APPENDIX L – KINDERGARTEN ASSESSMENT

Overview
On March 8, 2013 the State Board of Education adopted OAR 581-022-2130 which directs all school districts to administer the Oregon Kindergarten Assessment to students enrolled in kindergarten beginning with the 2013-2014 school year. To help communicate to the field about the new Kindergarten Assessment, ODE published Numbered Memorandum 010-2012-13, collaborated on the development of Kindergarten Assessment pages on the Early Learning System website (http://oregonearlylearning.com/kindergarten-assessment), and developed a Kindergarten Assessment Resource on the ODE website (http://www.ode.state.or.us/go/ka).

The state of Oregon has set an ambitious goal–100% high school completion by 2025, with the vast majority of students going on to college or workforce training. To make progress toward this goal, and prepare all students for college, career, and citizenship, we must support students and their families from early childhood through higher education. This begins with ensuring students get a strong educational start and enter school ready to learn.

- In 2012, the Legislature directed the Early Learning Council and the Department of Education to jointly develop a kindergarten assessment. The Department of Education and the Early Learning Council developed and piloted the kindergarten assessment in fall 2012 and will implement a statewide operational field test in fall 2013. There are four intended purposes for the Statewide Kindergarten Assessment: Provide baseline local and statewide information to communities, schools, and families to ensure all early learners are ready for kindergarten;
- Provide essential information on all children as they enter kindergarten to inform K-12 educators on students’ strengths and needs which can then guide instructional decisions to ensure students are well prepared for their educational experience;
- Identify achievement gaps early, thus providing instruction and support to address them early. By doing this, we help prepare students for success not just in kindergarten but in the years to come; and
- Provide a consistent tool to be used across the state. A statewide assessment will provide the state-level perspective on where kindergarten students are today so that we can measure progress in the years to come.

The kindergarten assessment includes measures in the domains of Early Literacy, Early Math, and Approaches to Learning (which includes Self-regulation and Social-emotional). It will be administered within the first six weeks of kindergarten, with data reported to the Department of Education through ODE’s Consolidated Collections. For the 2013-14 school year, districts will include participation rates for the kindergarten assessment in their Achievement Compacts. A student is determined to have participated if they attempt to answer one Early Literacy question (that is, a single letter sound or syllable), OR one Early Math question. Since the Approaches to Learning segment is filled out by the assessor, it is mandatory to respond to all Approaches to Learning items.
To support districts in implementing this new assessment and to ensure valid assessment results, ODE will provide specialized Kindergarten Assessment training. In addition to addressing protocols for administering the Kindergarten Assessment, this training also addresses the general test administration and security training that is required for all test administrators. The ODE-provided Kindergarten Assessment training is required for DTCs from all districts supporting Kindergarten programs in 2013-14. This training, provided in six in-person trainings as well as a WebEx option, will follow a train-the-trainer model. Districts are welcome to include additional staff beyond the DTC (e.g., school test coordinators, kindergarten teachers, or others who will administer the assessment) in the ODE-provided trainings. However, if districts do not have school test coordinators or test administrators participate directly in the ODE-provided training, then districts must separately ensure that these staff are trained locally prior to administering the Kindergarten Assessment. For a schedule of the ODE-provided training opportunities, please refer to Part II – Test Administration Roles.

Receiving the Kindergarten Assessment

The Kindergarten Assessment is a paper-based assessment which ODE will print and distribute to districts. Districts must store all printed assessment materials in a secure area in accordance with Part IV – Test Security until they are distributed to schools and instruct School Test Coordinators (STCs) to keep materials secure at all times. The secure test materials include: A1-Assessor Booklet in English; A2-Assessor Booklet for Spanish speakers; S1-Student Booklet in English; and S2-Student Booklet in Spanish/English. Student assessment materials must not be in the Test Administrator's (TA's) hands more than 24 hours prior to the actual administration of the Kindergarten Assessment. As per the Kindergarten Assessment Accommodations Table, the only exception to this rule is for Sign language interpreters who will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger spelled.

General Instructions for Administering the Kindergarten Assessment

The Kindergarten Assessment will be administered one-on-one to students and consists of three segments:

- Early Literacy
  - This is a direct assessment, measuring the student’s early literacy skills in English Letter Names and English Letter Sounds.
  - Spanish-speaking English language learners (ELLs) will also take a Spanish Literacy assessment, measuring the student’s early literacy skills in Spanish Syllable Sounds. The Early Literacy segment may be administered by any district or school staff who has received Kindergarten Assessment Training for 2013-14. The Spanish Syllable Sounds measure must be administered by a trained fluent Spanish-speaker.

- Early Math
  - This is a direct assessment measuring the student’s early math skills in numbers and operations.
This segment may be administered by any district or school staff who has received Kindergarten Assessment Training for 2013-14.

- Approaches to Learning
  - This is an observational segment completed by the student’s teacher using the Child Behavior Rating Scale.
  - This segment must be administered by the student’s teacher who has received Kindergarten Assessment training for 2013-14.

Districts should plan to administer the Early Literacy and Early Math segments early in the test window. The Early Literacy segment is timed, with students having 60 seconds per measure. ODE anticipates that, with set-up time, this segment will take approximately 6 minutes to complete. ODE anticipates that the Early Math segment, will take approximately 6 to 9 minutes to administer, for a combined administration time of 15 minutes for both the Early Literacy and Early Math segments. Spanish Speaking ELL students taking the additional Spanish Literacy assessment will need an additional 3 minutes to complete, for a combined administration time of 19 minutes. The Approaches to Learning segment should be administered later in the test window after the teacher has had an opportunity to observe the student during regular classroom routines and activities. ODE anticipates that this segment will take approximately 6 minutes for the teacher to complete. Note: the Approaches to Learning segment will not take any student time to administer.

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

- The Kindergarten Assessment will be administered to students one-on-one, with the test administrator recording the student’s responses. Given the heightened level of required interaction between the student and the test administrator, test administrators must be especially vigilant to avoid coaching students to protect the validity of the assessment results. To avoid coaching, the Assessor Copy contains specific language that TAs may say to students who appear to be confused or struggling.

- Ensure that the Kindergarten Assessment is only administered by personnel who have received specialized Kindergarten Assessment training, either directly from ODE or locally, and have signed an Assurance of Test Security form for the current school year. (Note: for 2013-14, the specialized Kindergarten Assessment training provided by ODE includes the general test administration and security training required for all test administrators.)

- Locate student information prior to administering the Kindergarten Assessment, including:
  - Secure Student Identifier (SSID) if assigned by your district at the time of administration
  - Student’s legal name
  - Language of assessment (English, Spanish)
  - Accommodations to be administered to the student

- Examine the assessment environment for non-allowable resources. Only those allowable resources listed below may be visible during administration of the Kindergarten Assessment.
• Provide each student, at the time of testing, an opportunity to familiarize themselves with the Early Math assessment format by completing the two sample assessment items in the “Numbers and Operations Student Copy” booklet. Please note that there will be no sample assessment items for the early literacy segment.

• Review the directions included in the Assessor Copy prior to administering the assessment. Read the directions included in the Assessor Copy to students verbatim (these are the ONLY instructions you may give to students).

Breaking up the Assessment

The Kindergarten Assessment includes 3 segments. Therefore, you may wish to break administration into shorter sections. These shorter administration periods may make the assessment experience less stressful for entering kindergarteners. As stated above, both the Early Literacy and Early Math segments should be administered early in the test window and may be administered separately. The Approaches to Learning segment should be administered later in the window and does not take any student time to administer.

Breaking up the assessment requires great care to avoid breaches of test security. TAs must ensure that assessment materials are securely stored between sessions.

Allowable Resources

Only those allowable resources listed below may be provided to students during administration of the Kindergarten Assessment.

<table>
<thead>
<tr>
<th>ALLOWABLE RESOURCES DURING ADMINISTRATION OF THE KINDERGARTEN ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Highlighter, marker, pen, and pencil</td>
</tr>
<tr>
<td>• Auditory amplification devices, hearing aids, noise buffers</td>
</tr>
<tr>
<td>• Transparent sheets (clear or tinted) to protect test materials or to improve focus</td>
</tr>
<tr>
<td>• Markers/guides to limit distractions</td>
</tr>
<tr>
<td>• Stopwatch or timer</td>
</tr>
</tbody>
</table>

Accommodations

Accommodations are available for all students based on determination of individual student need. There are a number of allowable supportive administration conditions for the Kindergarten Assessment. See [http://www.ode.state.or.us/search/page/?=487](http://www.ode.state.or.us/search/page/?=487). As a promising practice, ODE has developed a decision tree mapping out the factors that districts should take into account when
identifying whether incoming kindergarten students may benefit from accommodations, and if so, which ones. This promising practice is available online at http://www.ode.state.or.us/search/page/?=2444.

Assessment Procedure

Preparing for Administration

1. Several days prior to the day of assessment, review this Test Administration Manual. Pay special attention to Part III - Student Confidentiality and Part IV - Test Security.
2. Review your notes from the Kindergarten Assessment training. Immediately contact your School Test Coordinator (STC) if you have not been trained this year.
3. Minimize interruptions or disturbances during testing. It is preferable to provide a location outside of the regular classroom for one-on-one assessment. If it is not possible to separate the assessment environment from the classroom, set up a table and chairs in a quiet area of the classroom (for example, the reading area or computer center). Consider posting an “Assessing—Please Do Not Disturb” sign to help minimize distractions. Prepare students ahead of time by introducing them to the quiet area and expectations when students are being assessed. Strategize with classroom staff and volunteers on classroom management when individual assessments are occurring. Carefully review student accommodations before you begin testing.
4. Plan time for make-up testing for students who are absent for any portion of the scheduled assessment period. Every effort must be made to ensure that all students have an opportunity to complete the assessment.

Administering the Assessment

Segment One: Early Literacy

The Early Literacy segment includes two measures for all students: English Letter Names and English Letter Sounds. Spanish-Speaking ELLs will also take a Spanish Syllable Sounds assessment.

English Letter Names:
- This is a 60 second timed assessment.
- Place the “English Letter Names Student Copy” chart in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy.
- Record student responses on the Assessor Copy.
  - If a student provides the letter sound instead of the letter name, repeat the directions verbatim (allowed one time):

  Say the name of each letter.

  Di el nombre de cada letra.
If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.

- At 60 seconds mark the last letter named with a bracket ] on the Assessor Copy but let the student finish the row or come to a natural stopping point before saying “Stop.”
- Enter the student scores, number correct, and number attempted on the Assessor Copy.

### English Letter Sounds:
- This is a 60 second timed assessment
- Place the “English Letter Sounds Student Copy” chart in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy.
- Record student responses on the Assessor Copy.
  - Long or short vowel sounds are scored as correct on the English Letter Sounds measure. Either is acceptable.
  - Certain combinations of two or more letters are called letter blends. There are both single letters and letter blends included on the English Letter Sounds measure. If a student encounters a letter blend and gives isolated (separate) letter sounds, it is scored as incorrect.
- If a student provides the letter name instead of the letter sound, repeat the directions verbatim (allowed one time):

  Say the sound of each letter.

  **Di el sonido en inglés que hace cada letra.**

- If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.
- At 60 seconds mark the last letter named with a bracket ] on the Assessor Copy but let the student finish the row or come to a natural stopping point before saying “Stop.”
- Enter the student scores, number correct, and number attempted on the Assessor Copy.

### Spanish Syllable Sounds:
- This is a 60 second timed assessment
- Place the “Spanish Syllable Sounds Student Copy” chart in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy.
- Record student responses on the Assessor Copy.
  - If a student provides letter names instead of the syllable sounds, repeat the directions verbatim (allowed one time):

  Say the Spanish syllable sounds.

  **Di el sonido que hace cada sílaba.**
If a student loses his/her place and skips a line, the assessor should redirect the student to the correct row.

- At 60 seconds mark the last letter named with a bracket [ on the Assessor Copy but let the student finish the row or come to a natural stopping point before saying “Stop.”
- Enter the student scores, number correct, and number attempted on the Assessor Copy.

**Segment Two: Early Math**

The Early Math segment includes a measure of Numbers and Operations:

- This segment is not timed.
- Place the “Numbers and Operations Student Copy” section of the appropriate booklet in front of the student.
- Directions for the test administrator are on the Assessor Copy. Read the directions verbatim and demonstrate the procedure to the student exactly as indicated on the Assessor Copy. For the Kindergarten Assessment, the test administrator does not read numbers/symbols to students.
- Record student responses on the Assessor Copy.
  1) Verbal responses are not accepted in the Early Math segment. While it is an allowable accommodation for students to verbalize their thought process, the responses recorded by the test administrator must rely on the student’s pointed response. If a student verbalizes an answer, test administrators may remind students to point to or choose the answer. For students who would benefit, the Accommodations Manual identifies additional non-verbal means by which students may communicate their response.

Students are able to self-correct as described in the Assessor Copy for the Early Literacy segment. For the Early Math assessment, it is allowable for students to return to a previous item and change an answer.

**Segment Three: Approaches to Learning**

The Approaches to Learning segment is an observational segment completed by the student’s teacher using the Child Behavior Rating Scale. The focus of this instrument is to measure a child’s behavior with other children and adults in the classroom and their interaction with classroom materials. This segment does not take any student time to administer.

- Complete all 15 items on this instrument for each child.
- Circle the response number that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers indicate the following:
  1) The child never exhibits the behavior described by the item.
  2) The child rarely exhibits the behavior described by the item.
  3) The child sometimes exhibits the behavior described by the item.
  4) The child frequently or usually exhibits the behavior described by the item.
  5) The child always exhibits the behavior described by the item.
Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with Part IV – Test Security of this Test Administration Manual. If there are any questions about secure materials, contact your District Test Coordinator (DTC). If the DTC is unsure of the answer, your question will be forwarded to your Regional ESD Partner.

Submitting Student Response Data

Following administration of the Kindergarten Assessment, districts will electronically submit total scores for the Early Literacy segment, raw response data for the Early Math segment, and teacher-generated ratings for the Approaches to Learning segment. Districts will have the option to either enter data for individual students through a web-based data entry screen or through a mass upload process through ODE’s Consolidated Collection Application. Any staff authorized by the district may submit the student response data, including teachers, test administrators, or other school- or district-level staff. In order for staff to submit data, the district security administrator must first create user accounts for them following the instructions found at https://district.ode.state.or.us/apps/info/docs/centrallogin_ug.doc.

To ensure that student response data are properly submitted to ODE, carefully review each Assessor Copy to confirm that the TA has correctly entered all required information. If any information is missing, incorrect, or incomplete, please check with the TA to add or revise the information as necessary:

- Ensure the demographic information (e.g., student name, date of birth, district, school, SSID) on the Assessor Form is correct.
- Ensure that the date the assessment was administered is filled in on each Assessor Copy.
- For school districts choosing to waive administration of Spanish Literacy for eligible Spanish-speaking ELL students there is a code on the code table allowing districts to waive administration of the segment. (Code A on the Assessment Admin Code Table in the KA file format). Please note: the waiver will be entered for each individual student. School districts may waive administration in only some schools, or for the entire district.

For virtual schools choosing to waive administration of the Kindergarten Assessment for the 2013-2014 year, there is a code on the code table to waive administration of the kindergarten assessment. (Code B on the Assessment Admin Code Table in the KA file format). Please note: The collection is student level, and the code must be submitted for each student.

Districts may begin entering student response data as soon as the test window opens on August 12, 2013. As stated in Appendix A, the deadline for submitting Kindergarten Assessment response data is November 1, 2013.

Once student response data have been submitted to ODE, districts must securely dispose of all assessment materials onsite, including any unused assessment materials. If you have any questions about this process, please contact your Regional ESD Partner.
APPENDIX M – PSAT/NMSQT® ADMINISTRATION

This appendix provides information from the College Board about administering the PSAT/NMSQT® to sophomores as provided by ORS 329.488 (2008). The 2007 Legislative Assembly directed the ODE to administer a nationally-normed test for students in grade 10 which would provide information on the student’s readiness for college or advanced-level course work, possible career options, and major areas of study to consider for the future. After issuing a competitive Request For Proposals (RFP), the ODE awarded the contract to the College Board, administrator of the PSAT/NMSQT®.

Ordering PSAT/ NMSQT® Test Materials

The PSAT/NMSQT® order deadline is June 28, 2013. Detailed information on ordering materials and administering the test are available from The College Board at http://professionals.collegeboard.com/testing/psat/about. FAQs have been posted on the ODE Web site at http://www.ode.state.or.us/apps/faqs/index.aspx?=145. This information can also be found by entering PSAT in the yellow search box in the upper right-hand corner of the ODE Web site. PSAT/NMSQT® 2013 dates: Wednesday, October 16 or Saturday, October 19, 2013.

Testing Requirements

The PSAT/NMSQT® is an assessment offered in Oregon; however, testing procedures and training requirements for administration of the PSAT/NMSQT® are governed by the College Board and Educational Testing Service, not ODE. While TAs may still refer to the testing procedures included in this manual as best practices when administering the PSAT/NMSQT®, TAs must follow the official PSAT/NMSQT® testing procedures provided by the College Board.

All public high schools must offer students in grade 10 the opportunity to take the PSAT/NMSQT® on one of the two testing dates identified in the current year’s Test Schedule located in Appendix A. By taking the PSAT/NMSQT®, students receive MyCollege QuickStart™, and schools receive enhanced data reports about reading, writing, and math skills.

When taken as a junior (11th grade), the National Merit Scholarship Corporation uses the PSAT/NMSQT® to qualify students for most academic scholarships. While districts may choose to offer the PSAT/NMSQT® to additional students in grades other than grade 10, districts should note that the state will only fund PSAT/NMSQT® testing for students in grade 10. Should the district choose to test additional students, the district must test those students on the same day as the grade 10 students in their building.

The College Board provides fee waivers for impoverished juniors. While free and reduced lunch qualification is the criteria, the College Board recognizes that school officials are in the best position to assess a student’s need. These waivers should be ordered by June 14. Questions should be directed to Annette Beamer at abeamer@collegeboard.org or 408-367-1430 Nancy Potter at npotter@collegeboard.org or 866-392-7078. PSAT 888-477-PSAT.
APPENDIX N – NAEP ADMINISTRATION

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, math, science, writing, U.S. history, the arts, and economics. Under federal law, states and local educational agencies that receive Title I-A funds must participate in the biennial NAEP assessments of math and reading at grades 4 and 8.

From January 27 – March 7, 2014, NAEP plans to assess 4th, 8th, and 12th grade students selected by the National Center for Education Statistics to represent students throughout the state and the nation. In 2014, NAEP will assess civics, geography, and U.S. history, as well as technology and engineering literacy at grade 8. In addition, selected 4th, 8th, and 12th graders will participate in a science pilot test, including interactive computer tasks to be administered from March 17 – April 18, 2014.

The results from NAEP are published as The Nation’s Report Card. For 2014, results will include information on student performance for the nation on the 8th grade social studies and technology and engineering literacy assessments. Results from the science pilot test will be used to prepare for the NAEP 2015 operational assessment. NAEP does not provide results for individual students, schools, or districts in Oregon.

Testing procedures and training requirements for NAEP administration are established by the National Assessment Governing Board and the National Center for Education Statistics, not the Oregon Department of Education (ODE). This ensures that testing procedures are the same in every state to provide a common measure of student achievement. NAEP will send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials, administering the assessment to students, and administering surveys to school staff. This practice frees up the NAEP assessment time for principals, teachers, and counselors.

ODE will work with schools selected for NAEP to prepare for the assessment. Schools participating in NAEP must notify the parents or guardians of the selected students that a student may be excused from participation for any reason, is not required to finish the assessment, and may skip any test question. ODE will provide a template letter for schools to use in conducting parent/guardian notification. ODE will verify by email that each selected school has completed parent/guardian notification before the scheduled NAEP assessment day.

ODE will provide an optional WebEx training session for the staff members designated as the NAEP school coordinators at selected schools. This training session will support the NAEP school coordinators to prepare for the assessment. The NAEP school coordinators must work with school staff members to update demographic data for selected students and to complete the Students with Disabilities Worksheet and the English Language Learner Worksheet. These worksheets document how students will participate in NAEP.
ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with IEPs who participate in the OAKS Extended tests may be excluded from NAEP, if appropriate.

ODE expects that most English Language Learners (ELL students) will be included in NAEP. According to National Assessment Governing Board policy, only ELL students enrolled in U.S. schools for less than one full academic year before the current school year may be excluded, if appropriate.

Since some students may require accommodations in order to access the assessment and to demonstrate their knowledge and skills, NAEP offers most of the accommodations that Oregon allows on the state assessments. Please note that for NAEP the only students eligible to use accommodations are ELL students or students with disabilities. If an accommodation that a student routinely uses on state assessments is not allowed for NAEP, the student’s parent or guardian may refuse to have the student participate. Please keep in mind that, unlike state assessments, NAEP does not produce results for individual students or schools. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

The NAEP Questions Tool, located online at http://nces.ed.gov/nationsreportcard/itmrls/, provides teachers, students, and parents with sample items from previous assessments. Additional NAEP materials, including assessment frameworks and item specifications, are available on the ODE web site at http://www.ode.state.or.us/go/naep/.

Questions should be directed to Beth LaDuca, NAEP State Coordinator, at beth.laduca@state.or.us or 503-947-5836.
APPENDIX O — GLOSSARY

Accommodations: A practice or procedure in presentation, response, setting, and timing or scheduling that, when used in an assessment, provides equitable access to all students. State-approved Accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment.

Braille Embosser A Braille printer that produces Braille and supports tactile embossing of graphical representations (e.g., graphs, diagrams, tables)

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

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

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

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

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

Refreshable Braille Display Electronic device that outputs individual lines of text from a computer screen into Braille.
Regional ESD Partner: Regional system administrators who provide help desk services for assessment and data collection questions, as well as liaisons with ODE and with ODE’s testing contractors.

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

Restricted Resource: Any computer-based application, tool, functionality, or a non-electronic resource approved by the Accommodations Panel that does not interfere with the measured construct, but has restricted availability and requires district documentation of individual student need prior to its use.

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

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

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

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

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