to determine whether instructional changes need to be made.	Using the STAR tool- Test administration and analysis every 4-6 weeks. Other assessment data to consider during the analysis process: curriculum-based assessments, common formative assessments.	Teachers, Specialists	The timeframe for progress monitoring assessment is really dependent on the tools being used and the typical rate of growth for the student. Frequent data collection is recommended given the amount of data needed for making decisions with confidence.
DIBELS 8th Edition Grades K-8 & IDEL 7th Edition* Grades K-3 (*Alder Elementary only)	Universal Screener Kindergarten through 8 th grade student screening for dyslexia risk factors. Information from the initial screening measures are used to design targeted interventions*. Universal Screener Indicadores Dinámicos del Éxito en la Lectura (IDEL) is a research-based formative assessment series of measures designed to assess the basic early literacy skills of children learning to read in Spanish.	Mandatory (K-1): Fall Window: 9/14 - 10/15 Winter Window: 1/4 - 1/28 Spring Window: 5/10 - 6/10 Discretionary (2-8): Encouraged and Supported Fall Window: 9/14 - 10/15 Winter Window: 1/4 - 1/28 Spring Window: 5/10 - 6/10	Teacher or Specialist	*In RSD, all K-1 students receive proactive "prevention" via a supplemental phonemic awareness curriculum. DIBELS: https://dibels.uoregon.edu/materials/dibels IDEL: https://dibels.uoregon.edu/materials/idel Instructional Coaches in each building will support the training needs for administration as well as data analysis. *The IDEL measures are not a translation of the DIBELS measures. They take into account the linguistic structure of the Spanish language including the phonology, orthography, and syntax. Like DIBELS, the IDEL measures are based on the same theoretical and evidence-based principles of how children learn to read in alphabetic languages such as English and Spanish.

Assessment Guide 2021-22

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OSAS English Language Arts & Mathematics Grades 3-8, 11	Summative: Annual assessment that measures the extent to which students have mastered the Common Core State Standards.	Mandatory: Spring Window Grades 3-8: 3/8 – 6/3/22 Grade 11*: 1/11 – 6/3/22 *10th graders who have successfully completed advanced coursework and 12th graders who did not get their 11th grade opportunity may also test.	Elementary Principal or designee Secondary: School Test Coordinator	One test opportunity for each computer adaptive test (CAT) and performance task (PT). Tests used to meet Federal and State reporting requirements. District and school-wide data will be reported by ODE in the Fall of 2022. SB 744 signed into legislation on July 14 2021, suspends Essential Skills requirements for graduation during 2021-2022, 2022-2023, and 2023-2024 school years.
OSAS Next Generation Science Grades 5, 8, 11	Summative: Annual assessment that measures the extent to which students have mastered the Common Core State Standards.	Mandatory: Spring Window Grades 5, 8: 3/8 – 6/3/22 Grade 11*: 1/11 – 6/3/22 *10th graders who have successfully completed advanced coursework and 12th graders who did not get their 11th grade opportunity may also test.	Elementary Principal or designee Secondary: School Test Coordinator	One annual test opportunity for grades 5, 8 and 11. Students in grade 10 may participate in the Science assessment and target up to grade 11 for a banked score.
Extended Assessment Grades 3-8, 11 (ELA/Math) Grades 5, 8, 11 (Science)	The state's alternate assessment system designed for students with the most significant cognitive disabilities.	Mandatory: Spring Window ELA/Math Grades 3-8: 3/8 – 6/3/22 Grade 11*: 1/11 – 6/3/22 Science Grades 5, 8: 3/8 – 6/3/22 Grade 11*: 1/11 – 6/3/22 *10th graders who have successfully completed advanced coursework and 12th graders who did not get their 11th grade opportunity may also test.	Qualified Assessors (QA) and Qualified Trainers (QT) trained as Test Administrators	In Oregon, any student with an IEP whose team decides that this is the most appropriate assessment for the student's needs may take Extended Assessments via online administration. Additional info: http://oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx
ELPA Summative Grades K-12	The ELPA21 assessment measures and reports on students' English language proficiency overall, as well as in reading, writing, speaking, listening, and comprehension.	Mandatory (Active and waived students eligible for services) All Grades: 1/11 – 4/15/22	Elementary Principal or designee Secondary: School Test Coordinator	Required for all students eligible to receive ELD services, both active and waived (refused services).
ELPA Screener Grades K-12	The English Language Proficiency Screener is a tool for determining eligibility for English Language Development services. It is an assessment of a student's EL proficiency in the required domains of Listening, Reading, Writing, and Speaking.	Mandatory (K-12) yearlong Grades K-12: 8/3/21 – 7/15/22 (Unique Screener closes on 12/17) For all students who: <ul style="list-style-type: none"> Have no previous Oregon public school enrollment history based on responses to Language Use Survey. 	Trained district or school staff experienced with English Learners.	Training requirements include: <ul style="list-style-type: none"> ELPA Screener Administration Manual ELPA Screener Speaking Scoring Document ELPA Screener Administration Module ODE Training Modules 2-4 on Administration, Accessibility, Security and Informational Webinars Parts 1&2
OSAS SEED Survey Pilot Grades 3-8, 9-11	Annual survey that measures student perceptions in four core areas: Access to Learning Resources, Opportunity to Learn, Self-Efficacy Beliefs, and Sense of Belonging.	Optional for 2021-22 SEEDS & Alt SEEDS: Grades 3-8: 3/8 – 6/3/22 SEEDS: Grades 9-11: 1/11 – 6/3/22 Alt SEEDS: Grade 11: 1/11 – 6/3/22	Elementary Principal or designee Secondary: School Test Coordinator	Grades 9 (reading focus), 10 (math focus), and 11 (science focus) Developed to meet Oregon's Consolidated State Plan under ESSA . Additional info: https://www.oregon.gov/ode/educator-resources/assessment/Pages/Student_Educational_Equity_Development_Survey.aspx

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Essential Skills Graduation Requirement High School	<p>The Essential Skills are process skills that cut across academic disciplines and are embedded in the content standards and entail:</p> <ul style="list-style-type: none"> Read and comprehend a variety of text Write clearly and accurately Apply mathematics in a variety of settings <p>Students can meet these graduation requirements through OSAS, other standardized assessments, or work samples.</p>	Requirement Suspended: 2021-2022, 2022-2023 and 2023-2024 school years	<p>School Test Coordinator, Teacher(s)</p> <p>High School: Trained NWESD or MESD Test Administrator for Essential Skills work sample</p>	<p>ODE recommended that the Assessment of Essential Skills requirements be suspended for students who graduate in 2021-22 and the State Board approved this suspension on April 15, 2021.</p> <p>SB 744 was signed into legislation on July 14, 2021 and suspends Essential Skills requirements for graduation during 2021-2022, 2022-2023, and 2023-2024 school years.</p>
Local Performance Assessment: Writing Grades 3-8 +1 high school	<p>Interim: Assess student writing samples in each mode: Opinion/Argument, Informative/Explanatory and Narrative. The chosen writing tasks for each mode must align with grade level Common Core State Standards.</p> <p>Summative: Assess one student writing sample using the Oregon Writing Scoring Guide. The chosen writing task must align with grade level Common Core State Standards.</p>	<p>Mandatory: Interim writing assessment administration is outlined in the approved ELA scope and sequence (grades 6-8) and embedded in the Benchmark Advance/Adelante curriculum (grades 3-5).</p> <p>Summative student samples are due by 6/17/22 or earlier as determined by your school administrator.</p>	<p>Teacher(s) grades K-8 under secure test setting and administration protocols.</p> <p>High School: Trained NWESD or MESD Test Administrator for Essential Skills work sample</p>	<p>Summative data is manually entered and reported into Synergy. Please enter the work sample with the highest score for the Summative entry due in June. You may be required to enter additional work samples as determined by your administrator. Students should have multiple opportunities throughout the school year in order to meet this requirement.</p> <p>Additional information/scoring guide link: writing</p> <p>Local Performance Assessment Manual-TBD</p>
Local Performance Assessments: Math, Science, Speaking Grades 3-8 +1 high school	Summative: Assessments in these areas must be a standardized measure (e.g. activity, exercise, problem or work sample scored using the official state scoring guide) embedded in the curriculum that evaluates the application of knowledge and skills.	Mandatory: Summative student samples are due by 6/17/22 or earlier as determined by your school administrator.	<p>Teacher(s) grades K-8 under secure test setting and administration protocols</p> <p>High School: Trained Test Administrator for Essential Skills work sample</p>	<p>Summative data is manually entered and reported into Synergy. Please enter the work sample with the highest score for the Summative entry due in June. You may be required to enter additional work samples as determined by your administrator. Students should have multiple opportunities throughout the school year in order to meet this requirement.</p> <p>Additional information/scoring guide links: science, math, reading, speaking</p> <p>Local Performance Assessment Manual-TBD</p>
National Normed College Entrance Practice Test Grade 10	The purpose of the assessment is to predict success of students on, and provide practice for students taking, college entrance exams. As well as assist with the identification of students with high potential to excel in advanced placement (AP) or other honors courses.	<p>Optional: TBD**</p> <p>**ODE is now in the process of developing a Request for Proposals (RFP) that will result in a new contract.</p>	Principal or Test Coordinator, Teacher(s)	<p>ORS 329.488 directs Oregon Department of Education to provide a statewide opportunity for Oregon's 10th graders to access a nationally-normed college entrance practice exam.</p> <p>TBD-reference information to assessment selected</p>

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NAEP (National Assessment of Education Progress) Selected schools Grades 4 and 8, High school (age 17)	Common yardstick for states to measure student progress and is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects. Administered by NCES, within the U.S. Department of Education. This year, NAEP will administer mathematics and reading assessments to selected schools that receive Title IA funds.	Mandatory for selected schools: Grades 4 & 8: 1/24 – 3/4/22 High school (17): 3/21 – 5/27/22 Selected schools schedule their own assessment date within the above windows.	Principal, Assistant Principal, School Test Coordinator or designee.	<i>Facts for Districts</i> https://docs.mynaep.com/myschool/documents/2021_Facts_for_Districts.pdf <i>COVID-19 Protocols</i> https://docs.mynaep.com/myschool/documents/NAEP_COVID19_Protocols.pdf There will also be information about NAEP 2022 in the Oregon Test Administration Manual for 2021-2022. Please note that ODE recommends that principals name the School Test Coordinator (STC) to serve as the NAEP school coordinator, who plans for NAEP assessment day. The NAEP school coordinator will receive a certificate for 16 hours of professional development units (PDU) at the end of the NAEP testing window.
NNAT3 (Naglieri Nonverbal Ability Test) Grades 2, 3, and 4 (Normally only given to students in Grade 2 **see additional information)	Universal Screener for TAG: “The purpose of the NNAT3 is to measure general ability using abstract designs which are accessible to a wide variety of students. Because the NNAT3 items consist of geometric shapes that are universal and have no verbal content, and the directions are pictorial with minimal verbal instructions, NNAT3 has great utility as part of the process of identifying students for gifted and talented educational programs, especially for members of groups that have been underrepresented.” <i>NNAT3 Directions for Administration</i>	Mandatory: Grade2: 5/2 – 5/9/22 Grades 3-4: 10/4 - 10/29/21* *By completing testing prior to November 1, results will be available for teachers to share with parents during fall conferences.* The NNAT3 is administered online and students can use an iPad or Chromebook. Students are given 30 minutes to complete the test and the practice questions take about 5 minutes. Overall, the test administration should take less than 45 minutes. Generally, results are available within 15 minutes of students completing the test.	Classroom teachers with training and guidance from the district TAG TOSA and building TAG coordinators. Teachers administer the test to their class all at one time.	Scores from the NNAT3 may result in an identification as intellectually gifted. Training on interpreting results will be provided by the district TAG TOSA to TAG Coordinators, MTSS TOSAs, Instructional Coaches, and Principals to be shared out with teachers. The RSD TAG Identification Board Policy Guide states that Grade 2 students will take a nationally standardized test of cognitive ability (NNAT3). Since 2021-2022 Grade 3-4 students were not assessed during the 2020-2021 school year, they will be assessed in the 2021-2022 school year. So students in Grades 2-4 will take the NNAT3 during the 2021-2022 school year. In future years, only Grade 2 students will take the NNAT3.
CogAT (Cognitive Abilities Test) Grades 3 and 4 (Normally only given to students in Grade 3 **see additional information)	Universal Screener for Talented and Gifted Program: The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Each area is designed to evaluate specific reasoning skills that strongly correlate to academic success. The test items are written to assure, as best we can, fairness and effectiveness with all students, regardless of their educational experiences, cultural backgrounds, or spoken language.	Mandatory: 1/4 to 2/25/22 The test is administered to the whole class at the same time. The CogAT is administered online. There are 9 subtests and students are given 10 minutes to complete each subtest. Staff should plan to administer the test over 3 testing periods of 45-60 minutes each to provide the most optimal experience for students.	Possibilities: 1) Classroom teachers with assistance from the Library/Media Specialist or Assistant Principal or Principal or Test Coordinator - or - 2) Have one person at each building administer the assessment.	Scores from the CogAT may result in an identification as academically talented in math, academically talented in reading, and/or intellectually gifted. Administration of the CogAT takes a more training than the NNAT3. This training will be provided by the TAG TOSA. Training on interpreting results will be provided by the district TAG TOSA to TAG Coordinators, MTSS TOSAs, Instructional Coaches, and Principals to be shared out with teachers. Scores are available within 24 hours of completing testing and individual score reports include an ability profile for each student. This ability profile outlines student characteristics, instructional suggestions, and general suggestions for students based on their specific profile. [...] The RSD TAG Identification Board Policy Guide states that Grade 3 students not previously identified as talented and gifted will take a nationally standardized test of mental ability and nationally standardized test of reading and mathematics (CogAT). Since 2021-2022 Grade 4 students were not assessed as third graders during the 2020-2021 school year, they will be assessed as fourth graders in the 2021-2022 school year. In future years, only Grade 3 students will take the CogAT.