This Frequently Asked Questions (FAQ) document addresses the most common questions from school districts preparing to administer the statewide Kindergarten Assessment. Detailed information about the assessment can be found in these primary resources: the 2014-2015 Test Administration Manual, the 2014-2015 Oregon Accessibility Manual and the 2014-2015 Kindergarten Assessment Specifications.

The FAQ is organized according to the following topics:
- Accessibility (formally known as Accommodations)
- Assessment Administration
- Data Submission
- Early Math Segment
- English Learners
- Parent Resources

**Accessibility (formally known as Accommodations)**

**We have students with severe disabilities. Are we still expected to administer all three segments of the Assessment including Early Literacy, Early Math, and The Approaches to Learning?**

In order to provide a valid and reliable administration of Oregon’s Kindergarten Assessment, it is recommended the school or district team (including the parent or guardian) gather any/all information about the student prior to administering the assessment. Information gathered through registration, enrollment forms and entrance interviews may be useful. For students with disabilities, additional information can be found on their IEP.

A **Decision Tree for Kindergarten Assessment** has been created to guide teams through the information review and decision making process to identify accessibility supports. If it is determined that modifications are needed, please note it will invalidate the assessment.

For additional information, refer to page 38-43 in the 2014-2015 Oregon Accessibility Manual.

**How do we assess non-verbal students?**

A **Decision Tree for Kindergarten Assessment** has been created to guide teams through the information review and decision making process to identify accessibility supports. If it is determined that modifications are needed, please note it will invalidate the assessment.

For additional information, refer to page 38-43 in the 2014-2015 Oregon Accessibility Manual.
Assessment Administration

What are the requirements for a bilingual Spanish assessor?

The determination is made by the district itself. At this point, it is not defined or mandated by ODE. Districts should make use of those staff who have been trained as bilingual Instructional Assistants, teaching staff who have a fluency level in Spanish that would equal an ability to listen and read with ease in Spanish.

How can our school locate a bilingual Spanish assessor?

As a first step in locating a Spanish Bilingual Assessor, please see ODE’s Guidance for Locating a Spanish Bilingual Assessor.

To assist districts with locating qualified assessors, Regional ESD Partners may refer District Test Coordinators to individuals identified on the Title III Contact list.

Can Title I, Title I-C, and Title III funded staff administer the Oregon Kindergarten Assessment?

School and/or district staff paid entirely with Title I, Title I-C funds, or Title III may not conduct the Oregon Kindergarten Assessment, as this activity is a requirement in state law. Title I, Title I-C staff, or Title III conducting the statewide assessment would be considered supplanting. Staff partly funded by Title I, Title I-C, or Title III may conduct the assessment, as long as it is during their general fund assignment. This would be considered supplementing. See the ODE announcement on this topic at http://www.ode.state.or.us/news/announcements/announcement.aspx?=9936.

Are virtual schools expected to administer the assessment to enrolled kindergarteners?

Virtual schools must follow the same guidance as all other public schools in the state. Under Section 2 of OAR 581-022-0610, the district where the virtual school is incorporated is responsible for ensuring that students in the virtual school participate in statewide testing and meet all assessment policies.

How can the Child Behavior Rating Scale be completed in a virtual school setting?

The Child Behavior Rating Scale (CBRS) is completed by the student’s teacher and is based upon observation of the student. The items in the CBRS focus on self-regulation and interpersonal skills. Self-regulation might be observed in the virtual environment by monitoring how the student follows directions during live lessons and completes tasks when an assignment is submitted. Interpersonal skills can be observed through participation in live lessons and through in-person meetings such as school gatherings, field trips, and teacher home visits.

As a last resort, if an item was not observed, an administration code of ‘0’ (not applicable) and an item response of ‘6’ (child not assessed) can be submitted to the collection.
Can any licensed teacher or Instructional Assistant administer assessments?

The Kindergarten Assessment must be administered by a trained Test Administrator (TA). For the literacy and math measures, the TA does not have to be the child’s teacher. The Approaches to Learning segment (Child Behavior Rating Scale) is the only portion that must be completed by the student’s teacher. Training Requirements can be found in Section 1.5 on pages 12-23 of the 2014-2015 Test Administration Manual.

Data Submission

How is “participation” calculated?

Kindergarten Assessment participation percentages are included in the annual School District Achievement Compacts. The formula for calculating Kindergarten Assessment participation can be found on page 2 of the Achievement Compact Technical Manual.

Does the district need to assess students repeating kindergarten?

If a student repeats kindergarten in a public school, the district has the option to allow the student to take the assessment, but it is not a requirement. ODE may consider removing or invalidating the record in the future. A student, who was home-schooled or had been enrolled in private school, repeats kindergarten in a public school the following year is required to take the assessment.

Early Math Segment

Will the Early Math segment be available side by side English/Spanish?

Yes, the Early Math segment is available in English or Spanish/English. For further information on the Early Math segment, refer to page 86 of the 2014-2015 Test Administration Manual.

Additional guidance can be found on pages 8-9 in the 2014-2015 Kindergarten Assessment Specifications.

English Learners

How do students who have been identified as Spanish-speaking English Learners participate in the assessment?

All students participate in the Literacy, Math, and Approaches to Learning segments of the Oregon Kindergarten Assessment. Pages 38-43 in the 2014-2015 Oregon Accessibility Manual provide approved designated supports and accommodations that may be used with English Learners. Executive Numbered Memorandum 009-2013-14, Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment, includes further guidance on administration of the Early Spanish Literacy measure.
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How do we identify students that should take the Early Spanish Literacy measure?

See Executive Numbered Memorandum 009-2013-14, which addresses Proper Identification of Spanish-Speaking English Learners for the Kindergarten Assessment.

How do English Learners that speak languages other than Spanish participate in the assessment?

All students participate in the Literacy, Math, and Approaches to Learning segments of the Oregon Kindergarten Assessment. Pages 38-43 in the 2014-2015 Oregon Accessibility Manual provide approved designated supports and accommodations that may be used with English Learners.

Parent Resources

Is there a resource that I can share with parents to explain the Kindergarten Assessment?

ODE has developed a brochure that provides parents with information about the assessment and how their children will participate. Click here to view the brochure online. Click here for the printer friendly version.

Oregon’s Early Learning System Website also offers a Kindergarten Assessment for Parents page with information and answers to some common questions asked by parents regarding the kindergarten assessment.