Oregon Extended Assessment Technical Documentation

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Introduction

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This technical report is one of a series that describes the development of Oregon's Statewide Assessment System. The complete set of volumes provides comprehensive documentation of the development, procedures, technical adequacy, and results of the system.

Peer Review Critical Elements Reference Tables

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Critical Elements	
Critical Element 1 - Statewide system of standards and assessments	
1.1 State adoption of academic content standards for all students	The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public elementary and secondary schools and students in the State.
1.2 Coherent and rigorous academic content standards	The State's academic content standards in reading/language arts, mathematics and science specify what students are expected to know and be able to do by the time they graduate from high school to succeed in college and the workforce; contain content that is coherent (e.g., within and across grades) and rigorous; encourage the teaching of advanced skills; and were developed with broad stakeholder involvement.
1.3 Required Assessments	The State's assessment system includes annual general and alternate assessments (based on grade-level academic achievement standards or alternate academic achievement standards) in: Reading/language arts and mathematics in each of grades 3-8 and at least once in high school (grades 10-12); Science at least once in each of three grade spans (3-5, 6-9 and 10-12).
1.4 Policies for including all students in assessments	The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools. For students with disabilities, policies state that all students with disabilities in the State, including students with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system; For English Learners: A) Policies state that all English learners must be included in the assessment system, unless the State exempts a student who has attended schools in the U.S. for less than 12 months from one administration of its reading/ language arts assessment; B) If the State administers native language assessments, the State requires English learners to be assessed in reading/language arts in English if they have been enrolled in U.S. schools for three or more consecutive years, except if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native language assessments for a period not to exceed two additional consecutive years.
1.5 Participation Data	The State's participation data show that all students, disaggregated by student group and assessment type, are included in the State's assessment system. In addition, if the State administers end-of-course assessments for high school students, the State has procedures in place for ensuring that each student is tested and counted in the calculation of participation rates on each required assessment and provides the corresponding data.

Critical Element 2 - Assessment system operations	
2.1 Test Design and Development	The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the full range of the State's academic content standards, and includes: A) Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; B) Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the State's grade-level academic content standards, and support the intended interpretations and uses of the results; C) Processes to ensure that each assessment is tailored to the knowledge and skills included in the State's academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills); D) If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design.
2.2 Item Development	The State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State's academic content standards in terms of content and cognitive process, including higher-order thinking skills.
2.3 Test Administration	The State implements policies and procedures for standardized test administration, specifically the State: A) Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; B) Has established procedures to ensure that all individuals responsible for administering the State's general and alternate assessments receive training on the State's established procedures for the administration of its assessments; C) If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.
2.4 Monitoring test administration	The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.
2.5 Test Security	The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through: A) Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; B) Detection of test irregularities; C) Remediation following any test security incidents involving any of the State's assessments; D) Investigation of alleged or factual test irregularities.

2.6 Systems for protecting data integrity and privacy	The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically: A) To protect the integrity of its test materials and related data in test development, administration, and storage and use of results; B) To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; C) To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.
Critical Element 3 - Technical quality - validity	
3.1 Overall validity, including validity based on content	The State has documented adequate overall validity evidence for its assessments, and the State's validity evidence includes evidence that the State's assessments measure the knowledge and skills specified in the State's academic content standards, including: A) Documentation of adequate alignment between the State's assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of the State's academic content standards, balance of content, and cognitive complexity; B) If the State administers alternate assessments based on alternate academic achievement standards, the assessments show adequate linkage to the State's academic content standards in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.
3.2 Validity based on cognitive processes	The State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State's academic content standards.
3.3 Validity based on internal structure	The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State's academic content standards on which the intended interpretations and uses of results are based.
3.4 Validity based on relations to other variables	The State has documented adequate validity evidence that the State's assessment scores are related as expected with other variables.
Critical Element 4 - Technical quality - other	
4.1 Reliability	The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State's student population overall and each student group and, if the State's assessments are implemented in multiple States, for the assessment overall and each student group, including: Test reliability of the State's assessments estimated for its student population; Overall and conditional standard error of measurement of the State's assessments; Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results; For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student's achievement.
4.2 Fairness and accessibility	The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments.
4.3 Full performance continuum	The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students.

4.4 Scoring	The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of the State's academic achievement standards.
4.5 Multiple assessment forms	If the State administers multiple forms within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State's academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.
4.6 Multiple versions of an assessment	If the State administers assessments in multiple versions within a content area, grade level, or school year, the State: A) Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; B) Documented adequate evidence of comparability of the meaning and interpretations of the assessment results.
4.7 Technical analyses and ongoing maintenance	The State has a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments).
Critical Element 5 - Inclusion of all students	
5.1 Procedures for including SWDs	The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State's assessment system, including, at a minimum, guidance for IEP Teams to inform decisions about student assessments that: A) Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an alternate assessment based on alternate academic achievement standards; B) States that decisions about how to assess students with disabilities must be made by a student's IEP Team based on each student's individual needs; C) Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment; D) Provides information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities; E) Provides guidance regarding selection of appropriate accommodations for students with disabilities; F) Includes instructions that students eligible to be assessed based on alternate academic achievement standards may be from any of the disability categories listed in the IDEA; G) Ensures that parents of students with the most significant cognitive disabilities are informed that their student's achievement will be based on alternate academic achievement standards and of any possible consequences of taking the alternate assessments resulting from district or State policy (e.g., ineligibility for a regular high school diploma if the student does not demonstrate proficiency in the content area on the State's general assessments); H) The State has procedures in place to ensure that its implementation of alternate academic achievement standards for students with the most significant cognitive disabilities promotes student access to the general curriculum.

5.2 Procedures for including ELs	The State has in place procedures to ensure the inclusion of all English learners in public elementary and secondary schools in the State's assessment system and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum: A) Procedures for determining whether an English learner should be assessed with accommodation(s); B) Information on accessibility tools and features available to all students and assessment accommodations available for English learners; C) Guidance regarding selection of appropriate accommodations for English learners.
5.3 Accommodations	The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State: A) Ensures that appropriate accommodations are available for students with disabilities under IDEA and students covered by Section 504; B) Ensures that appropriate accommodations are available for English learners; C) Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; D) Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.
5.4 Monitoring test administration for special populations	The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are: A) Consistent with the State's policies for accommodations; B) Appropriate for addressing a student's disability or language needs for each assessment administered; C) Consistent with accommodations provided to the students during instruction and/or practice; D) Consistent with the assessment accommodations identified by a student's IEP Team or 504 team for students with disabilities, or another process for an English learner; E) Administered with fidelity to test administration procedures.
Critical Element 6 - Academic achievement standards and reporting	
6.1 State adoption of academic achievement standards for all students	The State formally adopted challenging academic achievement standards in reading/language arts, mathematics and in science for all students, specifically: A) The State formally adopted academic achievement standards in the required tested grades and, at its option, also alternate academic achievement standards for students with the most significant cognitive disabilities; B) The State applies its grade-level academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply; C) The State's academic achievement standards and, as applicable, alternate academic achievement standards, include: (a) At least three levels of achievement, with two for high achievement and a third for lower achievement; (b) descriptions of the competencies associated with each achievement level; and (c) achievement scores that differentiate among the achievement levels.

6.2 Achievement standard setting	The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards and alternate academic achievement standards to ensure they are valid and reliable.
6.3 Challenging and aligned academic achievement standards	The State's academic achievement standards are challenging and aligned with the State's academic content standards such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce. If the State has defined alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards are linked to the State's grade-level academic content standards or extended academic content standards, show linkage to different content across grades, and reflect professional judgment of the highest achievement standards possible for students with the most significant cognitive disabilities.
6.4 Reporting	The State reports its assessment results, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including: A) The State reports to the public its assessment results on student achievement at each proficiency level and the percentage of students not tested for all students and each student group after each test administration; B) The State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the specific academic needs of students, and the State also provides interpretive guides to support appropriate uses of the assessment results; C) The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that: 1) Provide valid and reliable information regarding a student's achievement; 2) Report the student's achievement in terms of the State's grade-level academic achievement standards (including performance-level descriptors); 3) Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students; 4) Are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand; 5) The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.

Overview

This document provides updated technical adequacy documentation for the Oregon Extended Assessment (ORExt), which serves as Oregon's alternate assessment based on Alternate Academic Achievement Standards (AA-AAAS). This documentation includes information on test design and development, technical characteristics of the assessments, and their role in providing proficiency data on grade-level state standards, in accordance with the mandates of the Every Student Succeeds Act of 2015 (ESSA).

ORExt assessments were initially redesigned in 2014–15 to include a vertical scale for Grades 3–8 in English Language Arts and Mathematics, allowing for longitudinal growth analyses. Assessments are aligned to Essentialized Standards (EsSt) derived from comprehensive Essentialized Assessment Frameworks (EAFs), written at three levels of complexity (Low, Medium, and High) and designed to systematically reduce the depth, breadth, and complexity (RDBC) of Oregon's grade-level content standards for accessibility.

In 2024–2025, a comprehensive Linkage and Alignment Study was conducted to ensure that the ORExt system remained aligned to Oregon's updated general education content standards: the 2019 English Language Arts and Literacy Standards, the 2021 Mathematics Standards, and the 2022 Science Standards (fully aligned with NGSS). This multi-phase study examined the relationships among source standards, alternate standards, complexity parameters, and field test items. When misalignments were identified, Essentialized Standards were revised using Oregon's SCORE process (Select, COde, Reduce, Evaluate) and validated through expert review. The study confirmed that the ORExt remains instructionally relevant, technically valid, and accessible for students with the most significant cognitive disabilities, with high levels of reviewer agreement on alignment, bias-freedom, and accessibility of items and standards. The foundation of the ORExt continues to be the EAFs, which offer accessible entry points into academic content while preserving alignment with grade-level expectations. Test design features support accessibility (e.g., one-item-per-page format, read-aloud options, visual/object support at lower complexity levels) and ease of scoring (e.g., selected response items with direct A/B/C responses).

ORExt items are developed and reviewed by qualified educators with expertise in special education and Oregon content standards. Each item undergoes scrutiny for alignment to the EAFs, accessibility, sensitivity, and bias. All operational items meet stringent criteria prior to fielding. Achievement Level Descriptors (ALDs) and cut scores, originally established in 2015, continue to frame performance expectations for proficiency determination. With the adoption of updated academic standards in general education, the 2025 study reaffirms the validity and coherence of the Alternate Academic Achievement Standards system and provides a sustainable model for future cyclical review and alignment. The findings support Oregon's continued efforts to uphold high expectations for all students, including those with the most significant cognitive disabilities, by maintaining a technically sound and equitable alternate assessment system.

1 Statewide System of Standards and Assessments

1.1 State Adoption of Academic Content Standards for All Students

The Oregon State Board of Education (SBE) adopts challenging academic content standards to guide instruction for all students in Oregon's public schools.

1.1.1 English Language Arts (ELA)

Oregon adopted the **Oregon English Language Arts and Literacy Standards** in **June 2019**, replacing earlier CCSS-based ELA/K-12 standards. These updated standards refine literacy expectations across reading, writing, speaking/listening, and language to align with the latest research and best practices.

1.1.2 Mathematics

On **October 21, 2021**, Oregon adopted the **Oregon Mathematics Standards**, reflective of current curriculum best practices and foundational for Oregon Diplomas. These standards introduce a K–12 Data Reasoning domain, merge measurement with geometry, structure domains into Algebraic, Numeric, Geometric & Measurement, and Data Reasoning, and establish a core 2-credit high school pathway. Transition to these standards occurred during 2021–22 and 2022–23, with full implementation starting in fall 2023.

1.1.3 Science

Oregon initially adopted the **Next Generation Science Standards (NGSS)** on **March 6, 2014**, and later updated them to the **Oregon Science Standards**, adopted on **June 16, 2022**. The revised standards retain the NGSS core but add clarity statements and assessment boundaries for K–5, emphasize climate change education, and allow local flexibility in middle-school pathways while maintaining statewide coherence.

1.2 Essentialized Assessment Frameworks (EAFs)

To ensure that students with the most significant cognitive disabilities have access to rigorous and meaningful instruction and assessment aligned to these standards, the newly adopted academic content standards are reduced in depth, breadth, and complexity through a process called **essentialization**. The resulting Currently Used Essentialized Assessment Frameworks (EAFs) are used for item development for the ORExt.

During the 2024–2025 school year, Oregon Extended Assessment (ORExt) conducted a comprehensive study to review and update the Alternate Academic Achievement Standards (AAAS). This work ensured that the AAAS are aligned with the most current Oregon general education standards in ELA, mathematics, and science. As part of this study, the EAF was thoroughly reviewed and updated, and recommendations were provided to ODE for maintaining and strengthening alignment with general education standards in the future.

The tables below provide examples of essentialized standards for grades 5, 8, and 11 in the content areas of ELA, mathematics, and science. In the right column, the estimated difficulty of each item is designated as L (low), M (medium), or H (high). More information about the essentialization process can be found in Section 1.2. For details on the development process and intended uses of the EAFs, see the EAF User Guide. A sample from the guide is included below.

Table 1.1: Grade 5

Area	Cluster	Standard	Sub-Standard	Essentialized Standard	L/M/H Descriptors
Reading Standards for Literature K-5	Key Ideas and Details	Compare and contrast 2 or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	None	Identify a character, setting, or event in story read to student	L- Sentence of 7 words or less contains 1 character, setting, or event read to student. M - 2 short sentences that contain 1 character, setting, or event read to student. H- 2 medium sentences that contain 1 character, setting, or event read to student.
Math	Number & Operations in Base Ten	Understand the place value system	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place ot its right and 1/10 of what is represents in the place to its left	Use place value to compare numbers that are multiples of 10 and ones' versus tens' place and .5.	L- Identify multiples of 10: 10, 20, 30, 40, 50, 60. M - identify the relation between the place values for the double-digit numbers 11, 22, 33, 44, 55. H- identify which number is in the ten's place and one's place.

Science	Matter and Its Interactions	NGSS Standard: Measure and graph quantities to provie evidence that regardless of the type of change that occurs when heating, cooling, or mising substances , the total weight of matter is conserved	OR Science Standards: 5.35.1. Based on observations and science principles, identify questions that can be tested, design an experiment or investigation, and identify appropriate tools. Collect and record multiple ovservations while conducting investigations or experiments to test a scientific question or hypothesis. 5.3S.2 Identify patterns in data that support a reasonable explanation for the results of an investigation or experiment and communicate findings using graphs, charts, maps, models, and oral and written reports.	Measure and/or compare the weight of different types of matter	L- Measure the weight/mass of common objects in various phases of matter using pictures of such objects (i.e., an object on a scale that weighs 3 pounds); M- compare the weight/mass of common objects in various stages of matter using pictures of such objects (e.g., a balloon weighs less than a rock or glass of water) - choose the correct tool to measure the weight/mass of common objects in various phases of matter using graphs and data

Note:
The science esssentialized standards are dually-linked to both NGSS and Oregon Science standards, respectively
Both General education standards are thus listed for science in these EAF tables.

Table 1.2: Grade 8

Area	Cluster	Standard	Sub-Standard	Essentialized Standard	L/M/H Descriptors
Reading Standards for Literature K-5	2. Craft and Structure	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor	None	Identify the narrator or a character in the story read to student	L - 3 sentences that contain 2 charaters or narrators read to student. M - paragraph of 4 sentences that contains 2 characters or narrators read to student. H- paragraph of 5 sentences that contains 2 characters or narrators read to student
Math	Statistics & Probability	1. Investigate patterns of associations in bivariate data	3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and I ntercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as a meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height	compare rates using slower/less, faster/more, same (mph, beats per second, $ per hour, $ per lb).	L- identify faster rate using (0-20). M - identify slower, faster, or same rate using (21-50). H - identify slower, faster or same rate using (51-100).
Science	Energy	NGSS Standard: Plan investigation to determin the relationship among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample	ORScience Standards 8.2P.2 Explain how energy is transferred, transformed, and conserved	Recognize temperature as a measure of how hot or cold matter is, and that heat is transferable	L - Recognize the difference between hot an dcold (e.g., objects, outside); M - Recognize that hot and cold are related to measures of temperature, including changes in temperature; H - identify exmples of heat transfer, and how such transfer might be minimized/maximized (e.g., wearing a coat to stay warm)

Table 1.3: Grade 11

Area	Cluster	Standard	Sub-Standard	Essentialized Standard	L/M/H Descriptors
Reading Standards for Literature K-5	2. Craft and Structure	4. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful (including Shakespeare as well as other authors).	None	Identify the meaning of figurative, connotative, or words with 2 or more meanings	L - Paragraph of 4 sentences read to student. M - Paragraph of 5 sentences read to student. H - 2 paragraphs read to student.
Math	Expressing Geometric Properties with Equations	2. Use coordinates to prove simple geometric theorems algebraically	7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula	Identify the perimeter of triangles, squares, rectangels, and petagons	L - Identify the perimeter of triangles with side lengths (1-5). M - Identify the perimeter of squares and rectangles with side lengths (1-10). H - Identify the perimeter of pentagons with side lengths (1-20)
Science	Earth's Systems	Develop a model to illustrate how earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features	H1E.2 Describe the structure and composition of Earth's atmosphere, geosphere, and hydrosphere. H2E.1 Identify and predict the effect of energy sources, physical forces, and transfer processes that occur in the Earth system. Describe how matter and energy are cycled between system components over time. H2E.2 Explain how Earth's atmosphere, geosphere, and hydrosphere change over time and at varying rates. Explain techniques used to elucidate the history of events on earth	Identify different (geoscience) processes that shape the Earth including associated Earth features	L - Identify conditions that lead to specific types of surface weathering (i.e., with water, ice, or wind as vehicle - which shows water erosion ? - a river, pond, or volcano); M- identify geoscience processes that shape local geographic features (e.g., earthquakes, volcanoes, meteorites/creaters - which is an example of volcanism? - pictures of volcano, river, rain). H - Extend M-level questions by linking features to the geoscience process (e.g., wwhich type of erosion pocess likely led to the canyon? - river, rain, wind; which feature is associated with volcanism? -island, valley, river).

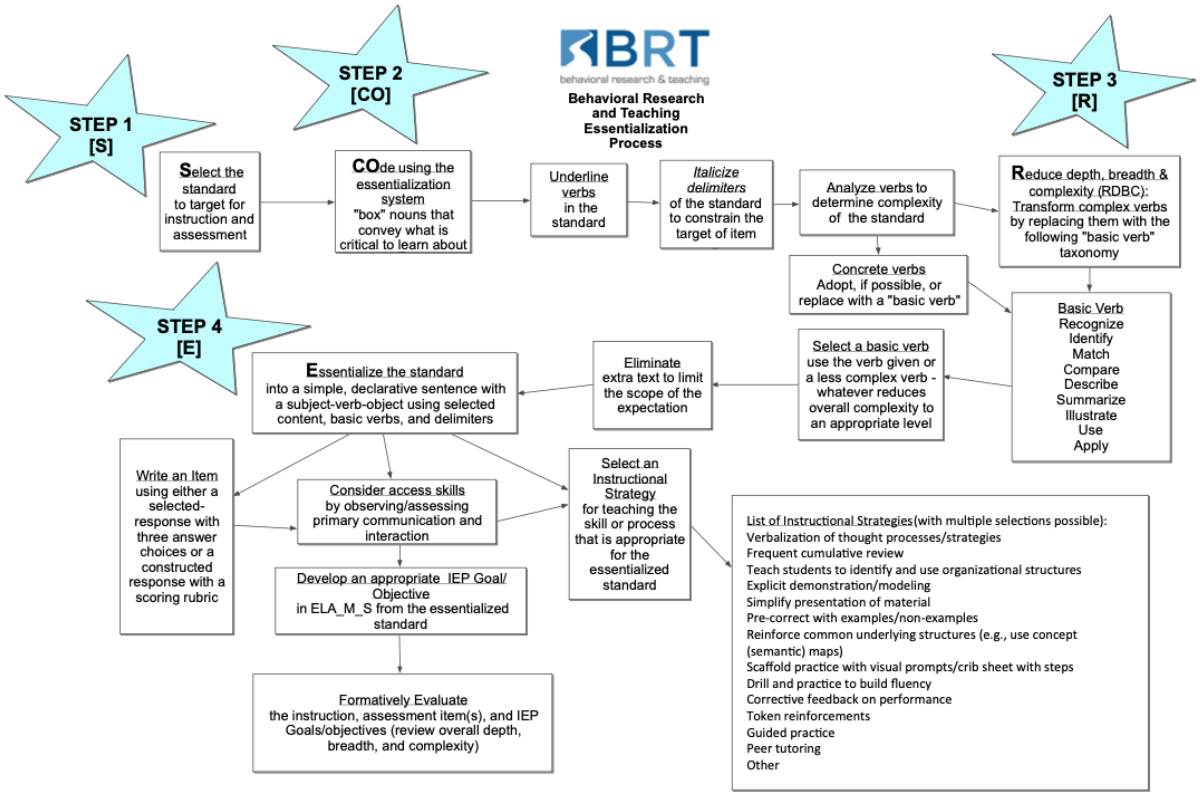
1.3 Coherent and Rigorous Academic Content Standards

Oregon's academic content standards establish what students should know and be able to do by the time they graduate from high school. The Common Core State Standards (CCSS), Oregon Science Standards (ORSci), and the Next Generation Science Standards (NGSS) had been recognized as coherent and rigorous frameworks that guided instruction and assessment statewide (see Carmichael et al. (2010)). These standards were developed with broad stakeholder engagement at both the national and state levels, ensuring their relevance and clarity.

The Oregon Extended Assessment (OExt) is currently aligned with the earlier versions of the general education standards. For English Language Arts (reading, writing, and language) and mathematics, the OExt content remains linked to the CCSS. For science, the OExt continues to use a combination of Oregon Science and the NGSS as its source standards.

To ensure ongoing alignment, OExt conducted a comprehensive study during the 2024–2025 school year to update Oregon's Alternate Academic Achievement Standards (AAAS) based on the most current general education standards in ELA, mathematics, and science. As a result, new AAAS were developed and recommendations have been made to the Oregon Department of Education (ODE) to adopt these updated AAAS in future assessment cycles.

The Essentialized Assessment Frameworks (EAFs) remain publicly available and provide detailed guidance on how content from the general education standards is reduced in depth, breadth, and complexity to develop the AAAS. The EAF User Guide offers direction for educators on using the Essentialized Standards (EsSt) to support the development of Present Levels of Academic Achievement and Functional Performance (PLAAFP) and to inform Individualized Education Program (IEP) goals and objectives. The essentialization process used to produce these standards and create aligned assessment items for the OExt is also outlined in the User Guide. This process supports the design of curricular and instructional materials that are rooted in research-based pedagogy and accessible to students with the most significant cognitive disabilities.



1.4 Required Assessments

The ORExt assessments were administered in the 2024-25 school year in ELA and Math in grades 3-8 and grade 11; Science was assessed in grades 5, 8, and 11. This assessment plan meets the requirements for grade level assessment in grades 3-8 and once in high school (grades 10-12) for ELA and Mathematics, while Science is assessed once in the 3-5 grade band, once in the 6-9 grade band, and once in the 10-12 grade band:

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
English Language Arts	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X
Science			X			X	X

1.5 Policies for Including All Students in Assessments

Originally, Oregon statute required that all students participate in statewide assessments, with exceptions allowed for district-approved parent request for assessment waivers (parent opt-out requests) related to student disability or religious beliefs (see Oregon Administrative Rule, OAR § 581-022-0612).

Exception of Students with Disabilities from State Assessment Testing: (1) For the purposes of this rule a "student with a disability" is a student identified under the Individuals with Disabilities Education Act, consistent with OAR chapter 581, division 015, or a student with a disability under Section 504 of the Rehabilitation Act of 1973; (2) A public agency shall not exempt a student with a disability from participation in the Oregon State Assessment System or any district wide assessments to accommodate the student's disability unless the parent has requested such an exemption.

However, House Bill 2655 established a Student Bill of Rights on January 1, 2016, which permitted parents or adult students to annually opt-out of Oregon's statewide summative assessments, pursuant to OAR § 581-022-1910.

The Governor published a memorandum for Superintendents, Principals, and District Test Coordinators related to the change Executive Numbered Memo 003-2015-16 - Exemption from Statewide Summative Tests Update.

The expectation that all students in the assessed grades participate, including students with disabilities, is elaborated clearly and pervasively across all guidance documents. For example in the Oregon Test Administration Manual (TAM), where it states that, "All students enrolled in grades 3-8 and in high school must take the required Oregon Statewide Assessments offered at their enrolled grade, including students re-enrolled in the same grade as in the prior year, unless the student receives a parent-requested exemption…" Test Administration Manual.

1.4A English Learners

English learners are included as appropriate in Oregon's statewide assessment system, see Oregon Department of Education English Learner Program Guide. The Smarter Balanced assessment directions are translated into multiple languages and available via the Oaks portal. OAR 581-022-0620 (2) requires ODE to provide translated OAKS assessments for populations at or above 9% in grades K-12 within three years after the school year in which the language exceeds the threshold, see Oregon Secretary of State Administrative Rules. 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. See Oregon Accessibility Manual.

1.4B Native Language Assessments

For all assessments that do not have a side-by-side version, such as the ORExt, directions may be interpreted by the 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. Students who need additional support understanding the test directions may benefit from this resource. 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.

1.6 Participation Data

Oregon's participation data indicate that most students in the tested grade levels are included in our assessment system. Documentation of this requirement is provided within the Annual Performance Report, Indicator B3, which is submitted to the United States Department of Education's (USED's) Office of Special Education Programs (OSEP). Participation and performance summaries are provided below. Additional information regarding state performance is published in the 2023-24, see Statewide Report Card.

2 Assessment Operations

2.1 Test Design and Development

The test specifications document that describes our approach to assessment and test design for the ORExt is published in the OR Extended Assessment-Item Development Info and universal tools/designated supports/accommodations. The document includes our approach to reducing the depth, breadth, and complexity (RDBC) of grade level content standards, an overview of the essentialization process and EAF documents, the planned test design for the ORExt, test development considerations, sample test items, item specifications, and universal tools/designated supports/accommodations. A brief historical review of the ORExt is provided at the following link: Historical Review ORExt.

2.1A ORExt Purpose

The stated purpose of the ORExt is to provide the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities. A long-term goal of the program is to also provide information regarding annual student growth related to these content standards over Grades 3-8, as measured by vertically scaled assessments in ELA and Mathematics. The results of the assessment are currently reported in comparison to four performance levels: Level 1, Level 2, Level 3, and Level 4. Levels 3 and 4 denote a proficient level of performance, while Levels 1 and 2 denote performance that is not proficient. Behavioral Research and Teaching (BRT) and ODE developed a scaled score interpretation guide to assist stakeholders in interpreting the meaning of the scaled scores generated by the ORExt, supported by the state's achievement level descriptors. This guidance is published in the Decision Making Related To Scaled Scores.

2.1B ORExt Test Blueprint

The ORExt Test Blueprint includes the entire test blueprint for the ORExt, as conveyed by the balance of representation across content areas and domains. Field-testing is conducted in order to support the continuous improvement of test functioning. However, items are selected to maintain this balance of representation. Oregon teachers validated the content of the assessment, agreeing with the standards that were and were not selected to develop the Essentialized Standards to which the ORExt test items are aligned.

2.1C Test Development Processes

The test development process implemented for the ORExt is conveyed in the ORExt Item Development Process, including standard selection and validation, item development, item review, review of all Oregon teacher feedback and updating of items, and scaling and item selection. The "ORExt Item Development Process" articulates the process used to generate the test administrator Scoring Protocol with comma separated value files used to create item templates that feed into Adobe InDesign© through a data merge. Student Materials are generated through the electronic test application, and then merged to pdf for a 1:1 correspondence for electronic and paper/pencil Student Materials. Final test packages are reviewed for accuracy and content and then disseminated to Oregon Qualified Assessors and Qualified Trainers through the secure password protected electronic test application platform, and paper/pencil materials are available for download on the secure password protected Training and Proficiency site. The technology supporting this system is currently being updated to a controlled data base repository for all file exchanges (audio, graphic, etc.) used in building the test.

2.1D Computer-Adaptive Considerations

The ORExt is not a computer-adaptive instrument, so these concerns do not apply.

2.2 Item Development

Item writers were recruited by ODE staff using a previous Qualified Assessor/Qualified Trainer listserv.

Needs	Content Area	Grade Level(s)
2 teachers (2 SPED)	ELA	Elementary (G 3-5)
2 teachers (1 GEN-ED; 1 SPED)	ELA	Middle (G 6-8)
1 teachers (1 GEN-ED)	ELA	High (G 11)
	Total Number Needed ELA	**5**
1 teachers (1 SPED)	Math	Elementary (G 3-5)
1 teachers (1 SPED)	Math	Middle (G 6-8)
2 teachers (1 SPED; 1 GEN-ED)	Math	High (G 11)
	Total Number Needed Math	**4**
3 teachers (2 SPED; 1 GEN-ED)	Science	G 5, 8, & 11
Total Number Needed Science		**3**
Total Oregon Teacher Item Writers Needed		**12**

2.2A Test Description:

Behavioral Research and Teaching (BRT) at the University of Oregon has led the development of the Oregon Extended Assessment (OExt), Oregon's alternate assessment based on alternate academic achievement standards (AA-AAAS). Initial item development began prior to the 2014–2015 school year with the recruitment of Oregon educators to develop 360 items in English Language Arts (ELA), Mathematics, and Science. Selected teachers participated in structured training and quality assurance processes, with guidance from lead developers and the Project Director. In preparation for alignment with updated state academic content standards—ELA (2019), Mathematics (2021), and Science (2022) a large-scale linkage and alignment study was conducted in 2024–2025. This study included the review of 393 newly developed Field Test items across content areas: 205 in ELA, 116 in Math, and 72 in Science. These items were evaluated for alignment to Essentialized Standards, appropriate complexity level (Low/Medium/High), accessibility, and bias. The 2025 study confirmed strong alignment between the new items and the updated essentialized content frameworks, validating their technical soundness and instructional relevance for students with the most significant cognitive disabilities. See sample EAF documents from the 2025 study at Essentialized Assessment Frameworks 2025. All Field Test items reviewed during the 2025 study were written using structured development processes and were evaluated within the Distributed Item Review (DIR) system. BRT researchers ensured alignment to re-essentialized standards where needed, maintaining consistency with Oregon's Essentialized Assessment Frameworks and vertical scaling design.

2.2B Minimum Qualifications:

Licensed Oregon public school teachers with a minimum of three years of classroom experience, either in a life skills/severe needs (SPED) or general education (GEN-ED) setting, were eligible to apply as item writers. Preference was given to applicants with prior item writing experience, advanced degrees, or additional years of instructional experience. In the 2025 study, Qualified Test Coordinators (QTCs) with direct experience administering the OExt were selected to serve as item and standards reviewers. Of the 13 participants in the review panel, the majority had over 10 years of special education experience, and nine had over five years of experience with the OExt.

2.2C Compensation:

Teachers participating in original item development were compensated at a rate of $20/hour through professional service contracts. Expected production rates were four items per hour for ELA, six for Science, and eight for Math, with contract maximums of $1,800 (ELA), $1,440 (Science), and $900 (Math). Writers were responsible for drafting item stems and response options; all graphic elements were produced separately by BRT's design team. During the 2025 Linkage and Alignment Study, QTC reviewers were also compensated for their participation in structured training and review sessions. They evaluated item alignment, bias, accessibility, and complexity parameters using pre-established rubrics and the DIR system.

2.2D Contact:

Because summer recruitment of Oregon teachers posed logistical challenges, BRT extended recruitment efforts to include graduate students and researchers from the University of Oregon College of Education. The final item development team included 18 individuals: seven experienced Oregon teachers (all with MA degrees), five PhD candidates from the College of Education, and six BRT researchers (including four PhD candidates, one PhD, and one MA). On average, item writers had 11.5 years of teaching experience and familiarity with alternate assessment practices. Training for item development was guided by the Item Writer Training module, which introduced writers to the Essentialization Process used to systematically reduce grade-level standards while retaining alignment. Writers practiced generating Low, Medium, and High complexity items aligned to Essentialized Standards within the vertical scaling framework. Sample items and test blueprints remain publicly accessible via the ORExt Electronic Practice Tests. The 2025 study continued this training-centered approach by requiring all reviewers to complete structured pre-review sessions focused on Oregon's SCORE essentialization method and review criteria for alignment, accessibility, and bias. Two live Zoom trainings were provided, and all materials remained available online throughout the review window.

2.3 Test Administration

The ORExt assessments are administered according to the administration, scoring, analysis, and reporting criteria established in the Summative Testing Administration Manual. Important updates to the testing process are distributed via the Assessment and Accountability Updates listserve, as well. ODE uses this system to communicate information that is relevant for the statewide assessment system, including the ORExt. Announcements are sent to the listserv by email and are also posted to the ODE website. The standardization of test administration is supported by a comprehensive training process described below in Section 2.3B.

2.3A Administration and Accommodations

The state has ensured that appropriate universal tools, designated supports, and accommodations are available to students with disabilities and students covered by Section 504 by providing guidance and technical support on accommodations in the Oregon Accessibility Manual. Guidelines regarding use of the accommodations for instructional purposes are included in the document, as all students are expected to receive test accommodations that are consistent with instructional accommodations. Also see Oregon Extended Assessment Item Development Information & Specifications.

Accommodations are built into the flexibility provided by the ORExt test. However, annual training and proficiency testing efforts related to becoming a qualified assessor and/or qualified trainer for the ORExt support standardized use of available accommodations that are not already part of the test design. Based on annual analyses, results demonstrate that student performance varies according to their abilities and not construct-irrelevant factors, such as sex, race, or ethnicity (See Section 4.2).

The state has ensured that appropriate accommodations are available to students with limited English proficiency by providing guidance and technical support on accommodations in the Oregon Accessibility Manual. Communication systems for this student population are limited; exposure to

multiple languages can make a student's communication system more complex. The ORExt uses universal design principles and simplified language approaches in order to increase language access to test content for all students. 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.

Accommodations information was collected this year as an option for data entry. Entering accommodations information will be required each year. Analyses of the impact of accommodation provision on the ORExt is feasible after each years administration.

The Oregon Extended assessments can be administered using both Large Print and Braille (contracted and non-contracted) versions, as well. Oregon has ensured that the Oregon Extended assessments provide an appropriate variety of accommodations for students with disabilities. The state has provided guidance on accommodations in presentation, response, setting, and timing in the Accessibility Manual: How to Select, Administer, and Evaluate Accommodations for Oregon's Statewide Assessments in the Oregon Accessibility Manual. The Oregon Extended assessments are also designed according to universal design principles and utilize a simplified language approach (see Reducing the Depth, Breadth, and Complexity of Items).

In the 2021-2022 school year, the state redesigned a training and proficiency program for sign language interpretation of its assessments and has significantly updated the site during this time. The Sign Language Training process included videos of interpreters administering items to students, materials that support appropriate administration (i.e., transcripts, closed captioning and PowerPoint slides that supplement the video administrations and the current ODE accessibility manual), and proficiency testing to support standardized interpretation for Oregon's assessments, including the ORExt. An 11-item proficiency test was administered, with an 80% required for passing (9/11 items correct).

The ORExt assessments provide an appropriate variety of linguistic accommodations for students with limited English proficiency. They also use a simplified language approach in test development in order to reduce language load of all items systematically (see Reducing the Depth, Breadth, and Complexity of Items). Any given student's communication system may include home signs, school signs, English words, and Spanish words, for example. With the exception of items that require independent reading, 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, including American Sign Language. QAs are allowed to translate/interpret the test directions. QAs can adapt the assessment to meet the needs of the student, while still maintaining standardization due to systematic prompts and well-defined answers.

2.3B Comprehensive Training System

Comprehensive information for ongoing training for all Qualified Assessors (QAs), Qualified Test Coordinators (QTCs), District Test Coordinators (DTCs), and Alt-SEED Only Users is provided through an online distribution and assessment system, Oregon Extended Training and Proficiency Website. This website hosts all resources and information needed to administer, score, report, and interpret the results from the ORExt. The website also includes proficiency assessments that are required for all QAs, QTCs, and Alt-SEED only users who may administer the ORExt. This centralized platform provides access to all required training modules, proficiency assessments, and guidance documents necessary to administer, coordinate, and support the Oregon Extended

Assessment (OREXt). Only licenced and trained QAs and QTCs may administer the OREXt. Beginning in the 2024–2025 school year, Oregon eliminated the previous Qualified Trainer (QT) model and introduced the Qualified Test Coordinator (QTC) role. QTCs, who may or may not hold a teaching license, are now responsible for managing and coordinating OREXt administration at the school or district level. This change reflects a shift away from the train-the-trainer model and allows for more flexible assignment of coordination responsibilities within districts. No statewide or regional live trainings were offered during the 2024–2025 cycle. Instead, all training occurred through the online platform using asynchronous materials, including video demonstrations, written protocols, and required proficiency assessments.

There is currently no recertification process or historical tracking of returning users; all QAs, QTCs, and Alt-SEED only users must complete the full training annually to gain certification and access to test materials. District Test Coordinators (DTCs) received access to the training site automatically due to their role designation with the Oregon Department of Education (ODE). Although not directly responsible for test administration, DTCs provided oversight, support, and troubleshooting at the district level, including verifying completion of training, testing, and assisting with test logistics. Findings from the 2025 OREXt user experience survey indicated general satisfaction with the online training content, but also revealed key areas for improvement—particularly for new users and those in small or rural districts. Feedback emphasized the need for clearer role-specific guidance, more accessible support resources, and earlier communication of testing expectations. In response, ODE and BRT plan to expand support materials in the coming year, including:

- Role-specific FAQs and one-page guides,
- A downloadable training toolkit for districts offering their own in-person training,
- Scheduled Zoom office hours for live Q&A,
- A "Key Dates" calendar with major milestones and deadlines.

These updates are designed to enhance clarity, reduce training burden, and support a smoother implementation experience for all stakeholders involved in the administration of the OREXt. The tables below contain data from the Oregon Extended Assessment Training and Proficiency Website. All assessors need to complete training each year to retain their status for administering the Extended Assessments. All assessors (new and returning) were required to pass a proficiency assessment with a score of 80% or higher. The proficiency assessment covered areas in Administration, English Language Arts (ELA), Mathematics, and Science. The tables below contain data on the number of assessors (participants) in proficiency tests. Included in the data is the number of attempts needed to attain a passing score as well as the average passing score of the participants. The table below outlines registered users from the Oregon Extended Assessment Training and Proficiency Website.

Table 2.1: Proficiency attempts by user type

Number of Attempts	Count	Percentage
Qualified Assessor		
1	660	90%
2	50	7%
3	18	2%
4	2	0%
Qualified Test Coordinator		

Table 2.1: Proficiency attempts by user type *(continued)*

Number of Attempts	Count	Percentage
1	16	100%

Table 2.2: ASL proficiency attempts by user type

Number of Attempts	Count	Percentage
Qualified Assessor		
1	72	78%
2	12	13%
3	1	1%
Qualified Test Coordinator		
1	6	7%
2	1	1%

Data showed the majority of those who took the Proficiency tests passed the first attempt. A limited number of participants had to take a second attempt, and very few to none had to take a third and fourth attempt.

All technical assistance questions that were received from the field are tagged and reviewed through HelpScout. The most common inquiries for the 2024-2025 test administration window involved status upgrades, missing students, adding additional schools and districts to user accounts, credential verification, and rostering. Some other common inquiries included student registration, access to monitoring for DTC's, and technical issues with individual tablets.

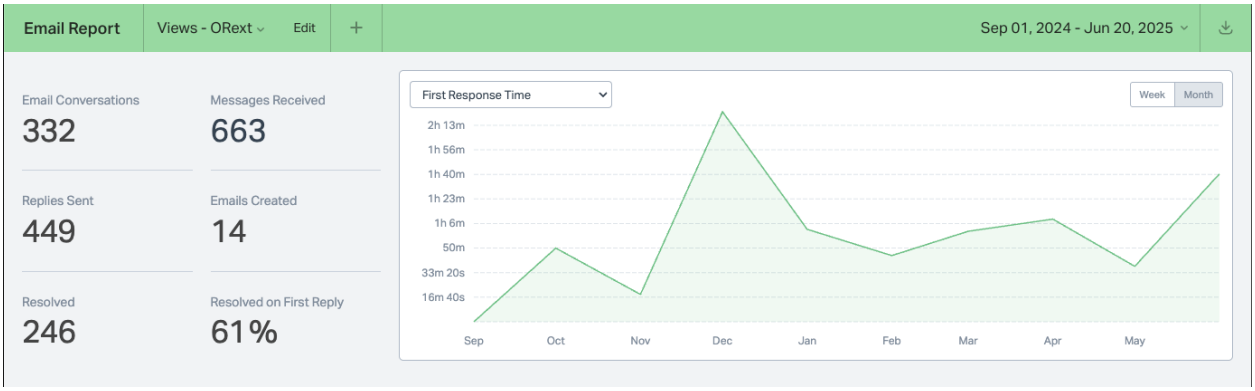


Figure 2.1: Help Desk Email Report

A HelpScout FAQ website was also created to assist in answering questions from the field. Some of the frequently viewed pages included Logging into the ORExt Electronic App, Rostering, Supporting Electronic Test Administration, Curricular and Instructional Materials, Data Entry, and Credential Verification. All help desk inquiries are taken into consideration when updating the training and FAQ sites prior to the following school year.

A summary of visits to the FAQ page on OREXt HelpScout is below.

Figure 2.2: FAQ Conversations Created

A consequential validity study was implemented in 2018-19 that surveyed QAs and QTs regarding the academic and social consequences of the OREXt, both intended and unintended. The Consequential Validity report is published in the Consequential Validity Survey Results. ODE and BRT staff reviewed the results of the survey to determine what program improvements were needed. A summary of the results is provided below.

ODE implemented a research survey program to address the need to document the consequences, both intended and unintended, of the OREXt Assessments. The research questions were framed based upon current consequential validity approaches for alternate assessments in the literature, as well as issues that were of specific value in Oregon. The survey included 121 respondents. This was 11% of the solicited respondents, who were all Qualified Assessors (QAs) and Qualified Trainers (QTs) in the or.k12test.com database. The sample was 83% female and represented all regions of the state, as well as age ranges. The survey included a range of quantitative and qualitative components. The quantitative results demonstrated that QAs and QTs continued to feel that the OREXt test items were easy to administer and score (64.2% Strongly Agree) and felt confident in their ability to interpret scaled scores and Achievement Level Descriptors for the OREXt (69.8% Strongly Agree and Agree). They also felt that the items were accessible for students who participated (78% Strongly Agree and Agree) and that the OREXt reflected the academic content that SWSCD should be learning (68.4% Strongly Agree and Agree). QAs and QTs felt marginally positive about the educational impacts of the OREXt and marginally negative about its social impacts. The results again demonstrated that the OREXt content area assessments generally required up to one hour to administer.

The qualitative results revealed two areas in which educators appreciated the OREXt and four areas of needed improvement. QAs and QTs said that they appreciated: (1) the assessment's efficiency (i.e., more streamlined administration, ease of administration, easier to give and score online, online materials distribution); and, (2) overall item and test design (i.e., one item per page, visual supports, scoring protocol and student materials design, accessibility of test questions). Teachers recommended the following areas of improvement, not all of which are actionable: (1) Option to administer the assessment electronically was beneficial, (2) A functional skills assessment should be added, (3) New items for very low functioning students should be developed, and (4) request for a math assessment composed of more practical/life skills problems involving time and money.

2.3C Technology-based Assessments

The ORExt was implemented using a technology-based platform as Phase 2 of the ORExt Tablet Administration. The 2017-18 testing window was the first year all grade level and subject area assessments were available on a tablet application/web-based platform (see ORExt Pilot Tablet Study Report). Administration of the tablet application mirrors paper/pencil administration with each item read aloud to the student, and the student asked to select one of three answer choices. Tablet functionality includes optional discontinuation (minimum participation is met) if the student misses 5 out of the first 10 items, directing the assessor to administer the ORora. To support understanding of the system by both teachers and students, a separate practice test tablet application is available. Help-desk inquiries and feedback from the field indicated much preference of the tablet administration over the paper/pencil. Qualified Trainers and Qualified Assessors reported their students' were more focused during tablet administration, and because the tablet application scores automatically it was much more efficient for assessors. Improvements will be made to the electronic test based on technology improvements and feedback from the field. Data entry for all platforms is now maintained and monitored by secure BRT servers.

To better understand the technology environment used to access the Oregon Extended Assessment (ORExt), user agent data was collected from 2024–25 assessment entry logs. This dataset provides insight into the web browsers and operating systems most commonly used by educators and administrators across the state.

The most frequently used operating system (OS) was Windows, which accounted for 4,147 out of 10,598 sessions (39%), followed by Chrome OS (28%), Mac OS X (21%), `r os[4, 1]` (12%), and Android (0%). These data indicate that the majority of users accessed the assessment system with either Chrome OS or Windows devices, followed by Mac computers and iPads. Very few accessed the assessment system via an Android device.

Table 2.3: Operating Systems (OS) Summary

OS	Sessions	Percent
Windows	4,147	39%
Chrome OS	2,995	28%
Mac OS X	2,183	21%
iOS	1,270	12%
Android	3	0%

The browser data highlights these results. The most frequently used browser was Chrome, which accounted for 8,357 out of `r format(nrow(ua), big.mark=",")` sessions, representing approximately `r browsers[1, 3]` of all access points. In addition, Chrome Mobile accounted for 71 sessions (1%). Chrome's overwhelming prevalence indicates that the majority of users accessed the assessment system through either Chrome OS or Windows devices, both of which are commonly used in Oregon's K–12 schools. Safari Mobile was the second most used browser, used by approximately 11% of sessions. Several other browsers were used in the remaining 10% of sessions. Microsoft Edge accounted for 503 sessions (`r browsers[3, 3]`). This browser is typically associated with Windows 10 and Windows 11 environments and may reflect access from district-managed desktops or laptops. Safari, used primarily on Mac OS, was recorded in `r`

`browsers[4, 3]` sessions (4%). Firefox, while still supported, was observed in only 48 sessions (0%), suggesting limited use in the field.

These figures confirm that the vast majority of assessment system access is occurring through desktop or laptop browsers in a secure testing environment, rather than mobile devices. Overall, these findings validate the decision to prioritize support and testing for Chrome-based browsers and highlight the importance of maintaining compatibility with Edge and Safari. The narrow browser profile also simplifies technical support and training, ensuring that the OrExt system meets the practical needs of Oregon's educators and students.

2.4 Monitoring Test Administration

ODE maintains a rigorous training system to support standardized test administration for the secure Oregon Extended Training and Proficiency Website (see screenshot below for an example of training content).A comprehensive write-up, summarizing the Training and Proficiency (T&P) site survey, conducted in Spring 2025, can be found at this link Training and Proficiency (T&P) survey results and is summarized below.

2.4.1 Training and Proficiency Survey Summary

To update the 2018-2019 consequential survey described earlier, Behavioral Research and Teaching (BRT) administered a statewide survey during Spring 2025. This initiative aimed to gather stakeholder feedback on the new self-paced, modular online training platform, replacing the previous "train-the-trainer" model. The survey focused on user roles, training effectiveness, site navigation, credential verification, and communication systems—key areas identified as critical to the successful implementation of the OrExt assessment.

2.4.1.1 Survey Design and Timeline

The survey was distributed in May 2025 to a total of 1,200 individuals who interact with the T&P system. These included 213 District Test Coordinators (DTCs), 142 Qualified Test Coordinators (QTCs), 818 Qualified Assessors (QAs), and 27 Alt-SEED-only users. Participation was voluntary, and 97 completed responses were received before the survey closed on June 3, 2025. Survey questions incorporated both quantitative Likert-scale items and open-ended prompts tailored to users' roles.

2.4.1.2 Respondent Demographics

Responses were collected from all Oregon Educational Service Districts (ESDs), with the greatest representation from Northwest Regional and Multnomah ESDs. Among the 97 participants, 11 identified as DTCs, 34 as QTCs, 51 as QAs, and one as an Alt-SEED-only user. Most respondents (over 84%) reported more than 11 years of experience in education, and more than half had over five years of experience with the OrExt system.

2.4.1.3 Survey Findings

Key survey findings were organized around participant role, training utility, navigation, and credentialing responsibilities:

- **DTC Experience**: In their first year of required training, most DTCs rated the clarity of communication regarding their responsibilities as moderately to very clear. Manageability of their duties, especially credential oversight, was also largely rated as manageable or very manageable. Open responses identified three recurring themes: a need for clearer role-specific guidance, concerns over the burden on small districts, and requests for improved communication and technical readiness.
- **Training Effectiveness**: Users across roles generally found the modularized web-based training to be well aligned with their responsibilities. Most reported being prepared "very well" or "extremely well," and rated the training modules as "useful" or "very useful." Navigation of the website was rated as easy to very easy by the majority.
- **Role Selection and Content Alignment**: The process for selecting a role upon login was rated positively, though a small number of participants found it confusing. Training content alignment to specific roles was generally rated as closely aligned.
- **Credentialing System**: Participants expressed moderate satisfaction with the clarity of the credential verification process. While the process was rated as "clear" or "very clear" by many, nearly 20 respondents indicated some level of confusion. Managing credential verification responsibilities was largely rated as "manageable" or "very manageable" by QTCs and DTCs.
- **Comparison to Train-the-Trainer Model**: Participants with experience under both systems were split in their preferences, many found the new model "much more effective," while an equal number considered it "about the same." A smaller group found it only "slightly more effective."
- **Open-Ended Responses**: Written feedback highlighted three major areas for improvement:

1. *Clarity and Accessibility*: Users requested better distinction of responsibilities and quicker access to role-specific resources.
2. *Training Burden*: Particularly in small or rural districts, staff expressed concerns about workload and limited support.
3. *Communication and Technical Issues*: Late notifications of user responsibilities and hardware compatibility issues, such as with iPads, were noted.

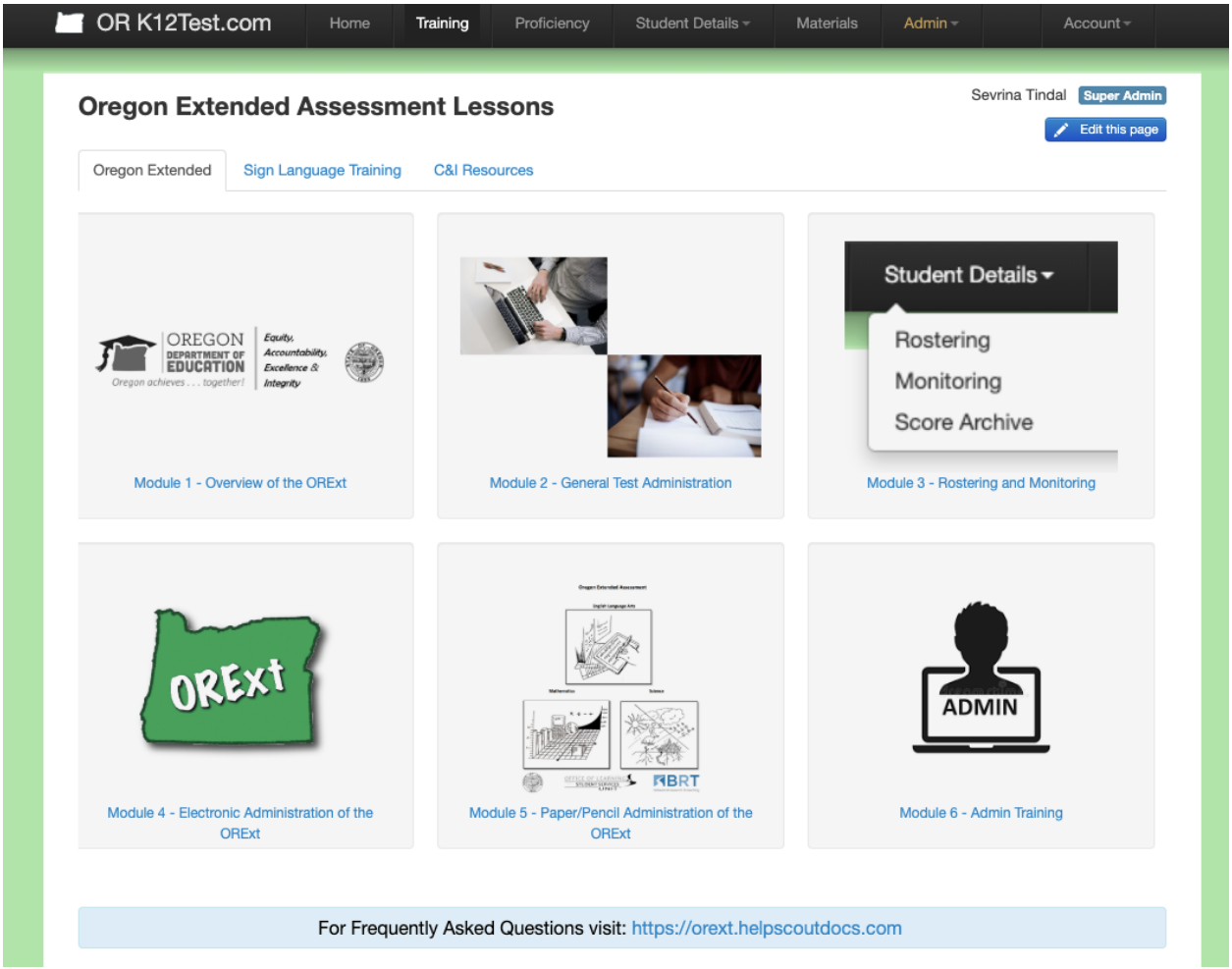
2.4.1.4 Zoom Follow-Up Sessions

To deepen understanding of user experiences, follow-up Zoom sessions were held in June 2025. These small-group interviews allowed for more candid discussions on training usability, onboarding practices, and support needs. The qualitative data aligned with survey results and reinforced the need for clearer role delineation, improved mentoring, and centralized access to resources.

2.4.1.5 Summary and Recommendations

The 2025 T&P survey and follow-up sessions reveal a broadly successful shift to the new self-paced training model, with opportunities for continued refinement. Key recommendations include: 1. Developing Role-Specific One-Pagers for DTCs, QTCs, QAs, and Alt-SEED users to clarify responsibilities. 2. Implementing a Structured Onboarding Track for new users with customizable slide templates. 3. Issuing an Annual "What's New" Memo to provide clear updates on system changes and technical requirements. 4. Enhancing Help Desk Functionality with guidance on who to contact for role-specific issues.

This comprehensive feedback effort affirms the importance of user-informed design and responsive updates in the continued development of the OrExt T&P system.



The or.k12test.com website includes a training section that addresses any systems updates, the process for becoming a Qualified Assessor, Qualified Test Coordinator, or Alt-SEED only user, student eligibility expectations, student confidentiality and test security, test administration and scoring expectations, examples of appropriate and inappropriate administration (with video examples), supporting student access to items without violating the test construct, content area trainings that demonstrate how to administer items in ELA, Math, and Science (with video examples and supporting test materials), and how to access secure tests and complete data entry. Information for assessors and parents regarding the OrExt is also provided, as are all necessary

support materials. For assessors these materials include practice tests to prepare both themselves and students for the annual assessment and all of the training materials used on the website (see screenshot below).

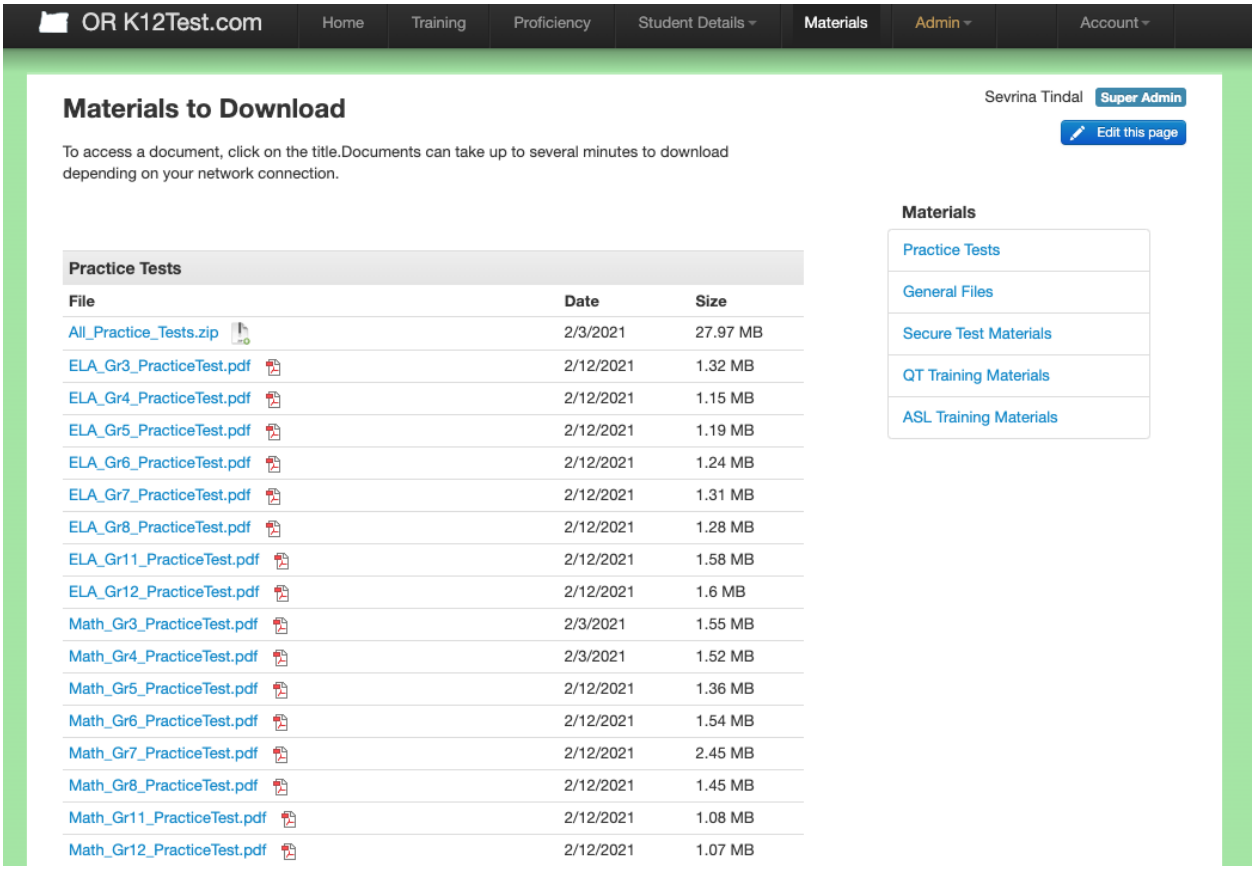


Figure 2.3: Materials Page

In addition, monitoring and unofficial reports related to test administration for the OExt can be found in the Student Details tab of the training and proficiency website. Official reports are addressed via general ODE reporting systems. Information regarding this process can be located in the general assessment system Peer Review evidence submission.

2.5 Test Security

2.5A Prevention of Assessment Irregularities

Test security policies and consequences for violation are addressed in the Test Administration Manual (see Test Administration Manual) on an annual basis. These policies include test material security, proper test preparation guidelines and administration procedures, consequences for confirmed violations of test security, and annual training requirements at the district and school levels for all individuals involved in test administration. Consequences for adult-initiated test irregularities may be severe, including placing teaching licenses in jeopardy.

2.5B Detection of Test Irregularities

ODE utilizes a localized monitoring system where District Test Coordinators oversee building-level administration and report to ODE, who are then responsible for reporting any confirmed violations to the Feds. Improprieties are defined as adult-initiated or student-initiated and investigated accordingly (see Test Administration Manual).

2.5C Remediation Following Test Security Incidents

ODE's alternate assessment program manager investigates and remediates substantiated test security incidents for the ORExt by working with district test coordinators. Additional information regarding this process can be located in the general assessment system Peer Review evidence submission.

2.5D Investigation of Test Irregularities

School and district test coordinators conduct initial investigations into all alleged test irregularities. Once reported to ODE, all alleged test irregularities are investigated in consultation with district test coordinators and the test vendor, as appropriate (see Test Administration Manual). In the event that a test irregularity is determined to be factual, consequences are determined based upon contextual issues that are brought to light during the investigation. Additional information regarding this process can be located in the general assessment system Peer Review evidence submission.

2.6 Systems for Protecting Data Integrity and Privacy

2.6A Integrity of Test Materials

Test materials for the ORExt are maintained throughout development, dissemination, and administration via multiple mechanisms. All items under development are stored in secure file servers managed by Behavioral Research & Teaching at the University of Oregon, the test vendor for the ORExt. Item reviews necessary to provide alignment, bias, and sensitivity information are conducted online using the secure Distributed Item Review (DIR) platform (secure website, but see DIR Overview for a system overview).

For the 2024-2025 school year, all paper/pencil secure test distribution and data entry was hosted by BRT through the secure training site.

The secure tablet application and web-based platform distribution and data entry were hosted by BRT servers. All technology based secure administration and data entry was password-protected. Additional information regarding test security can be located in the general assessment system Peer Review evidence submission.

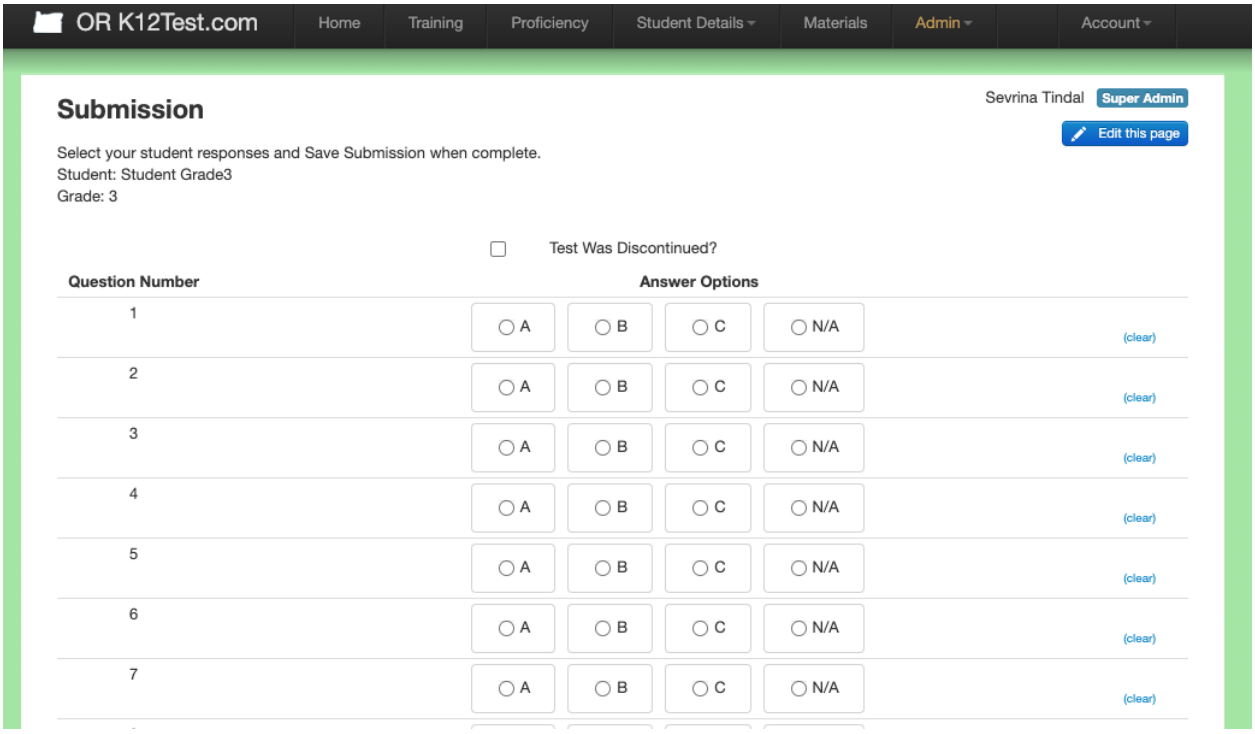


Figure 2.4: Data Entry Page

2.6B Secure Student-Level Assessment Data

Student level data is protected by relevant training and through a secure data system in which all data entry is conducted online using password-protected, secure procedures on the Oregon Extended Training and Proficiency Website. Only trained users with a vested educational interest who have signed test security agreements are authorized to access online data entry systems.

2.6C Protecting Personally Identifiable Information

All confidential, personally identifiable student information is protected by policy and supported by training (see Test Administration Manual). The minimum number of students necessary to allow reporting of students and student subgroups varies by rating (i.e., achievement, growth, graduation, and school size), by level (i.e., school/district/state), and by number of years of assessment data available. For example, to receive an achievement rating, schools must have at least 40 tests for the two most recent school years in reading or mathematics. Alternatively, small schools receive an achievement rating if they have at least 40 tests over the most recent four years. If a school does not have at least 40 tests over a four-year period, they will not receive an achievement score (see State Annual Report Card). Similar rules are applied to student subgroups, including students with disabilities, English learners, and students from diverse racial/ethnic backgrounds (see State Annual Report Card).

3 Technical Quality: Validity

3.1 Overall Validity, Including Validity Based on Content

As elaborated by Messick (1989), the validity argument involves a claim with evidence evaluated to make a judgment. Three essential components of assessment systems are necessary: (a) constructs (what to measure), (b) the assessment instruments and processes (approaches to measurement), and (c) use of the test results (for specific populations). Validity is a judgment call on the degree to which each of these components is clearly defined and adequately implemented.

Validity is a unitary concept with multifaceted processes of reasoning about a desired interpretation of test scores and subsequent uses of these test scores. In this process, answers for two important questions are addressed. Regardless of the ability level of students tested, the questions are identical: (1) How valid is the interpretation of a student's test score? and (2) How valid is it to use these scores in an accountability system? Validity evidence may be documented at both the item and total test levels. The American Educational Research Association and Measurement in Education (2014) is used in documenting evidence on content coverage, response processes, internal structure, and relations to other variables. This document follows the essential data requirements of the federal government as needed in the peer review process. The critical elements highlighted in Section 4 in that document (with examples of acceptable evidence) include (a) academic content standards, (b) academic achievement standards, (c) a statewide assessment system, (d) reliability, (e) validity, and (f) other dimensions of technical quality.

In this technical report, data are presented to support the claim that Oregon's AA-AAAS provides the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities - which is its defined purpose. The AA-AAAS are linked to grade level academic content, generate reliable outcomes at the test level, include all students, have a cogent internal structure, and fit within a network of relations within and across various dimensions of content related to and relevant for making proficiency decisions. Sample items that convey the design and sample content of ORExt items are provided in the ORExt Practice Tests.

The assessments are administered and scored in a standardized manner. Assessors who administer the ORExt are trained to provide the necessary level of support for appropriate test administration on an item-by-item basis. There are four levels of support outlined in training: full physical support, partial physical support, prompted support, and no support. Items were designed to document students' skill and knowledge on grade level academic content standards, with the level of support provided designed not to interfere with the construct being measured. Only one test administration type is used for the ORExt, patterned after the former Scaffold version of the assessment. Assessors administer the prompt and if the student does not respond, the Assessor reads a directive statement designed to focus the student's attention upon the test item and then repeats the prompt. If the student still does not respond, the Assessor repeats the prompt as needed and otherwise scores the item as incorrect and moves on to the next item.

Given the content-related evidence that we present related to test development, alignment, training, administration, scoring, the reliability information reflected by adequate coefficients for tests, and, finally, the relation of tests across subject areas (providing criterion-related evidence), we conclude that the alternate assessment judged against alternate achievement standards allows valid inferences to be made on state accountability proficiency standards.

3.1A Alignment Between AA-AAAS and Academic Content Standards

The foundation of validity evidence from content coverage for the ORExt comes in the form of test specifications (see OR Extended Assessment-Item Development Info) and the ORExt Test Blueprint. Among other things, the American Educational Research Association and Measurement in Education (2014) suggest specifications should "define the content of the test, the proposed test length, the item formats…".

All items are linked to grade level standards and a prototype was developed using principles of universal design with traditional, content-referenced multiple-choice item writing techniques. The most important component in these initial steps addressed language complexity and access to students using both receptive, as well as expressive, communication. Additionally, both content breadth and depth were addressed. The ORExt test was developed using a single test form that utilizes a scaffold approach. This approach allows for students with very limited attention to access test content, while the supports are not utilized for students who do not need this support.

The ORExt tests were developed iteratively by developing items. The Item Writer Training conveys the item writer training materials, piloted, reviewed, and edited in successive drafts. Existing panels of veteran teachers who previously served in various advising roles with the Oregon Department of Education (ODE) in various advising roles on testing content in general and special education, using the same processes and criteria, as well as the introduction of newer teachers who are qualified as we proceed to remain relevant. Behavioral Research and Teaching (BRT) personnel conducted the internal reviews of content. After the internal development of prototype items, all reviews then involved Oregon content and special education experts with significant training and K-12 classroom experience.

Oregon monitors the quality of its system in several ways in order to support continuous improvement. In terms of the assessment quality, item statistics are reviewed each year and items that are not functioning as intended are removed and replaced by better functioning field-test items.

In 2014-15, items were reviewed in two phases, first using classical test theory (CTT) and second using Rasch analyses. All items flagged as a result of the statistical reviews were analyzed, item-by-item, by a team of measurement and content experts at BRT. Considerations regarding domain representation as well as item difficulty range also were considered during the review process. Different decision rules for unique items versus horizontally- or vertically-scaled anchor items were employed. It was important in many cases to maintain anchor items. Items with clear design flaws were removed from subsequent analyses and reporting. The following flagging criteria were employed:

- **CTT**: A unique item was flagged if it had a p-value of .10 or lower, .90 or higher, or a point biserial $< .15$. Anchor items were flagged if they had a p-value of .10 or lower or .95 and higher on all forms or a point biserial $< .45$ on any form.

- **Rasch**: Unique items were flagged if their outfit mean square values were between 0 and .25 or > 1.5. Anchor items were flagged if their outfit mean square values were $< .5$, > 1.8 for horizontal items, or > 2.0 for vertical anchor items.

Out of a total of 5,929 items developed in 2014-15, 166 were removed (2.8%).

BRT employed a multi-stage development process in 2014-15 to ensure that test items were linked to relevant content standards, were accessible for students with significant cognitive disabilities, and that any perceived item biases were eliminated. The item review process included 51 reviewers with an average of 22 years of experience in education. The OExt assessments have been determined to demonstrate strong linkage to grade level academic content, overall. Full documentation of the initial 2014 linkage study and a new, independent alignment study conducted in spring, 2017 is provided in the Oregon Extended Assessment Alignment Study. Based on student performance from the 2016-2017 testing year, new and Grade 7 Math field test items were written in fall 2017.

The summary section of the independent alignment study report indicates that Oregon's Extended Assessments (OExt) in English Language Arts, Mathematics, and Science underwent a low-complexity alignment study in Spring 2017. This study incorporated five separate rounds of professional review, during which evaluators considered both the content standards and the Achievement Level Descriptors (ALDs) together to determine the coherence and alignment of the assessment system. Across the three evaluations focused on the alignment between assessment items and the standards, reviewers consistently identified sufficient to strong relationships across all grades and subject areas. In the remaining two evaluations—focused specifically on the alignment between the ALDs and the assessment components—reviewers identified thirty instances of sufficient to strong relationships out of a possible thirty-four. These findings support a clear and affirmed relationship between the standards and the ALDs, which together provide the foundation for the design, interpretation, and evaluation of OExt assessments. Areas for refinement were also noted, further guiding continuous improvement efforts.

Because the assessments demonstrate sufficient to strong linkage to Oregon's general education content standards and descriptive statistics demonstrate that each content area assessment is functioning as intended, it is appropriate to deduce that these standards define the expectations that are being measured by the Oregon Extended assessments.

The OExt incorporates continuous improvement into its test design via field-testing in all content areas on an annual basis, with an average of 25% new items. These items are compared to operational items based on item functioning and test design factors, generating data used to replace items on an annual basis, incorporating the new items that fill a needed gap with regard to categorical concurrence, or provide for a wider range of functioning with regard to complexity levels: low - medium - high, comparable to Webb (2002).

The Oregon Extended assessments yield scores that reflect the full range of achievement implied by Oregon's alternate achievement standards. Evidence of this claim is found in the standard setting documentation, see OExt Assessment Technical Report on Standard Setting. Standards were set for all subject areas on June 15-17, 2015. Standards included achievement level descriptors and cut scores, which define Oregon's new Alternate Academic Achievement Standards (AAAS). The State Board of Education officially adopted the AAAS on June 25, 2015.

3.1B AA-AAAS Linkage to General Content Standards

In Spring 2025, the Oregon Department of Education (ODE) and Behavioral Research and Teaching (BRT) conducted a comprehensive, multi-phase linkage and alignment study to evaluate the relationship between Oregon's updated general education content standards and the Oregon Extended Assessment (OExt) system. This study assessed the fidelity of the Essentialized Standards (EsSt) to the updated grade-level standards in English Language Arts (2019), Mathematics (2021), and Science (2022), and examined the alignment of OExt Field Test items to those essentialized expectations.

A total of 13 Qualified Test Coordinators (QTCs) with backgrounds in special education and assessment served as expert reviewers. All reviewers had direct instructional or coordination experience with students who participate in the OExt, with 77% having over 10 years of experience in the field. Each reviewer was assigned to grade-level and content-area tasks based on expertise and underwent standardized training using Oregon's SCORE framework (Select, COde, Reduce, Essentialize) and BRT's Distributed Item Review (DIR) system. The study included linkage reviews across 149 Essentialized Standards and alignment evaluations of 393 Field Test items: 205 in English Language Arts, 116 in Mathematics, and 72 in Science. Reviewers rated the degree of linkage between the updated source standards and the Essentialized Standards using a 3-point scale: 0 (No Link), 1 (Sufficient Link), and 2 (Strong Link). Standards receiving average ratings below 1.75 were revised and re-essentialized using the SCORE process, with 12 total standards across ELA and Math undergoing re-evaluation.

Results from the standard linkage reviews showed mean ratings ranging from 1.88 to 2.00 in ELA, 1.74 to 2.00 in Math, and a perfect 2.00 across all Science standards, indicating strong overall alignment to the updated content expectations. Science, in particular, demonstrated complete alignment with no standards requiring revision.

In the item alignment phase, reviewers evaluated each Field Test item's alignment to its associated Essentialized Standard and the appropriateness of its Low, Medium, or High (L/M/H) complexity designation. Mean item alignment scores ranged from 1.85 (Math) to 1.97 (Science), indicating high levels of alignment across subjects. Additionally, 97% of items were rated as "accessible to all students" by at least 75% of reviewers, and 99% were deemed free of bias. These findings provide robust validity evidence that:

- Oregon's updated Essentialized Standards (EsSt) are strongly linked to the state's current general education content standards.
- OExt items are well aligned to the EsSt and designed with accessibility and fairness in mind for students with the most significant cognitive disabilities.
- The complexity parameters (L/M/H) reflect appropriate differentiation in cognitive demand, supporting equitable access and performance measurement.

Compared to earlier alignment studies conducted in 2014 (internal) and 2017 (independent), the 2025 study affirms and extends the evidence base for the OExt's technical quality. Whereas previous studies employed larger reviewer panels and spreadsheet-based rating protocols, the 2025 study utilized a streamlined online review system (DIR), targeted re-essentialization procedures, and a trained QTC panel with deep experience in alternate assessments. This updated methodology yielded more precise and actionable alignment insights. Collectively, these results confirm that the Oregon Extended Assessment remains a valid, instructionally relevant, and appropriately rigorous alternate assessment system, fully aligned with updated academic content

standards and accessible to the population it serves. See the full report on ORExt's Linkage and Alignment Study here ORExt Linkage and Alignment Study Report 2025.

3.2 Validity Based on Response Processes

Evidence of content coverage is concerned with judgments about "the extent to which the content domain of a test represents the domain defined in the test specifications" American Educational Research Association and Measurement in Education (2014). As a whole, the ORExt is comprised of sets of items that sample student performance on the intended domains. The expectation is that the items cover the full range of intended domains, with a sufficient number of items so that scores credibly represent student knowledge and skills in those areas. Without a sufficient number of items, the potential exists for a validity threat due to construct under-representation Messick (1989).

The current ORExt assessment is built upon a variety of items that address a wide range of performance expectations rooted in the CCSS, NGSS, and ORSci content standards. The challenge built into the test design is based first upon the content within each standard in English language arts, mathematics, and science. That content is RDBC in a manner that is verified by Oregon general and special education teachers to develop assessment targets that are appropriate for students with the most significant cognitive disabilities. The ORExt assessments utilize universal design principles in order to include all students in the assessment process, while effectively challenging the higher performing students.

For students who have very limited to no communication and are unable to access even the most accessible items on the ORExt, an Oregon Observational Rating Assessment (ORora) was first implemented in 2015-16. The ORora is completed by teachers and documents the student's Level of Independence, with sub domains of Attention (Attn) and Math (Math), and Communication Domain with sub domains of Receptive (Recp) and Expressive (Exp). A complete report of ORora results from 2024-25 is provided:

Table 3.1: ORora Participation numbers (percent of total grade)

Grade	Total ORExt N	ORora Subsample n (% of total)
3	426	205 (48.12%)
4	422	175 (41.47%)
5	423	215 (50.83%)
6	390	201 (51.54%)
7	383	207 (54.05%)
8	405	227 (56.05%)
9	7	7 (100%)
10	19	19 (100%)
11	289	139 (48.1%)
12	7	7 (100%)
Total	2771	1402 (50.6%)

Table 3.2: Total ORora Score Descriptives by Grade

Grade	Mean (SD) Score	Score Range
Grade 3	49.5 (15.84)	[20, 80]
Grade 4	52.59 (15.59)	[20, 80]
Grade 5	55.26 (15.37)	[20, 80]
Grade 6	55.21 (16.62)	[20, 80]
Grade 7	57.68 (14.69)	[20, 80]
Grade 8	60.18 (15.46)	[20, 80]
Grade 9	52.33 (23.57)	[20, 72]
Grade 10	61.53 (12.44)	[30, 80]
High School	58.74 (16.28)	[20, 80]
Total Average	55.68 (16.04)	[20, 80]

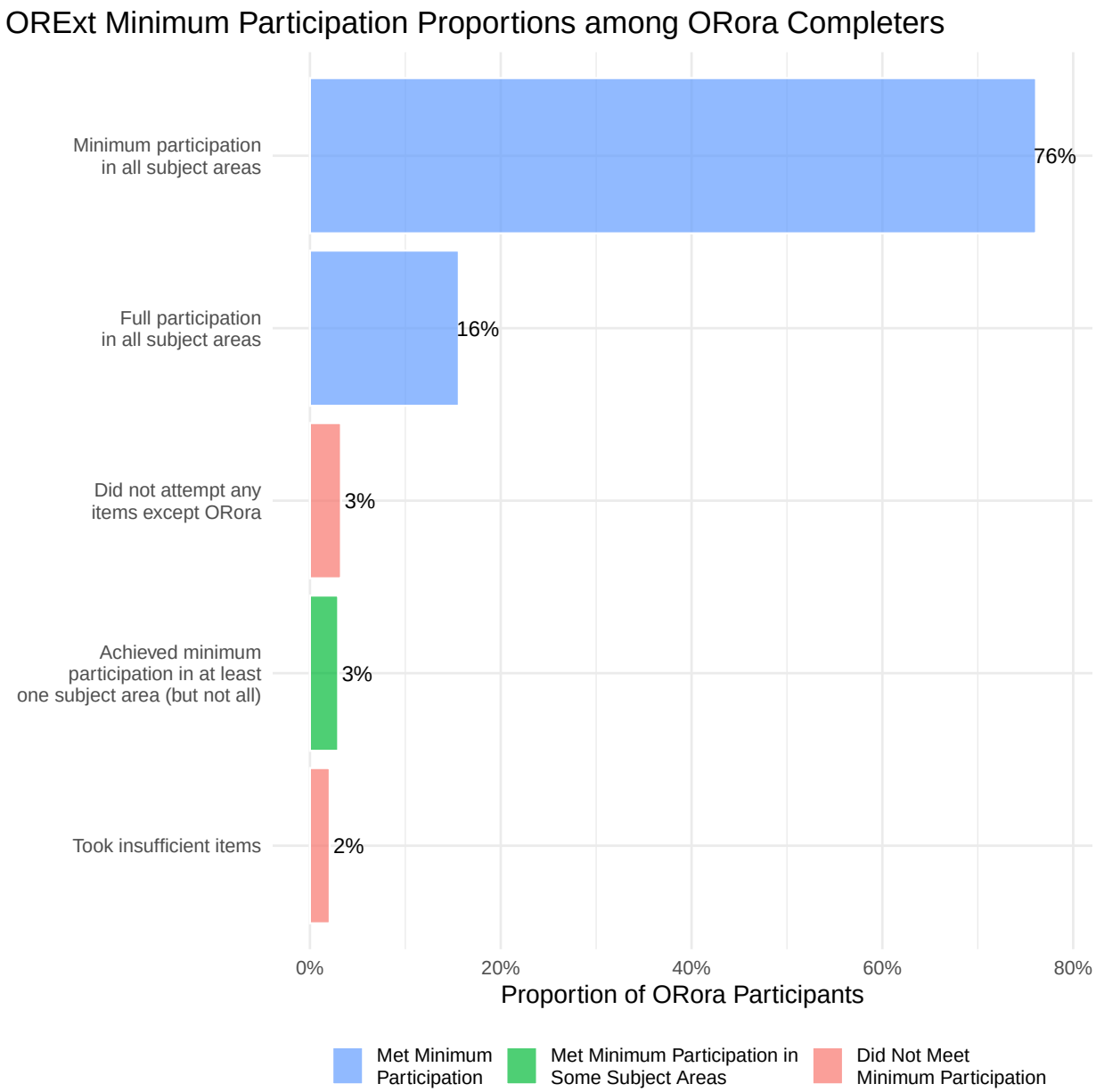
Table 3.3: ORora Subscore Descriptives by Grade

Grade	Mean (SD) Score	Score Range
Attn		
Grade 3	12.12 (3.93)	[5, 20]
Grade 4	13.19 (3.93)	[5, 20]
Grade 5	13.65 (3.72)	[5, 20]
Grade 6	13.58 (4.26)	[5, 20]
Grade 7	14.4 (3.55)	[5, 20]
Grade 8	14.97 (3.75)	[5, 20]
Grade 9	12.17 (5.67)	[5, 18]
Grade 10	15.84 (3.17)	[10, 20]
High School	14.81 (3.9)	[5, 20]
Exp		
Grade 3	11.78 (5.04)	[5, 20]
Grade 4	12.49 (4.83)	[5, 20]
Grade 5	13.2 (4.96)	[5, 20]
Grade 6	13.1 (5.06)	[5, 20]
Grade 7	13.64 (4.85)	[5, 20]
Grade 8	14.47 (5)	[5, 20]
Grade 9	13.5 (7.45)	[5, 20]
Grade 10	13 (5.61)	[5, 20]
High School	14 (5.09)	[5, 20]
Math		
Grade 3	12.41 (4.44)	[5, 20]
Grade 4	13.08 (4.31)	[5, 20]
Grade 5	13.92 (4.02)	[5, 20]
Grade 6	13.96 (4.42)	[5, 20]
Grade 7	14.63 (4.04)	[5, 20]
Grade 8	15.02 (4.28)	[5, 20]

Table 3.3: ORora Subscore Descriptives by Grade *(continued)*

Grade	Mean (SD) Score	Score Range
Grade 9	12.5 (5.99)	[5, 19]
Grade 10	16.16 (2.83)	[10, 20]
High School	14.59 (4.49)	[5, 20]
Recp		
Grade 3	13.19 (4.52)	[5, 20]
Grade 4	13.92 (4.59)	[5, 20]
Grade 5	14.54 (4.57)	[5, 20]
Grade 6	14.71 (4.68)	[5, 20]
Grade 7	15.04 (4.18)	[5, 20]
Grade 8	15.79 (4.46)	[5, 20]
Grade 9	14.17 (7.19)	[5, 20]
Grade 10	16.53 (3.79)	[5, 20]
High School	15.34 (4.42)	[5, 20]

Below is a breakdown of minimum participation on the ORExt for those who took the ORora. Minimum participation is defined as having attempted at least 5 items. The vast majority (76%) of ORora participants achieved minimum participation on all subject areas (e.g., Math and ELA for grade 3; Math, ELA, and Science for grade 8) or full participation on all subject areas (16%); a small proportion (3%) met minimum participation in only 1 subject area but not in the other(s) (e.g., Math but not ELA for grade 4; Science and Math but not ELA for grade 11). A total of 5% of ORora participants did not meet minimum participation, with 2% of total being those who took insufficient items and 3% of total being those who did not attempt any items besides ORora at all.



3.3 Validity Based on Internal Structure (Content and Function)

The Oregon Extended assessments reflect patterns of emphasis that are supported by Oregon educators as indicated by the following three tables that highlight the balance of standard representation by grade level for English language arts, mathematics, and science on the OREXt. The representation ratios can be calculated by dividing the standards by the total within each respective column. For example, in Grade 3 Reading, approximately 25% of the items are in the Reading Standards for Literature domain, as that domain has 4 written Essentialized Standards (EsSt) out of the total of 16 (4/16 = 25%).

The test blueprints below directly correspond to the number of EsSt written in each domain within

the Essentialized Assessment Frameworks (EAF) spreadsheets. There are additional grade level standards addressed by the EsSt, as some EsSt link to multiple grade level content standards. However, the blueprints below reflect only the written EsSt and are thus an underrepresentation of the breadth of grade level content addressed by the OrExt.

Table 3.4: English Language Arts Subdomains by Grade

Subdomain	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading Standards: Foundational Skills	2	2	2	–	–	–	–
Reading Standards: Informational Text	4	4	4	5	5	5	5
Reading Standards: Literature	4	4	4	5	5	5	5
Writing	4	4	4	4	4	4	4
Language	2	2	2	2	2	2	2
Total	16	16	16	16	16	16	16

Table 3.5: Mathematics Subdomains by Grade

Subdomain	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Operations and Algebraic Thinking	7	4	3	–	–	–	–
Numbers and Operations in Base Ten	2	6	8	–	–	–	–
Numbers and Operations – Fractions	3	8	6	–	–	–	–
Measurement and Data	8	5	4	–	–	–	–
Geometry	2	3	2	3	3	4	7
Ratio and Proportional Relationships	–	–	–	3	2	–	–
The Number System	–	–	–	9	7	2	–
Expressions and Equations	–	–	–	6	2	6	–
Statistics and Probability	–	–	–	5	6	3	5
Functions	–	–	–	–	–	4	7
Numbers and Quantities	–	–	–	–	–	–	2
Algebra	–	–	–	–	–	–	2
Total	22	26	23	26	20	19	23

Table 3.6: Science Subdomains by Grade

Subdomain	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Life Science Standards	–	–	4	–	–	9	8
Physical Sciences	–	–	4	–	–	7	9
Earth and Space Science	–	–	4	–	–	6	6
Engineering, Technology, and Applications	–	–	2	–	–	2	–
Total	0	0	14	0	0	24	23

The primary purpose of the OrExt assessment is to yield technically adequate performance data on grade level state content standards for students with significant cognitive disabilities in English Language Arts, Mathematics, and Science at the test level. All scoring and reporting structures mirror this design and have been shown to be reliable measures at the test level (see Section 4.1). The process of addressing any gaps or weaknesses in the system is accomplished via field-testing (see Section 3.1A).

3.3A Point Measure Correlations

Distributions of point-measure correlations and outfit mean square statistics for operational items are provided below, by content area and grade. The point-measure correlation represents the

correlation between a student's item response (dichotomous: correct/incorrect) and their estimated ability level (theta), which is derived from the Rasch model and serves as an untransformed measure of student proficiency. This differs from a point-biserial correlation, which measures the relationship between an item response and a student's total raw score. While both types of correlations serve the same general purpose, evaluating how well item responses align with overall student performance, point-measure correlations are reported because they are based on the latent trait (theta) scale. This is the scale used for ability estimation, reporting, and decision-making, and is therefore more relevant than the raw score scale. Higher point-measure correlations indicate that students with higher estimated abilities are more likely to answer a given item correctly, which is evidence of good item functioning in the Rasch framework. All items included in the 2024-2025 operational assessment are represented. Point measure correlations ranged from 0.36 to 0.71 in ELA, 0.29 to 0.72 in Math, to 0.34 to 0.77 in Science.

Table 3.7: Point Measure Correlation by Content and Grade

Grade	Mean	Standard Deviation	Median	Min	Max
ELA					
Grade 3	0.56	0.08	0.58	0.39	0.68
Grade 4	0.54	0.09	0.57	0.36	0.69
Grade 5	0.61	0.07	0.61	0.43	0.71
Grade 6	0.57	0.06	0.59	0.46	0.69
Grade 7	0.60	0.07	0.60	0.39	0.71
Grade 8	0.57	0.06	0.57	0.43	0.68
High School	0.64	0.05	0.65	0.47	0.71
Math					
Grade 3	0.54	0.10	0.54	0.30	0.70
Grade 4	0.51	0.12	0.49	0.31	0.72
Grade 5	0.51	0.09	0.52	0.32	0.67
Grade 6	0.51	0.10	0.53	0.31	0.65
Grade 7	0.49	0.11	0.49	0.29	0.69
Grade 8	0.44	0.08	0.42	0.31	0.64
High School	0.50	0.08	0.51	0.29	0.63
Science					
Grade 5	0.66	0.08	0.68	0.34	0.76
Grade 8	0.64	0.09	0.67	0.39	0.75
High School	0.68	0.05	0.70	0.54	0.77

Table 3.8: Point Measure Correlation of ELA Subscores by Grade

Grade	Mean	Standard Deviation	Median	Min	Max
Reading					
Grade 3	0.59	0.07	0.60	0.45	0.69
Grade 4	0.57	0.08	0.58	0.40	0.68
Grade 5	0.63	0.06	0.63	0.44	0.72
Grade 6	0.60	0.06	0.61	0.48	0.67
Grade 7	0.64	0.04	0.65	0.56	0.69
Grade 8	0.59	0.06	0.59	0.46	0.66
High School	0.66	0.05	0.66	0.57	0.73
Writing					
Grade 3	0.70	0.04	0.72	0.64	0.74
Grade 4	0.72	0.07	0.74	0.65	0.79
Grade 5	0.69	0.04	0.68	0.64	0.75
Grade 6	0.65	0.03	0.65	0.62	0.71
Grade 7	0.60	0.09	0.61	0.43	0.74
Grade 8	0.69	0.03	0.69	0.65	0.73
High School	0.66	0.06	0.68	0.51	0.72

3.3.0.1 Outfit Mean Square Distributions

Outfit mean square (OMS) values below 1.0 demonstrate that values are too predictable and perhaps redundant, while values above 1.0 indicate unpredictability. Another way to think about OMS is that values closer to 1.0 denote minimal distortion of the measurement system. Items above 2.0 are deemed insufficient for measurement purposes and flagged for replacement.

Table 3.9: Mean Square Outfit by Content and Grade

Grade	Mean	Standard Deviation	Min	Max
ELA				
Grade 3	0.91	0.22	0.45	1.37
Grade 4	0.93	0.22	0.57	1.40
Grade 5	0.93	0.33	0.57	1.83
Grade 6	0.86	0.22	0.59	1.66
Grade 7	0.90	0.24	0.56	1.59
Grade 8	0.89	0.20	0.61	1.47
High School	0.83	0.24	0.56	1.50
Math				
Grade 3	0.84	0.20	0.64	1.41
Grade 4	0.92	0.25	0.61	1.52
Grade 5	0.95	0.37	0.60	2.54
Grade 6	0.82	0.26	0.50	1.53
Grade 7	0.86	0.42	0.57	2.83
Grade 8	0.81	0.34	0.47	2.21
High School	0.85	0.34	0.45	2.20
Science				
Grade 5	0.85	0.28	0.47	1.62
Grade 8	0.90	0.31	0.49	1.63
High School	0.91	0.31	0.45	1.75

Table 3.10: Mean Square Outfit by Content and Grade

Grade	Mean	Standard Deviation	Min	Max
Reading				
Grade 3	0.96	0.20	0.77	1.47
Grade 4	0.99	0.19	0.66	1.33
Grade 5	0.98	0.33	0.65	1.83
Grade 6	0.90	0.20	0.69	1.53
Grade 7	0.94	0.19	0.70	1.34
Grade 8	0.90	0.17	0.71	1.32
High School	0.82	0.18	0.56	1.17
Writing				
Grade 3	0.82	0.51	0.39	1.66
Grade 4	0.72	0.40	0.45	1.40
Grade 5	0.93	0.20	0.69	1.28
Grade 6	0.86	0.34	0.47	1.31
Grade 7	1.02	0.28	0.54	1.26
Grade 8	0.77	0.18	0.52	1.03
High School	0.85	0.30	0.51	1.47

While most OMS values in ELA were between 0.5 and 1.5, 5 items across 4 grades (Grade 5, Grade 7, Grade 8, High School) and 1 contents and/or subdomains (Math) were above 2. The exact OMS values above 2 can be seen in the table below, arranged by test and grade.

Table 3.11: Mean Square Outfit of Items above 2 by Grade and Content

Grade	Outfit
Math	
Grade 5	2.54
Grade 7	2.83
Grade 8	2.21
High School	2.20
High School	2.20

3.3B Annual Measureable Objectives Frequencies & Percentages

Annual Measurable Objective (AMO) calculations were conducted based upon student performance on the OrExt tied to the vertical scale using Rasch modeling. Two categories are used to designate meeting AMOs among participants: "Meets" and "Exceeds". Across content areas and grades an average of 27% (SD = 6%) were in these categories. The table below shows exact AMO breakdowns by grade and content area.

Table 3.12: Annual Measureable Objectives Frequencies and Percentages

Content and Grade	AMO 1 (Does Not Yet Meet)	AMO 2 (Nearly Meets)	AMO 3 (Meets)	AMO 4 (Exceeds)
ELA				
Grade 3	137 (33%)	191 (45%)	67 (16%)	25 (6%)
Grade 4	124 (29%)	170 (40%)	101 (24%)	26 (6%)
Grade 5	165 (40%)	144 (35%)	65 (16%)	36 (9%)
Grade 6	132 (35%)	128 (34%)	99 (26%)	23 (6%)
Grade 7	152 (40%)	127 (34%)	71 (19%)	28 (7%)
Grade 8	158 (40%)	125 (32%)	80 (20%)	30 (8%)
High School	98 (35%)	101 (36%)	31 (11%)	52 (18%)
Math				
Grade 3	218 (53%)	88 (21%)	105 (25%)	4 (1%)
Grade 4	159 (38%)	177 (42%)	70 (17%)	11 (3%)
Grade 5	173 (42%)	127 (31%)	100 (24%)	15 (4%)
Grade 6	260 (68%)	35 (9%)	79 (21%)	9 (2%)
Grade 7	213 (57%)	21 (6%)	127 (34%)	13 (3%)
Grade 8	251 (64%)	49 (13%)	89 (23%)	2 (1%)
High School	174 (62%)	40 (14%)	63 (22%)	4 (1%)
Science				
Grade 5	203 (49%)	94 (23%)	70 (17%)	46 (11%)
Grade 8	185 (46%)	79 (20%)	82 (21%)	52 (13%)

Table 3.12: Annual Measureable Objectives Frequencies and Percentages *(continued)*

Content and Grade	AMO 1 (Does Not Yet Meet)	AMO 2 (Nearly Meets)	AMO 3 (Meets)	AMO 4 (Exceeds)
High School	108 (38%)	56 (20%)	69 (24%)	51 (18%)

Across all years, the most common AMOs were AMO 1 (4 of 7 grades) and AMO 2 (3 of 7 grades) for ELA, AMO 1 (6 of 7 grades) and AMO 2 (1 of 7 grades) for math, and AMO 1 (3 of 3 grades) for science.

Across subjects there are often few students in AMO 4 compared to the other 3. Considering this is the highest AMO, this is unsurprising; however, ELA and science have much higher rates of AMO 4 than math for most grades.

In some cases, a very small range of scaled scores exist because of the small range of observed scores. The smallest is Math grade 7, which only exists between scaled scores 207 and 209. Math grades 6 and 8 are also very small in terms of scaled scores, each existing between 4 scaled score points.

For comparison, the smallest AMO range for other contents areas is 7, which is high school ELA, followed by science at 10. In these cases, error can make a greater difference; theoretically, this could lead to lower test-retest consistency. This may be why there are higher percentages in AMO 3 for math in grades 7 and 8, compared to other years of math.

One to two more low-complexity items to relevant mathematic tests may help address this concern, as well.

Table 3.13: Annual Measureable Objectives Frequencies and Percentages: ELA Subscores (Reading and Writing)

Content and Grade	AMO 1 (Does Not Yet Meet)	AMO 2 (Nearly Meets)	AMO 3 (Meets)	AMO 4 (Exceeds)
Reading				
Grade 3	140 (33%)	177 (42%)	76 (18%)	27 (6%)
Grade 4	123 (29%)	150 (36%)	109 (26%)	39 (9%)
Grade 5	156 (38%)	151 (37%)	58 (14%)	45 (11%)
Grade 6	132 (35%)	120 (31%)	100 (26%)	29 (8%)
Grade 7	169 (45%)	108 (29%)	68 (18%)	33 (9%)
Grade 8	147 (37%)	130 (33%)	83 (21%)	33 (8%)
High School	111 (39%)	92 (33%)	19 (7%)	60 (21%)
Writing				
Grade 3	191 (45%)	149 (35%)	24 (6%)	56 (13%)
Grade 4	211 (50%)	103 (24%)	29 (7%)	78 (19%)
Grade 5	187 (46%)	153 (37%)	42 (10%)	28 (7%)
Grade 6	131 (34%)	171 (45%)	22 (6%)	58 (15%)
Grade 7	182 (48%)	117 (31%)	60 (16%)	18 (5%)
Grade 8	198 (51%)	80 (20%)	42 (11%)	72 (18%)
High School	106 (38%)	84 (30%)	24 (9%)	68 (24%)

For subscores, the most common AMOs across years were AMO 1 (6 of 7 grades) and AMO 2 (1 of 7 grades) for writing, AMO 1 (5 of 7 grades) and AMO 2 (2 of 7 grades) for reading.

These subscores—compared to Math, Science, and overall ELA, display broader coverage of ELA categories across grades, on average. Compared to other grades, grades 7 and 8 writing have relatively higher AMO 1 groups. For these grades, a better balance may be seen if existing difficult items are replaced with easier ones.

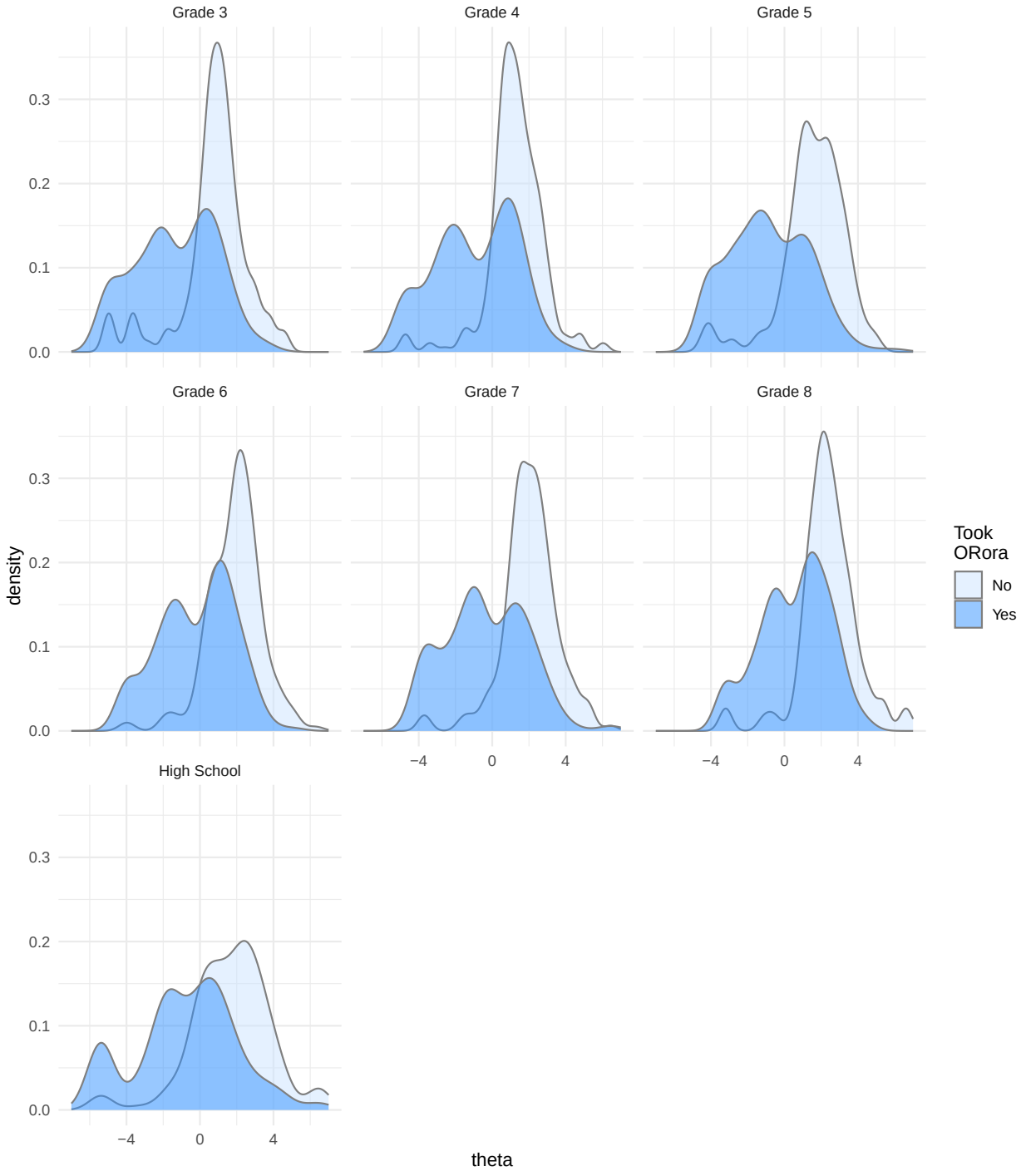
3.4 Validity Based on Relations to Other Variables

A foundational model for understanding criterion-related evidence is the multitrait-multimethod (MTMM) approach, as described by Campbell and Fiske (1959) (Campbell and Fiske 1959), in which the term *trait* can be interpreted as *skill* within the context of educational assessments. This approach involves measuring multiple skills using multiple methods to generate a correlation matrix, which should display specific patterns of relationships that support the validity of the constructs being measured. These patterns provide positive validation evidence when the correlations behave as theoretically expected. Within this framework, some measures assess the same or similar skills, while others assess different skills or constructs. In the current analysis, data consistently show higher correlations among items within a given academic subject compared to correlations between items from different subjects. This finding supports the assertion that the assessment appropriately distinguishes among academic content areas. Furthermore, when performance data are examined by disability categories, the observed patterns of relations reflect meaningful and appropriate differences, consistent with expectations. These results align with prior validation research conducted by Tindal et al. (Tindal et al. 2003), further substantiating the assessment's validity based on relations to other variables.

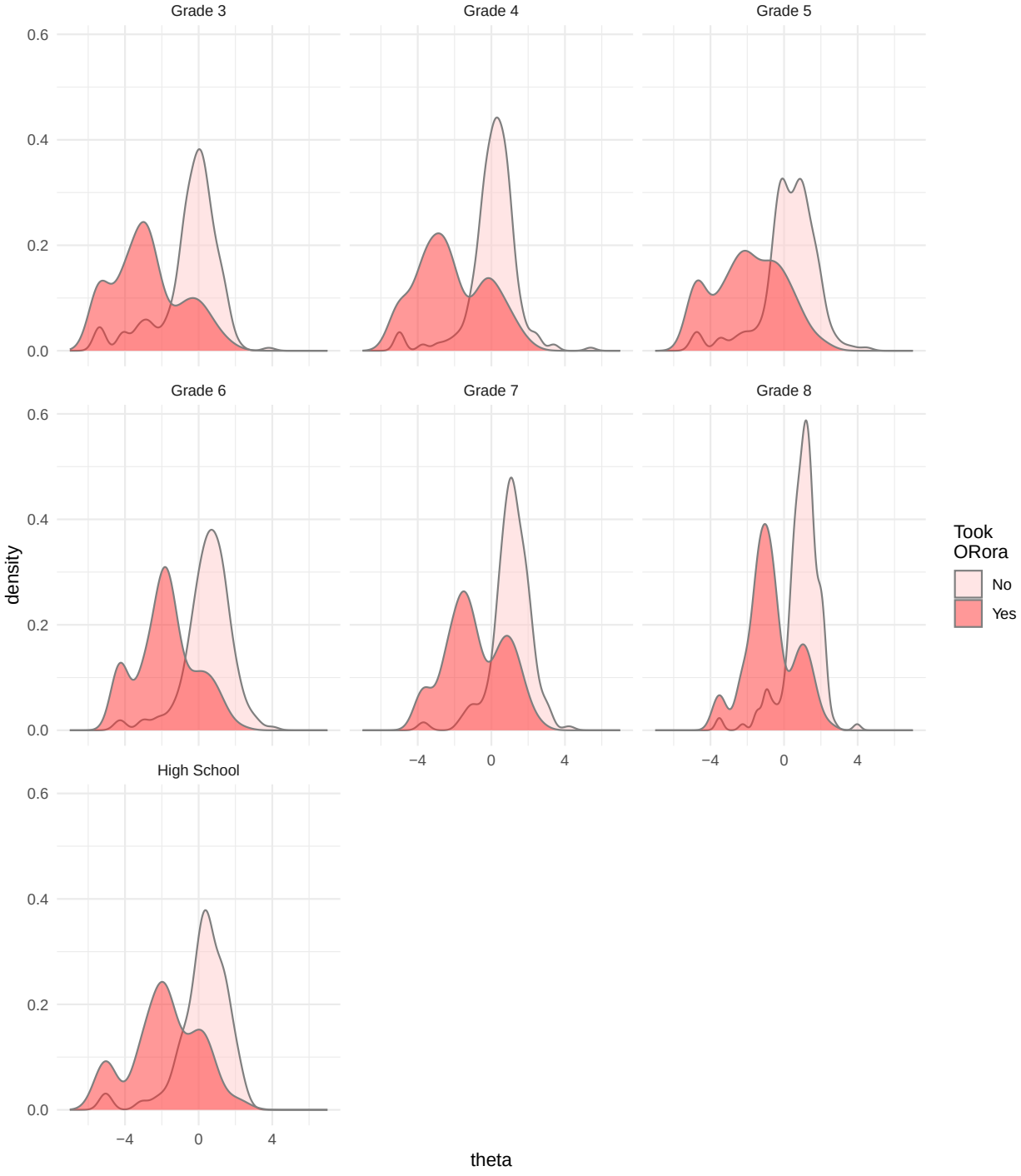
3.4A Convergent and Divergent Validity Documentation

Criterion validity information is difficult to document with AA-AAAS, as most SWSCD do not participate in any standardized assessment outside of the OExt and/or ORora in Oregon. Divergent validity evidence is garnered via comparisons of OExt results to ORora outcomes and shows that students whose OExt assessments are discontinued exhibit serious limitations in attention, basic math skills, and receptive and expressive communication skills. Density distributions show that there are very different measures of central tendency (i.e., means and medians) for all grades and contents, when comparing those who did and did not take ORora.

ELA ability estimates (theta) for those who did vs. did not take the ORora, by grade



Math ability estimates (theta) for those who did vs. did not take the ORora, by grade



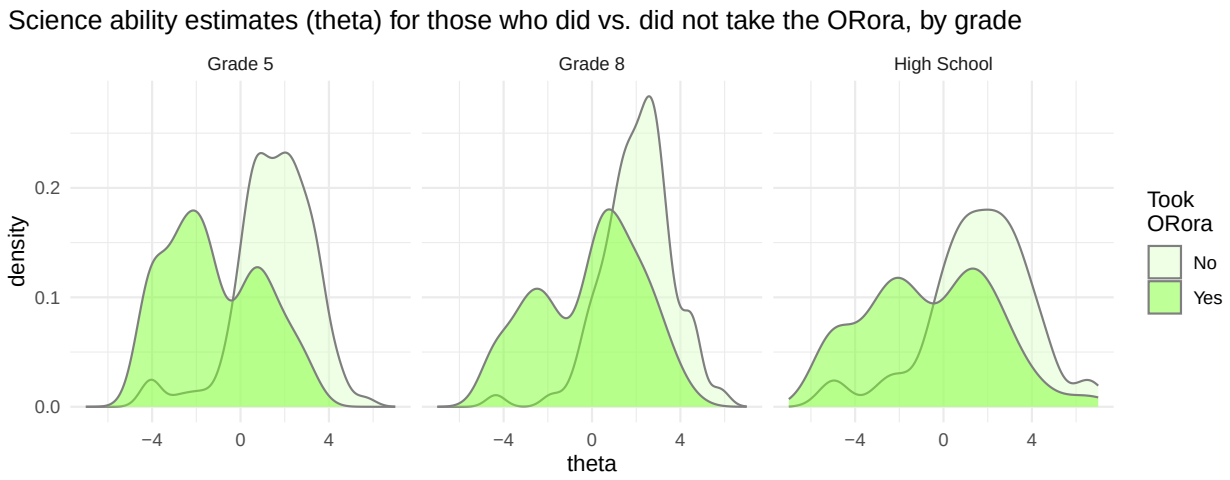


Table 3.14: Pearson correlation of ORora and Content areas, for those who took ORora and at least one OREXt test

	ORora	ELA	Math	Science
ORora	1	–	–	–
ELA	0.52	1	–	–
Math	0.4	0.47	1	–
Science	0.54	0.67	0.47	1

Pearson correlations between the total raw scores on the OREXt and the total raw score on the ORora were conducted to address the relationship between total performance on each assessment. The correlation between ELA and ORora scores was 0.52, between Math and ORora scores was 0.4, and between Science and ORora scores was 0.54. As expected, the ORora results provide divergent validity evidence for the OREXt. A strong relationship is not expected between the scores, as students whose OREXt testing is discontinued are generally unable to access the academic content on the OREXt, even with the requisite reductions in depth, breadth, and complexity.

Furthermore, content area correlations other than ORora (i.e., ELA ~ Math, ELA ~ Science, Math ~ Science) are different than these correlation for those who did not take the ORora (See content area correlations below).

Convergent evidence that the OREXt is assessing appropriate academic content is provided by QA and QT responses to the previous consequential validity survey. Respondents to the survey generally agree that, "The items in the Oregon Extended Assessment accurately reflect the academic content (what the student should know) that my students with significant cognitive disabilities should be learning, as defined by grade level content standards (CCSS/NGSS) and the Essentialized Assessment Frameworks" (85% Strongly Agree or Agree). In addition, they also agreed with the statement that, "The items in the Oregon Extended Assessment, which primarily ask students to match, identify, or recognize academic content, are appropriate behaviors to review to determine what my students with significant cognitive disabilities are able to do" (85% Strongly Agree or Agree). Previous consequential validity results demonstrate that the OREXt is sampling academic domains that the field of QAs and QTs deem appropriate in the area of academics. See the Consequential Validity Survey Results for complete consequential validity study results.

3.4B Analyses Within and Across Subject Areas

Correlational analyses were conducted to further explore the validity of the ORExt. The purpose of the analysis was described, as well as anticipated results. Then observed results were discussed before concluding with an overall evaluative judgment of the validity of the test.

Correlational analysis were explored among students' total scores across subject areas. The purpose of the analysis was to investigate how strongly students' scores in one area were related to students' scores in other subject areas. If the correlations were exceedingly high (e.g., above .90), it would indicate that the score a student receives in an individual subject has less to do with the intended construct (i.e., reading) than with factors idiosyncratic to the student. For example, if all subject areas correlated at .95, then it would provide strong evidence that the tests would be measuring a global student-specific construct (i.e., intelligence), and not the individual subject constructs. However, tests would correlate quite strongly given that the same students were assessed multiple times. Therefore, moderately strong correlations (e.g., .70 - .90) would be expected simply because of the within-subject design. Idiosyncratic variance associated with the individual student is thus captured.

3.4C Correlational Analyses Results

Full results of the Pearson's product-moment correlation analysis by content area and grade level are reported below. The results are significant, yet the overall correlations across content areas suggest that different, though strongly related, constructs are being measured.

Table 3.15: Content Area Correlations (years without science test)

	ELA	Math	Reading	Writing
Grade 3				
ELA	1.00			
Math	0.78	1.00		
Reading	0.98	0.75	1.00	
Writing	0.81	0.68	0.72	1.00
Grade 4				
ELA	1.00			
Math	0.78	1.00		
Reading	0.98	0.77	1.00	
Writing	0.76	0.61	0.68	1.00
Grade 6				
ELA	1.00			
Math	0.76	1.00		
Reading	0.97	0.74	1.00	
Writing	0.90	0.70	0.81	1.00
Grade 7				
ELA	1.00			
Math	0.70	1.00		
Reading	0.97	0.68	1.00	

Table 3.15: Content Area Correlations (years without science test) *(continued)*

	ELA	Math	Reading	Writing
Writing	0.92	0.65	0.83	1.00

Table 3.16: Content Area Correlations (years with science test)

	ELA	Math	Reading	Science
Grade 5				
ELA	1.00			
Math	0.80	1.00		
Reading	0.98	0.77	1.00	
Science	0.78	0.78	0.74	1.00
Writing	0.91	0.76	0.84	0.77
Grade 8				
ELA	1.00			
Math	0.59	1.00		
Reading	0.96	0.57	1.00	
Science	0.78	0.60	0.75	1.00
Writing	0.89	0.53	0.80	0.75
High School				
ELA	1.00			
Math	0.73	1.00		
Reading	0.98	0.72	1.00	
Science	0.80	0.73	0.79	1.00
Writing	0.96	0.70	0.90	0.79

Results of the Pearson's product-moment correlation analysis across domains (i.e., ELA, Science, and Math) ranged from:

- ELA and math: 0.59 to 0.80
- ELA and science: 0.78 to NA
- Math and science: 0.60 to 0.78

Across domains, higher scores are certainly correlated, with those scoring higher on any test being likely to score highly on another. However, these correlations are low enough to support that different cognitive domains are being measured.

For ELA and it's subdomains (i.e., ELA:Reading:Writing), correlations of:

- ELA and reading: 0.96 to 0.98
- ELA and writing: 0.76 to 0.96
- Reading and writing: 0.68 to 0.90.

Within subdomains of ELA, very high correlations are observed. ELA and reading may be so correlated that they are measuring nearly the same information. Reading and writing display lower correlation with one another, though, supporting the assumption that they are measuring unique constructs.

4 Technical Quality

4.1 Reliability

Test reliability can be viewed through several lenses, all of which document how consistently an assessment performs across occasions, contexts, and raters. Typical strategies for addressing reliability include documentation of internal consistency, split-half reliability, and test-retest reliability. The implementation plan for the OREXt included initial documentation of internal consistency (Cronbach's alpha). The 2015-16 technical report included internal consistency estimates, split-half reliability analyses, as well as a small test-retest assessment of reliability comparisons by means of the pilot tablet administration study. There is only one test form for the OREXt, therefore test form comparisons are not possible.

4.1.1 Inter-Rater-Reliability

4.1.1.1 Background

Pursuant to Hallgren (2012) the assessment of IRR may be necessary to demonstrate consistency among observational ratings provided by multiple assessors. The results of the study were used to address the requirements within the USED's Peer Review process (Critical Element 4.1). A sample of Oregon's Qualified Assessors (QAs) who administer the paper/pencil version of the Oregon Extended Assessment (OREXt) were observed to determine reliability of administration and scoring. A tablet administration was not included in the Oregon Observational Rating.

4.1.1.2 Methods

QTs in districts across the state observe a sample of their respective QAs using the observation protocol (see Oregon Extended Assessment Technical Report on Standard Setting) and enter their data online. The QA reads the item stem and the student selects from three possible answer choices (A, B, or C).The QA then records the answer choice. The QTs (observer) record the students answer choice, then records the answer choice recorded by the QA for agreement. Only the English Language Arts Writing porting of the OREXt requires additional analysis by the assessor to determine if the written response (answer) meets (1) or does not meet (0) provided critera. Districts from across the state of Oregon participated in the study, matching the state's student population demographics (including large, medium, and small districts) across all regions. The observation protocol was completed for the identified QA, but the student(s) and content area(s) observed were selected by the QT or QA. BRT researchers contacted district-level QTs at the beginning of the test window, which ran from February 15 - April 26, 2018, to arrange observations that could preferably be completed within one school day. In addition to addressing inter-rater reliability, the study

evaluated test administration procedures. The methods, results, and interpretation are provided here, along with recommended next steps. The observation was composed of three sections:

- First, QTs reviewed ORExt paper/pencil test preparation and administration using the provided rubric. Test preparation/administration domains were rated on a four-point scale from Inappropriate (I) to Exemplary (E):
  - Inappropriate (I) denotes a level of concern that could clearly affect the accuracy of the test results gathered from the test administration. Ratings at this level require substantive retraining of the QA involved.
  - Somewhat Appropriate (SA) rating denotes a level that includes some minor aspects that could be improved, but the accuracy of the test results are likely not compromised.
  - Appropriate (A) denotes a level that is consistent with all test administration requirements.
  - Exemplary (E) level performance suggests that the QA incorporated approaches to test administration that could become models for best practice.
- Second, QTs scored the student alongside the QA using the scoring sheet. QTs compared results after this observation to ensure that the QA entered accurate data.
- Finally, QTs observed the QA completing the data entry process to ensure that no errors are made during data entry and document the number of errors.

4.1.1.3 Domain Definitions

1. Test Security – The QA utilized a system to ensure that all test materials were stored in a secure location. The QA also had a district Assurance of Test Security form on file.
2. Printed Materials – The QA had all materials required to administer the ORExt ready for test administration.
3. Distraction-Free Environment – The QA arranged to provide the ORExt in a one-on-one test administration in a location that ensured that the student focused attention on the assessment.
4. Accessibility Supports – The QA provided all necessary accessibility supports for the student and ensured that all support systems were functional prior to testing.
5. Level of Support – The QA provided an appropriate level of support throughout testing that did not compromise the validity of the score.
6. Praise – The QA utilized praise appropriately to support student involvement without leading the student to the correct answer.
7. Motivation – The QA appropriately maintained the student's motivation during the assessment using relevant strategies, such as token systems.
8. Score Interpretation – The QA demonstrated an appropriate understanding of how to use the cut scores and achievement level descriptors to interpret scores (i.e., ask the QA to describe how they interpret scores for parents).
9. Minimum Participation Rule - The QA demonstrated an appropriate understanding of the minimum participation rule (i.e., ask the QA to define the rule if it is not used).
10. Qualified Assessor Testing Preparation and Administration Rubric - Participants were told to record an "X" in the cell that corresponds to their rating. An example of a filled out form is shown below (example made by most common response by item).

Table 4.1: Example Responses

Domain	Exemplary	Appropriate	Somewhat Appropriate	Inappropriate
Accessibility Supports		X		
Distraction Free		X		
Level Support	X			
Minimum Participation	X	X		
Motivation		X		
Praise	X			
Printed Materials	X			
Score Interpretation		X		
Test Security	X			

Note:
There was a tie on Minimum Participation between "Exemplary" and "Appropriate"

4.1.1.4 Inter-rater Agreement Results

Qualified Trainers (n = 25) from around Oregon participated in the Inter-Rater-Reliability study by doing at least one observation on the Oregon Extended Assessment via paper/pencil administration. Not all subjects were equally represented: ELA (40%), Math (40%), Science (20%). Observations were done at individual student's typical testing location.

The following two tables display the percentage of responses in the nine different domains and percentage of agreement between assessors and observers.

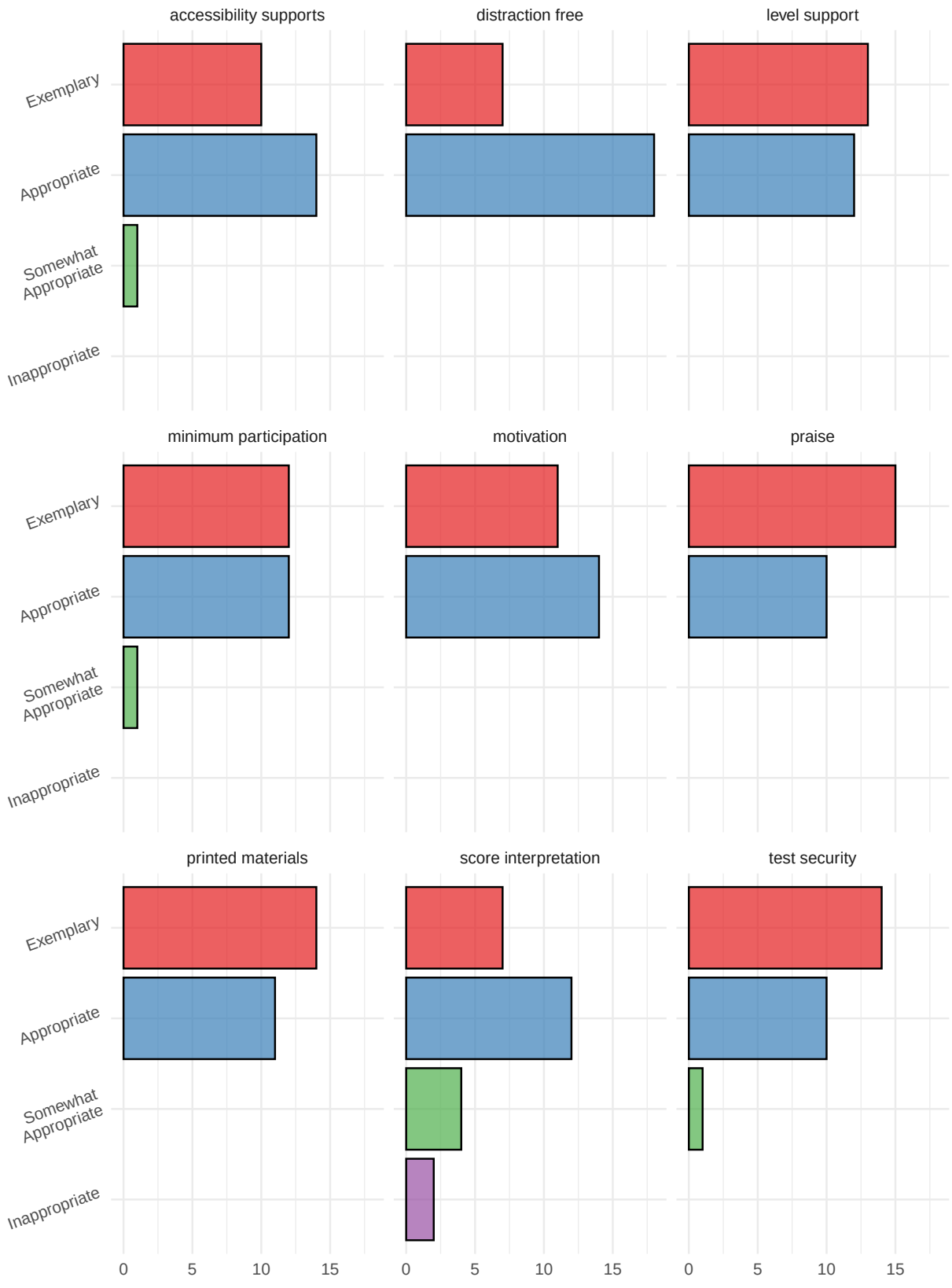
Table 4.2: Percentage for responses

Domain	Exemplary	Appropriate	Somewhat Appropriate	Inappropriate
Accessibility Supports	40%	56%	4%	0%
Distraction Free	28%	72%	0%	0%
Level Support	52%	48%	0%	0%
Minimum Participation	48%	48%	4%	0%
Motivation	44%	56%	0%	0%
Praise	60%	40%	0%	0%
Printed Materials	56%	44%	0%	0%
Score Interpretation	28%	48%	16%	8%
Test Security	56%	40%	4%	0%

Table 4.3: Student Answers and Agreement between QA and QT

	Responses
Student Answer Correct (QA and QT Agreed)	645 (53.75%)
Student Answer Incorrect (QA and QT Agreed)	310 (25.83%)
Not Administered	244 (20.33%)
QA said Student Answer Correct; QT Disagreed	1 (0.08%)

The following plots provides a visual display of the responses from the nine different domains observed.


accessibility supports
distraction free
level support
minimum participation
motivation
praise
printed materials
score interpretation
test security
Exemplary
Appropriate
Somewhat Appropriate
Inappropriate
0
5
10
15

4.1.1.5 Results

OExt's selected response format provided for a high percentage of inter-rater reliability. One response out of the 1,200 observed where observes disagreed with raters was in the ELA Writing scoring. 'Score Interpretation' appeared to be a domain in need of additional training. Qualified Trainers indicated that 16% of observed Qualified Assessors were Somewhat Appropriate and 8% were Inappropriate in their understanding of how to use cut scores and achievement level descriptors to interpret scores.

4.1A Test Reliability

Marginal reliability results (true score variance/(true score variance + error variance)) demonstrate that the tests are quite reliable at the total test level. Full reliability statistics for each of the operational tests administered this year (2024-25) are provided below. These results demonstrate that the total test reliabilities were quite high, ranging from 0.65 to 0.93. Each table below provides the content area, grade, and the marginal reliabilities. All test forms were composed of 36 operational items; marginal reliability was only calculated with operational items.

Table 4.4: Marginal Reliability by Content and Grade

	ELA	Math	Science	Reading	Writing
Grade 3	0.90	0.87	–	0.87	0.70
Grade 4	0.90	0.88	–	0.88	0.65
Grade 5	0.90	0.86	0.89	0.86	0.74
Grade 6	0.90	0.85	–	0.84	0.77
Grade 7	0.89	0.85	–	0.85	0.75
Grade 8	0.89	0.82	0.91	0.82	0.76
High School	0.93	0.90	0.93	0.91	0.89

4.1B Test Information Functions

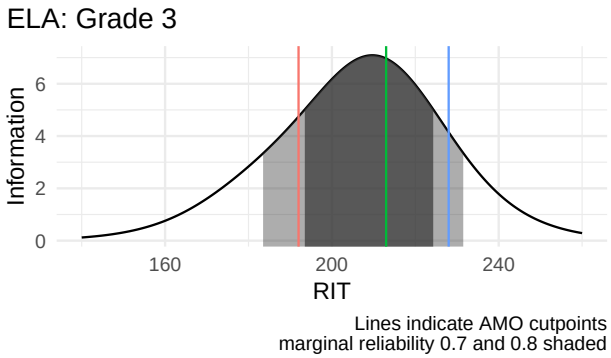
Test information functions shown below indicate cutpoints as vertical lines and acceptable marginal reliabilities (specifically dark gray = 0.80 and light gray = 0.70). All tests have the first two thresholds better than 0.80; some grades and contents include the final cut above 0.80.

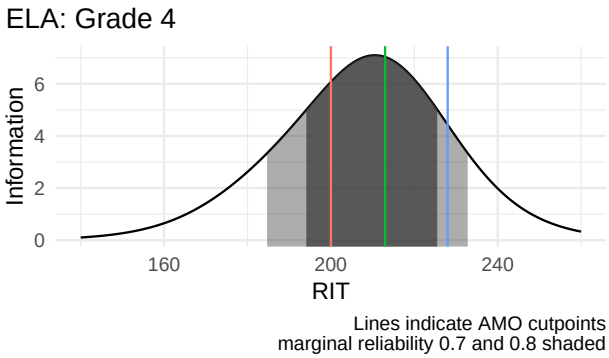
In a few cases, information at the final cut is not quite 0.80, but is still above 0.70. These can be seen as the tests with blue lines in the lighter gray region.

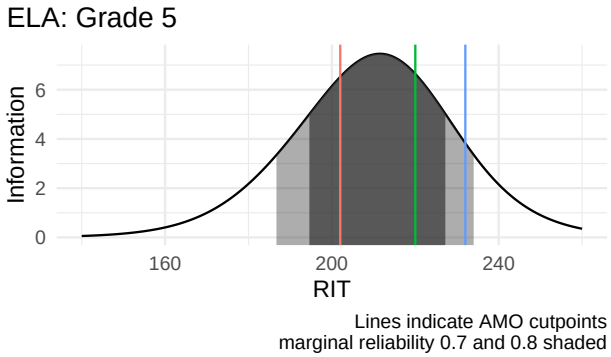
This indicates that at the more difficult ends of the test, math items are providing more true variance relative to error variance. Test information functions could be improved if items in other subjects are better aligned with their intended constructs. While adding more difficult items may improve the ratio of true to error variance, caution is warranted, later plots of individuals and items show that many individuals fall into areas of the ability distribution with few or no items at both the lower and upper ends. This suggests that improving item coverage across the full range of ability, rather than simply increasing difficulty, may be a more effective strategy.

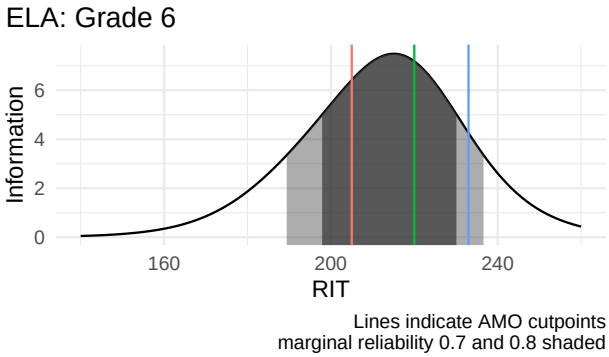
4.1C English Language Arts TIFs

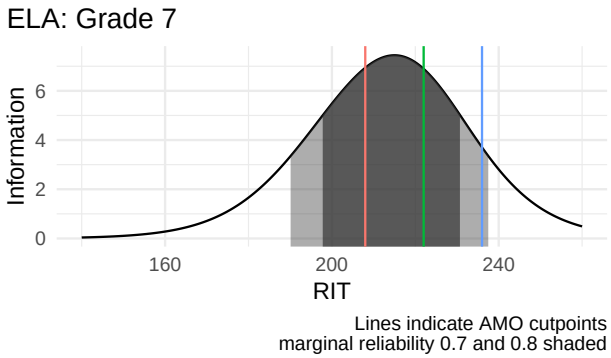
All tests except grade 7 have final cutpoints with marginal reliabilities in the 0.70–0.80 range, indicating reasonably strong precision at those thresholds. To maintain or improve this level of reliability, future iterations could consider replacing some simpler items with more discriminating items that better target the upper end of the ability distribution. However, item quality and alignment with construct should be prioritized over difficulty alone. In contrast, seventh grade's final cutpoint shows only adequate marginal reliability, suggesting a need to re-evaluate the item pool for that grade, potentially by enhancing item targeting across a broader range of ability levels rather than simply increasing difficulty.

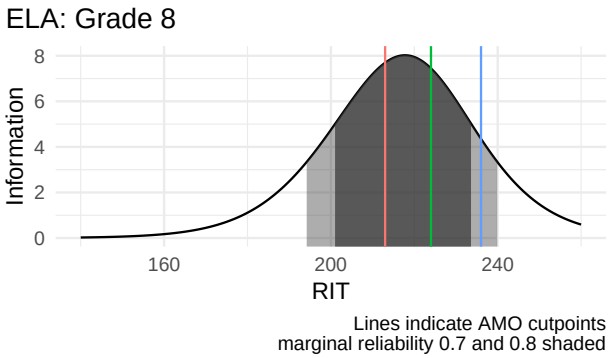


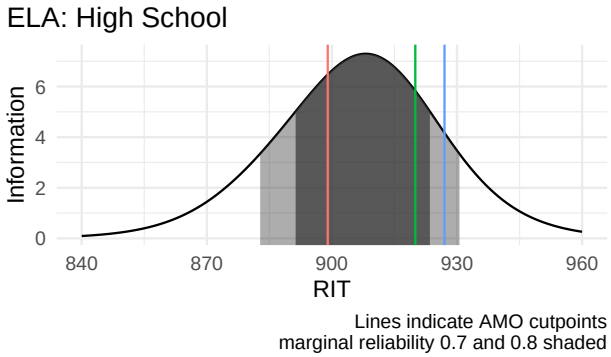










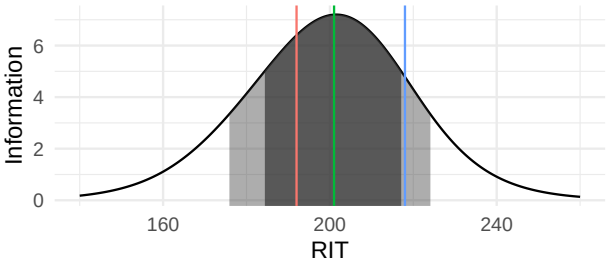


4.1D Mathematics TIFs

Math tests in grades 7 and 8 have upper cutpoints with marginal reliabilities at or above 0.80, while the remaining grades fall between 0.70 and 0.80. These values reflect acceptable measurement precision, but there is room for improvement, especially at the upper ends of the scale. Future

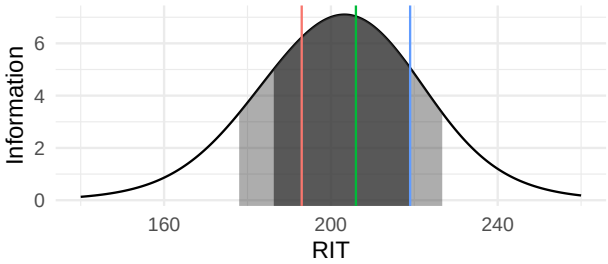
math forms could benefit from the inclusion of more challenging items, particularly in grade 3, grade 4, and high school, provided those items are well-aligned with the intended constructs. At the same time, care should be taken to ensure that item coverage spans the full range of student abilities, as adding difficulty alone may not fully address gaps in measurement precision.

Math: Grade 3



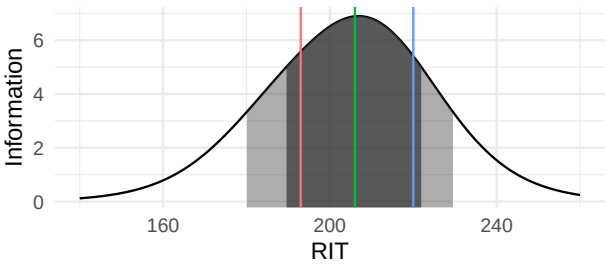
Lines indicate AMO cutpoints
marginal reliability 0.7 and 0.8 shaded

Math: Grade 4



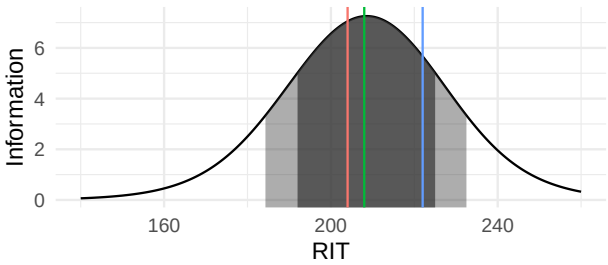
Lines indicate AMO cutpoints
marginal reliability 0.7 and 0.8 shaded

Math: Grade 5



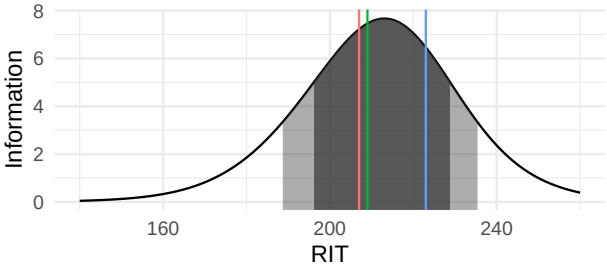
Lines indicate AMO cutpoints
marginal reliability 0.7 and 0.8 shaded

Math: Grade 6



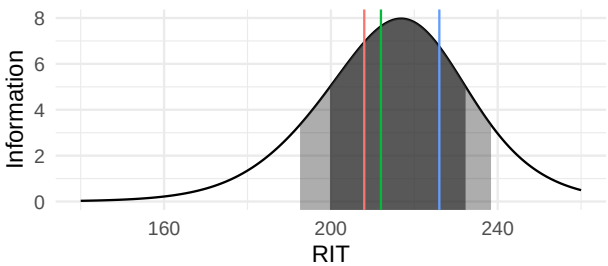
Lines indicate AMO cutpoints
marginal reliability 0.7 and 0.8 shaded

Math: Grade 7



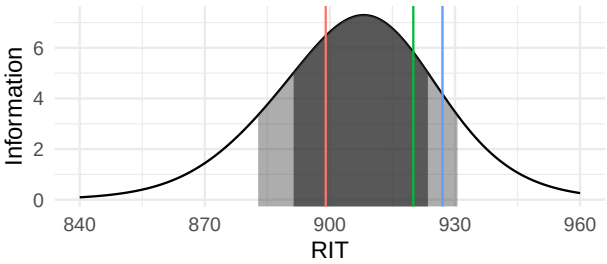
Lines indicate AMO cutpoints
marginal reliability 0.7 and 0.8 shaded

Math: Grade 8



Lines indicate AMO cutpoints
marginal reliability 0.7 and 0.8 shaded

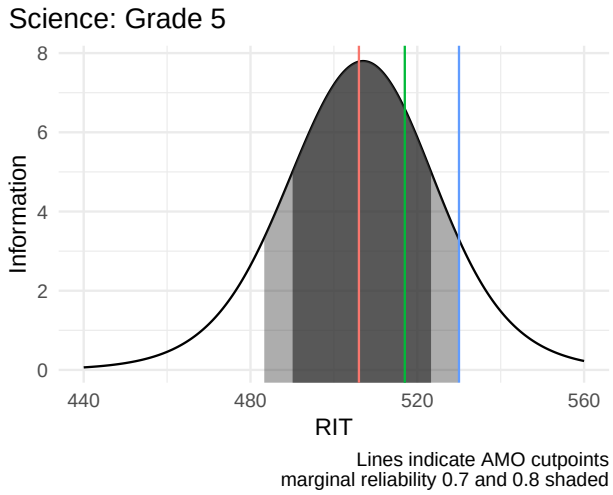
Math: High School

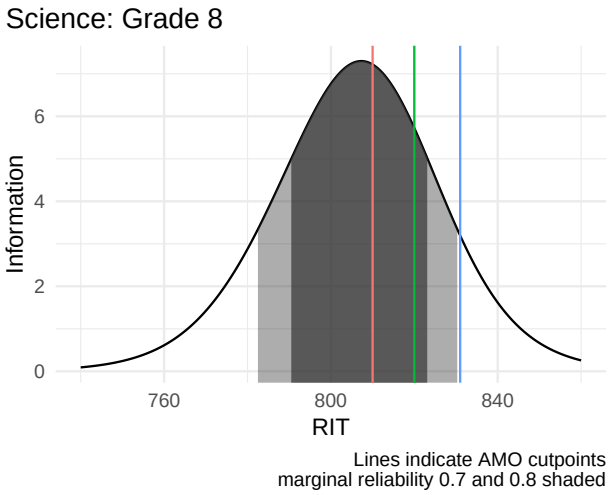


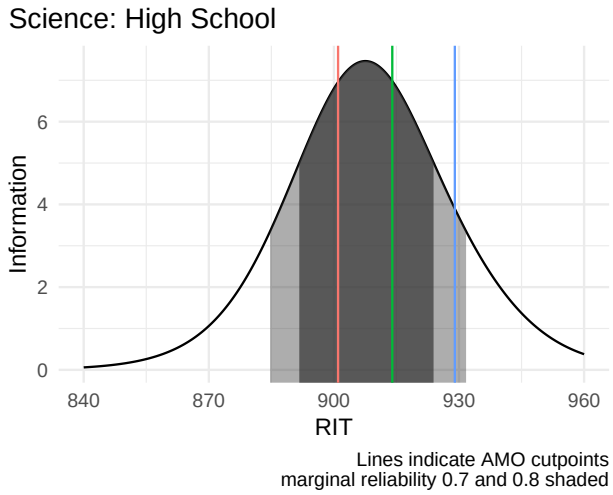
Lines indicate AMO cutpoints
marginal reliability 0.7 and 0.8 shaded

4.1E Science TIFs

For all science grades, the final cutpoint falls just below the desired marginal reliability threshold of 0.70, suggesting limited precision at the upper end of the scale. To address this, future tests could consider replacing some simpler items with more targeted, higher-difficulty items, particularly in grade 8, while ensuring strong alignment with the construct. Notably, marginal reliabilities for all other cutpoints, including those for "meets" and "nearly meets," are well within acceptable ranges, indicating adequate measurement precision across much of the ability continuum.



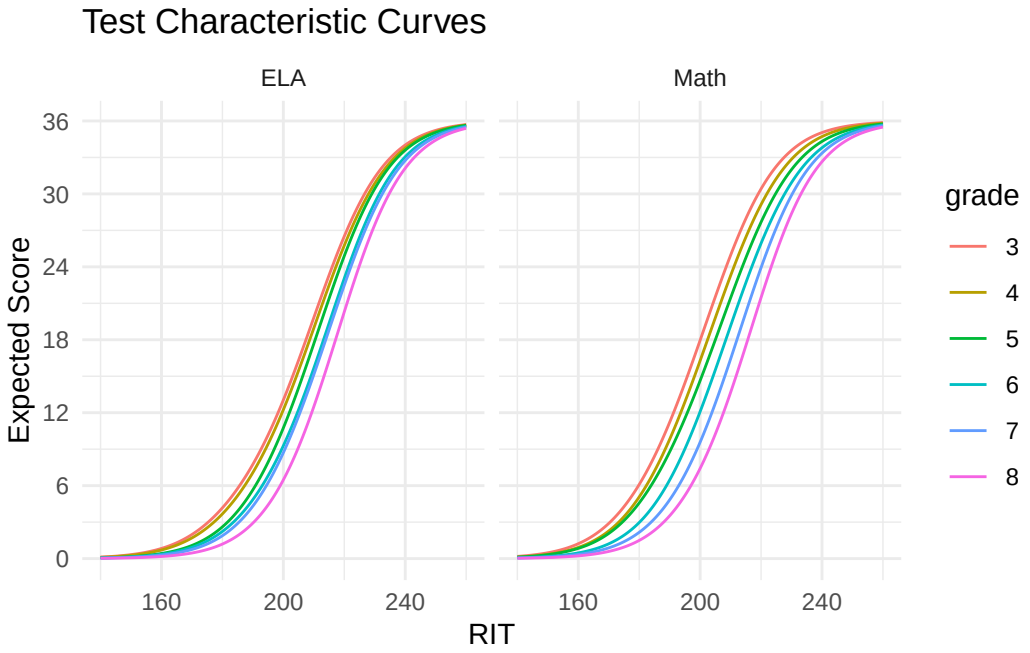




4.1F Validation of OREXt Vertical Scales

The Test Characteristic Curves (TCCs) for the grade-level assessments in ELA and mathematics demonstrate incrementally increasing growth and test demands across Grades 3-8. Grade 11 and science tests are not vertically scaled; TCCs are thus not presented for Grade 11 or science. All Rasch model scaling, as well as the data visualizations for the TCCs were conducted in the R software version 4.2.3 environment (R Core Team, 2021) using the exirt package (Anderson and Loan (2022)), built upon the TAM package for Rasch modeling (Robitzsch, Kiefer, and Wu (2022)). This package framework estimates analogously to Winsteps, but with additional functionality and

better integration with important visualization and analytic ecosystems. Test characteristic curves demonstrate a very clear vertical scale. Improving on last year's assessment which displayed one small cross-over, no tests cross over. This is important for demonstrating the consistency with the vertical scale. Additionally, the spacing of curves looks roughly even across and within tests. If one area were modified preferably, future tests should focus on the upper end of ELA, particularly in higher grades. This is where the greatest compression of either scale is seen. The magnitude of spacing for the math assessment is slightly preferable to ELA whereby greater distinctions exist between test forms.



It is clear that the overall testing framework is vertically integrated and able to distinguish progress through their respective constructs.

Taking this information alongside the TIFs, systematic progress can be most easily achieved by making all test forms slightly more difficult. For the most part, difficulty should be added to test-forms in parallel, with slighltly more focus on upper-end ELA tests.

4.1G Overall and Conditional Standard Errors of Measurement (SEM)

Annual Measurable Objectives (AMO) are yearly learning targets set by the state in ELA, Math, and Science. Standard Error of Measurement (SEM) estimates how repeated measures of a person on the same instrument tend to be distributed around his or her "true" score. The average SEM associated with each cut score for 2024-25 student data are presented in the table below. See Section 4.2 below for means and standard deviations by grade and subject area. The numbers below, AMO is on the left and the SEM associated with the cut score is in parentheses, rounded to two decimals.

The AMO 2 cutscore represents the threshold between AMO 1 and AMO 2; similarly AMO 3 cutscore represents the threshold between AMO 2 and 3; AMO 4 represents the cutscore between AMO 3 and 4.

AMO levels correspond to the following descriptions:

- AMO Level 1 = Does Not Yet Meet
- AMO Level 2 = Nearly Meets
- AMO Level 3 = Meets
- AMO Level 4 = Exceeds

Table 4.5: Cutscore (Conditional Standard Error of Measurement) by Content and Grade

	AMO 2 Cutscore (SEM)	AMO 3 Cutscore (SEM)	AMO 4 Cutscore (SEM)
ELA			
Grade 3	194 (4.96)	215 (4.17)	230 (5.61)
Grade 4	201 (4.52)	215 (4.14)	229 (5.18)
Grade 5	203 (4.36)	222 (4.26)	233 (5.56)
Grade 6	206 (4.38)	221 (4.05)	235 (5.51)
Grade 7	209 (4.21)	224 (4.15)	237 (5.55)
Grade 8	214 (3.96)	226 (4.03)	238 (5.49)
High School	900 (3.04)	922 (3.27)	929 (3.98)
Math			
Grade 3	193 (4.37)	202 (4.15)	220 (5.17)
Grade 4	194 (4.41)	208 (4.19)	220 (4.91)
Grade 5	194 (4.74)	207 (4.12)	221 (4.65)
Grade 6	206 (4.16)	209 (4.11)	224 (4.67)
Grade 7	209 (4.02)	210 (3.97)	225 (4.33)
Grade 8	210 (4.10)	213 (3.96)	227 (4.27)
High School	903 (2.79)	908 (2.76)	924 (3.56)
Science			
Grade 5	507 (3.87)	519 (4.30)	532 (6.20)
Grade 8	811 (4.04)	822 (4.61)	833 (6.30)
High School	902 (2.85)	915 (2.98)	933 (4.58)

Note:
AMO = Annual Measureable Objective
SEM = Standard Error of Measurement associated with the cut score

4.1H Classification Accuracy & Consistency

Results from the 2024-25 OREXt test administration were analyzed using Rudner's classification index (Rudner 2005). Results closer to 1.0 indicate the likelihood that a student was appropriately classified as proficient or not proficient (accuracy) and the likelihood that the student would be classified in the same category given an additional test administration (consistency). The calculation utilizes item difficulty and theta value distributions, as well as related standard errors of measurement, to generate probabilistic estimates based on one test administration. Complete results, generated from the cacIRT package in R (Lathrop (2015)), are provided below. Results denote very high levels of classification accuracy and consistency.

Table 4.6: Classification Accuracy and Consistency, by content and grade

	AMO 2 (Nearly Meets)	AMO 3 (Meets)	AMO 4 (Exceeds)
ELA			
Grade 3	Acc: 0.96 | Con: 0.94	Acc: 0.93 | Con: 0.90	Acc: 0.98 | Con: 0.97
Grade 4	Acc: 0.94 | Con: 0.92	Acc: 0.91 | Con: 0.88	Acc: 0.97 | Con: 0.95
Grade 5	Acc: 0.95 | Con: 0.93	Acc: 0.94 | Con: 0.92	Acc: 0.96 | Con: 0.95
Grade 6	Acc: 0.94 | Con: 0.91	Acc: 0.92 | Con: 0.89	Acc: 0.97 | Con: 0.96
Grade 7	Acc: 0.94 | Con: 0.92	Acc: 0.93 | Con: 0.90	Acc: 0.97 | Con: 0.96
Grade 8	Acc: 0.92 | Con: 0.89	Acc: 0.92 | Con: 0.89	Acc: 0.97 | Con: 0.95
High School	Acc: 0.95 | Con: 0.94	Acc: 0.96 | Con: 0.94	Acc: 0.96 | Con: 0.94
Math			
Grade 3	Acc: 0.93 | Con: 0.91	Acc: 0.91 | Con: 0.89	Acc: 0.99 | Con: 0.98
Grade 4	Acc: 0.93 | Con: 0.90	Acc: 0.91 | Con: 0.88	Acc: 0.99 | Con: 0.98
Grade 5	Acc: 0.92 | Con: 0.89	Acc: 0.93 | Con: 0.90	Acc: 0.97 | Con: 0.97
Grade 6	Acc: 0.92 | Con: 0.88	Acc: 0.92 | Con: 0.89	Acc: 0.98 | Con: 0.98
Grade 7	Acc: 0.90 | Con: 0.86	Acc: 0.89 | Con: 0.85	Acc: 0.98 | Con: 0.97
Grade 8	Acc: 0.89 | Con: 0.85	Acc: 0.90 | Con: 0.86	Acc: 0.99 | Con: 0.99
High School	Acc: 0.93 | Con: 0.90	Acc: 0.94 | Con: 0.93	Acc: 0.99 | Con: 0.98
Science			
Grade 5	Acc: 0.93 | Con: 0.91	Acc: 0.94 | Con: 0.92	Acc: 0.95 | Con: 0.93
Grade 8	Acc: 0.94 | Con: 0.91	Acc: 0.92 | Con: 0.89	Acc: 0.94 | Con: 0.92
High School	Acc: 0.98 | Con: 0.97	Acc: 0.96 | Con: 0.95	Acc: 0.95 | Con: 0.94

For ELA accuracies are seen of 0.91 to 0.98 and consistencies of 0.88 to 0.97; For Math accuracies are seen of 0.89 to 0.99 and consistencies of 0.85 to 0.99; For Science accuracies are seen of 0.92 to 0.98 and consistencies of 0.89 to 0.97.

The ORExt is not a computer-adaptive instrument so estimate precision documentation based upon that test design is not provided.

4.2 Fairness and Accessibility

The state has taken steps to ensure fairness in the development of the assessments, including an analysis of each test item by Oregon teachers not only for linkage to standards, but also for access, sensitivity, and bias (see Oregon Extended Assessment Alignment Study). In addition, test functioning was reviewed as relevant to race/ethnicity and disability subgroups. This process increases the likelihood that students are receiving instruction in areas reflected in the assessment, and also that the items are not biased toward a particular demographic or sub-group.

4.2A Differential Item Functioning Analyses

To investigate Differential Item Functioning (DIF), the Mantel-Haenszel test using a purification process was conducted (Holland and Thayer 1988; Kamata and Vaughn 2004) with the R software using the difR package (Magis et al., 2013). When using the Mantel-Haenszel test to investigate DIF, contingency tables are constructed, and the resulting odds for the focal group answering the item correctly are compared to the odds for the reference group. Given n-size limitations (Scott et al. (2009)), we were able to conduct two analyses: a) White/Non-White and b) Male/Female. Whites and Males were the focal groups and Non-Whites and Females were the reference groups, respectively. The contingency table summarizes correct and incorrect responses to each item by respondents' total raw score by subgroup (Kamata and Vaughn (2004)). If there is no difference in performance for the two groups, the odds ratio of the focal group performance to reference group performance will equal one. An odds ratio greater than one means the focal group is performing better than the reference group, with the opposite being true for odds ratios less than one.

The difR package contains a built in algorithm to conduct purification automatically, of interest was how this algorithm functioned relative to the iterations conducted manually using SPSS. Criteria was used as outlined by the Educational Testing Service (ETS) for DIF Classification (Holland and Thayer (1988)) to determine whether or not items exhibited DIF. The Holland and Thayer criteria were used for all Mantel-Haenszel analyses. As the difR package reports delta values by default, defined as:

It is common for negligible differences to exist between groups in data, for that reason, the focus of the DIF analysis is to remove items which display larger DIF. Below, a 3 category magnitude of effect for DIF is reported, with increasing magnitudes of the difference: A, B, and C. Refer to these as "Negligible", "Small", and "Substantial", respectively.

DIF Grades

- A: $0 > \delta <= 1$
- B: $1 > \delta <= 1.5$
- C: $1.5 > \delta$

Items that were flagged as "C" were reviewed by BRT researchers for potential biases. If biases are identified, the item is removed from the item pool. Items categorized as "A" or "B" were considered

smaller differences and do not rise to the level of exclusion in this wave of test administration. Continued examination of these items over time will ensure the differences remain below the threshold of $\delta < 1.5$.

Table 4.7: Differential Item Functioning Female vs. Male

	Negligible Differences (A)	Small Differences (B)	Substantial Differences (C)
ELA			
Grade 3	21	8	1
Grade 4	21	6	3
Grade 5	27	2	1
Grade 6	23	6	1
Grade 7	24	5	1
Grade 8	24	6	0
High School	24	3	3
Math			
Grade 3	23	5	2
Grade 4	27	3	0
Grade 5	24	5	1
Grade 6	24	4	2
Grade 7	23	4	3
Grade 8	24	4	2
High School	23	5	2
Science			
Grade 5	25	3	2
Grade 8	19	6	5
High School	19	8	3

In terms of the Male/Female analyses, a total of 32 items were flagged as "C". This means there were substantial differences in the performance of those items by coded student sex, at the same ability level. Of these ELA favored 6 items for girls, Math favored 7 items for girls, Science favored 5 items for girls. That means that ELA favored 4 items for boys, Math favored 5 items for boys, Science favored 5 items for boys. This suggests that the items display bias towards female more often than male by a total of 4 items. Items will be modified, such that items do not favor one group over the other; if that is not possible, achieving balance between number of items which favor these groups is important.

Table 4.8: Differential Item Functioning Non-White vs. White

	Negligible Differences (A)	Small Differences (B)	Substantial Differences (C)
ELA			
Grade 3	24	5	1
Grade 4	29	1	0
Grade 5	22	5	3
Grade 6	23	5	2
Grade 7	25	3	2
Grade 8	20	9	1
High School	22	5	3
Math			
Grade 3	26	2	2
Grade 4	27	3	0
Grade 5	24	6	0
Grade 6	24	5	1
Grade 7	23	4	3
Grade 8	22	6	2
High School	20	6	4
Science			
Grade 5	24	6	0
Grade 8	25	4	1
High School	23	3	4

In terms of the White/non-White analyses, a total of 29 items were flagged as "C". Of these, ELA favored 5 items for white participants, Math favored 7 items for white participants, Science favored 4 items for white participants. That means that ELA favored 7 items for non-white participants, Math favored 5 items for non-white participants, Science favored 1 items for non-white participants. This suggests that the items display bias towards White more often than non-White by a total of 3 items. A balance of these items will be achieved in the next test administration. Items will be modified such that items do not favor one group over the other; if that is not possible, achieving balance between number of items which favor these groups is important.

4.2B Race - Ethnicity Percentages and Totals by Content Area and Grade Level

Table 4.9: Racial Ethnic Demographic Percentages of Sample

	White	Hispanic	Multi-ethnic	Asian	Black	Native American or Alaskan
Grade 3	226 (51%)	135 (30%)	27 (6%)	26 (6%)	22 (5%)	–

Table 4.9: Racial Ethnic Demographic Percentages of Sample *(continued)*

	White	Hispanic	Multi-ethnic	Asian	Black	Native American or Alaskan
Grade 4	211 (48%)	138 (31%)	29 (7%)	33 (7%)	18 (4%)	–
Grade 5	208 (47%)	142 (32%)	32 (7%)	23 (5%)	19 (4%)	–
Grade 6	192 (47%)	125 (31%)	26 (6%)	23 (6%)	25 (6%)	12 (3%)
Grade 7	200 (50%)	126 (32%)	30 (8%)	19 (5%)	18 (4%)	–
Grade 8	225 (53%)	126 (30%)	21 (5%)	20 (5%)	17 (4%)	–
High School	180 (51%)	105 (29%)	32 (9%)	18 (5%)	13 (4%)	–
NA	118 (47%)	76 (30%)	23 (9%)	15 (6%)	17 (7%)	–

Note:
Samples Less than 10 Omitted for Privacy
Pacific Islander n $<$ 10 at all grades

The full ethnic and disability demographics for students taking the ORExt are reported below. Students ethnicity/race was reported in seven categories: (a) American Indian/Alaskan Native, (b) Asian, (c) Black or African-American, (d) Multi-ethnic, (e) Native Hawaiian or Other Pacific Islander, (f) Hispanic, or (g) White. Across grades, the majority of students were reported as White (47% to 53%). These results are largely consistent with the demographics reported for the general assessments, though percentages taking the ORExt are slightly higher for most students of color and generally lower for students who are Asian or White (see State Annual Report Card).

4.2C Exceptionality Percentages By Content Area and Grade Level

4.2.0.1 Eligibility Codes List

- 0 Not Applicable
- 10 Intellectual Disability
- 20 Hearing Impairment
- 40 Vision Impairment
- 43 Deafblindness
- 50 Communication Disorder
- 60 Emotional Disturbance
- 70 Orthopedic Impairment
- 74 Traumatic Brain Injury

- 80 Other Health Impairment
- 82 Autism Spectrum Disorder
- 90 Specific Learning Disability
- 98 Developmental Delay (3-10)

82 was the most common IDEA Code in Grade 3 (59.2%); 82 was the most common IDEA Code in Grade 4 (54.4%); 82 was the most common IDEA Code in Grade 5 (48.5%); 82 was the most common IDEA Code in Grade 6 (41.5%); 82 was the most common IDEA Code in Grade 7 (45.2%); 82 was the most common IDEA Code in Grade 8 (43.0%); 10 was the most common IDEA Code in Grade 9 (47.2%); 10 was the most common IDEA Code in Grade 10 (41.4%); 10 was the most common IDEA Code in Grade 11 (46.6%).

Table 4.10: Distribution of Primary IDEA Codes by Grade

IDEA Code	Amount of Sample
Grade 3	
82	263 (59.2%)
10	68 (15.3%)
80	60 (13.5%)
98	23 (5.2%)
70	11 (2.5%)
Grade 4	
82	241 (54.4%)
10	91 (20.5%)
80	71 (16.0%)
Grade 5	
82	214 (48.5%)
10	138 (31.3%)
80	53 (12.0%)
70	12 (2.7%)
90	11 (2.5%)
Grade 6	
82	169 (41.5%)
10	151 (37.1%)
80	44 (10.8%)
70	12 (2.9%)
90	11 (2.7%)
Grade 7	
82	181 (45.2%)
10	120 (30.0%)
80	53 (13.2%)
70	16 (4.0%)
90	13 (3.2%)
Grade 8	
82	182 (43.0%)
10	155 (36.6%)

Table 4.10: Distribution of Primary IDEA Codes by Grade *(continued)*

IDEA Code	Amount of Sample
80	53 (12.5%)
90	12 (2.8%)
70	11 (2.6%)
Grade 9	
10	59 (47.2%)
82	37 (29.6%)
80	17 (13.6%)
Grade 10	
10	53 (41.4%)
82	50 (39.1%)
80	13 (10.2%)
Grade 11	
10	166 (46.6%)
82	126 (35.4%)
80	41 (11.5%)
70	12 (3.4%)

Note:
Samples Less than 10 Omitted for Privacy

Table 4.11: Distribution of Secondary IDEA Codes by Grade

Secondary IDEA Code	Amount of Sample
Grade 3	
0	346 (77.9%)
50	26 (5.9%)
80	19 (4.3%)
70	13 (2.9%)
10	11 (2.5%)
40	11 (2.5%)
Grade 4	
0	343 (77.4%)
50	27 (6.1%)
10	22 (5.0%)
80	15 (3.4%)
70	12 (2.7%)
Grade 5	
0	320 (72.6%)
50	36 (8.2%)
80	33 (7.5%)
10	22 (5.0%)
Grade 6	

Table 4.11: Distribution of Secondary IDEA Codes by Grade *(continued)*

Secondary IDEA Code	Amount of Sample
0	299 (73.5%)
50	42 (10.3%)
80	20 (4.9%)
10	16 (3.9%)
Grade 7	
0	283 (70.8%)
50	38 (9.5%)
80	26 (6.5%)
10	24 (6.0%)
Grade 8	
0	321 (75.9%)
80	26 (6.1%)
10	23 (5.4%)
50	15 (3.5%)
70	12 (2.8%)
Grade 9	
0	88 (70.4%)
50	12 (9.6%)
Grade 10	
0	90 (70.3%)
Grade 11	
0	250 (70.2%)
80	27 (7.6%)
10	23 (6.5%)
50	15 (4.2%)
82	12 (3.4%)

Note:
Samples Less than 10 Omitted for Privacy

4.2D Observed Means and Standard Deviations

The following tables provide information regarding observed means and standard deviations by content area and grade level. The Grade 3-8 English language arts and mathematics scaled scores are centered on 200, while all Grade 11 scores are centered on 900 (to reinforce that they are not on the vertical scale). Science is centered on 500 at Grade 5 and centered on 800 at Grade 8. These scales were selected to clearly determine whether scores are on the same scale and also to differentiate among the statewide assessments in use to avoid confusion (i.e., SBA, OAKS, ORExt, ELPA, KA). The vertically scaled scores generally convey incremental gains in achievement across grade levels, which is seen here by both measures of central tendency (i.e., mean and median) for all tests. ORExt has a "non-official" student score report available for test administrators. Instant "unofficial" student score reports can be generated at the end of Math and Science and after manual grading of writing items in ELA. In addition to the instantly available student score report is a new

historical score reporting embedded into our student score reporting. Test administrators can now look at a students previous performance on the OExt and see the results in comparison to other years performance. This multi-year comparison is made avalible due to the vertical scale componet of the OExt.

Table 4.12: Observed RIT Score: Measures of Central Tendency by Grade and Content

	RIT Median	RIT Mean (SD)
ELA		
Grade 3	205	197.62 (22.86)
Grade 4	208	203.49 (21.04)
Grade 5	209	203.45 (22.98)
Grade 6	212	208.30 (20.53)
Grade 7	212	207.60 (22.47)
Grade 8	217	213.51 (19.68)
High School	907	905.12 (27.36)
Math		
Grade 3	191	184.18 (20.88)
Grade 4	198	191.72 (19.15)
Grade 5	196	191.67 (20.17)
Grade 6	197	193.63 (18.30)
Grade 7	205	200.34 (16.83)
Grade 8	204	199.92 (14.57)
High School	898	892.72 (19.26)
Science		
Grade 5	507	501.67 (23.69)
Grade 8	813	808.40 (23.10)
High School	909	905.53 (28.56)

4.2.0.1 Observed Means Reported by Sex

The following tables provide information regarding average student performance by grade level and sex (Female/Male) in each of the content areas assessed on the OExt. Welch's two sample t-tests demonstrate that ELA Grade 4 favors boys significantly ($p = 0.014$); Math Grade 4 favors boys significantly ($p = 0.007$).

Table 4.13: Mean (Standard Devaition) of RIT Scores by Gender, Grade, and Content

	Female RIT Mean (RIT SD)	Male RIT Mean (RIT SD)
ELA		
Grade 3	198.49 (23.20)	197.22 (22.73)
Grade 4	199.62 (21.67)	205.20 (20.56)
Grade 5	203.90 (23.16)	203.25 (22.94)
Grade 6	209.37 (20.15)	207.80 (20.72)
Grade 7	207.46 (21.07)	207.68 (23.21)

Table 4.13: Mean (Standard Devaition) of RIT Scores by Gender, Grade, and Content *(continued)*

	Female RIT Mean (RIT SD)	Male RIT Mean (RIT SD)
Grade 8	215.11 (19.56)	212.67 (19.70)
High School	909.10 (25.96)	903.25 (27.68)
Math		
Grade 3	184.05 (20.45)	184.24 (21.12)
Grade 4	187.95 (18.98)	193.42 (19.02)
Grade 5	189.97 (19.89)	192.43 (20.29)
Grade 6	193.43 (17.42)	193.73 (18.73)
Grade 7	199.14 (16.69)	200.98 (16.90)
Grade 8	200.89 (13.85)	199.41 (14.91)
High School	893.18 (18.24)	892.71 (19.64)
Science		
Grade 5	500.69 (22.86)	502.11 (24.07)
Grade 8	810.45 (23.72)	807.32 (22.75)
High School	904.96 (29.80)	906.15 (27.68)

4.2.0.2 Observed Means Reported by Race

The following table provides information regarding average student performance by grade level and race/ethnicity in each of the content areas assessed on the ORExt.

Table 4.14: Mean (Standard Deviation) for RIT Scores by Racial-Ethnic Group, Grade, and Content

	White	Hispanic	Asian	Multi-ethnic	Black	P	I
ELA							
Grade 3	197.78 (23.14)	196.66 (24.04)	195.46 (20.36)	194.04 (18.39)	207.36 (18.43)	–	–
Grade 4	204.84 (21.12)	202.62 (19.82)	201.34 (23.67)	201.74 (25.26)	200.62 (19.53)	–	–
Grade 5	205.52 (24.18)	201.04 (22.06)	197.09 (21.57)	205.93 (21.33)	200.14 (19.44)	200.25 (23.53)	–
Grade 6	209.51 (20.81)	207.72 (20.64)	207.82 (17.88)	207.62 (20.91)	204.56 (19.62)	–	206.75 (22.73)
Grade 7	209.14 (22.99)	206.86 (21.89)	204.21 (22.05)	207.15 (20.13)	208.00 (22.29)	–	–

Table 4.14: Mean (Standard Deviation) for RIT Scores by Racial-Ethnic Group, Grade, and Content *(continued)*

	White	Hispanic	Asian	Multi-ethnic	Black	P	I
Grade 8	214.43 (20.61)	211.36 (18.41)	210.65 (17.57)	212.65 (18.58)	221.93 (16.10)	–	–
High School	907.12 (27.99)	901.23 (24.30)	906.87 (28.38)	909.64 (31.20)	–	–	–
Math							
Grade 3	183.91 (21.25)	185.01 (21.04)	180.42 (20.05)	180.67 (18.60)	189.36 (19.83)	–	–
Grade 4	193.20 (18.20)	189.91 (19.53)	191.15 (21.08)	191.69 (20.57)	188.06 (19.85)	–	–
Grade 5	193.18 (20.81)	190.01 (19.79)	187.13 (16.67)	194.23 (19.47)	188.00 (20.26)	187.92 (23.57)	–
Grade 6	193.25 (18.46)	195.00 (18.05)	195.18 (17.44)	192.91 (21.54)	190.60 (16.79)	–	188.33 (18.95)
Grade 7	201.42 (16.07)	198.75 (18.33)	203.42 (14.71)	199.22 (16.24)	201.81 (16.21)	–	–
Grade 8	200.84 (14.28)	199.46 (14.87)	197.75 (15.61)	200.45 (10.60)	199.00 (14.63)	–	–
High School	893.53 (19.19)	891.57 (18.83)	894.00 (18.98)	896.40 (21.50)	–	–	–
Science							
Grade 5	504.95 (23.16)	499.95 (23.75)	493.91 (20.55)	495.26 (27.16)	497.67 (22.08)	496.50 (23.47)	–
Grade 8	810.16 (23.52)	804.99 (22.57)	804.40 (19.85)	811.10 (22.83)	809.64 (20.47)	–	–
High School	908.94 (28.48)	900.47 (27.71)	898.64 (29.58)	910.46 (29.96)	–	–	–

Note:

Samples Less than 10 Omitted for Privacy

Pacific Islander n $<$ 10 at all grades

4.2.0.3 Observed Means Reported by Exceptionality Status

The following table is a number key for **Eligibility Codes:**

Table 4.15: Mean (Standard Deviation) of RIT scores by primary IDEA eligibility code

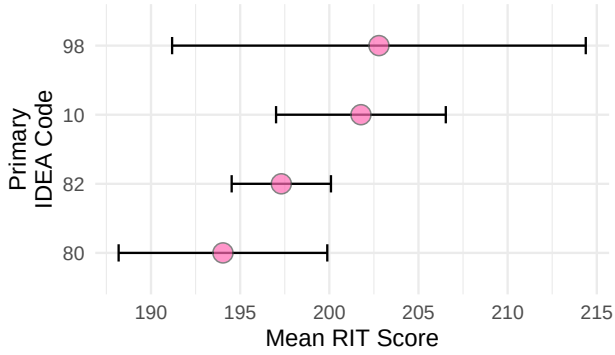
Primary IDEA Code	ELA	Math	Science
Grade 3			
10	201.77 (19.73)	187.88 (17.04)	–
80	194.04 (22.54)	180.18 (20.10)	–
82	197.31 (22.33)	183.83 (21.01)	–
98	202.78 (28.38)	190.45 (22.08)	–
Grade 4			
10	207.82 (14.43)	196.28 (14.11)	–
80	201.09 (18.47)	190.80 (18.64)	–
82	201.24 (22.99)	189.06 (19.98)	–
Grade 5			
10	208.30 (20.22)	195.13 (17.45)	510.06 (20.61)
80	204.34 (24.10)	191.82 (21.91)	501.82 (24.27)
82	198.75 (23.10)	188.46 (20.17)	494.07 (22.56)
90	230.18 (12.58)	–	–
Grade 6			
10	212.01 (17.94)	195.97 (16.92)	–
80	204.12 (23.08)	192.19 (17.20)	–
82	203.81 (20.56)	189.61 (19.35)	–
90	228.09 (17.02)	212.45 (12.56)	–
Grade 7			
10	211.09 (19.00)	200.65 (15.13)	–
70	186.36 (21.25)	183.27 (18.54)	–
80	207.04 (23.94)	200.34 (16.94)	–
82	204.76 (23.02)	200.40 (17.25)	–
90	224.50 (10.15)	213.75 (9.44)	–
Grade 8			
10	215.13 (17.27)	202.37 (12.38)	812.16 (21.51)
80	209.00 (23.46)	199.43 (15.56)	803.16 (27.32)
82	212.76 (19.55)	198.23 (15.83)	806.23 (22.21)
10	904.75 (25.58)	891.86 (17.17)	905.73 (25.55)
High School			
80	905.14 (30.36)	895.23 (19.73)	904.50 (31.69)
82	907.15 (26.10)	894.48 (19.78)	906.01 (29.44)
90	–	–	823.55 (12.22)

Note:
Samples Less than 10 Omitted for Privacy

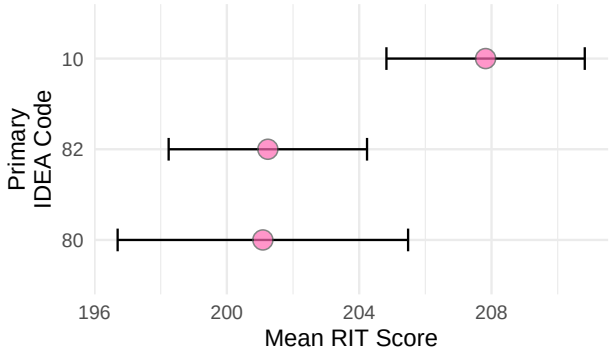
4.2.0.4 Graphs of Observed Means By Disability

The graphs below convey information similar to that shared above in graphic form. The graphics include 95% confidence interval error bars, so determining which subgroups performed in a manner that is significantly better than others is readily apparent by looking at the location of the error bars. Error bars that do not overlap are significantly different. In all cases, groups were not reported when smaller than 10 individuals for privacy.

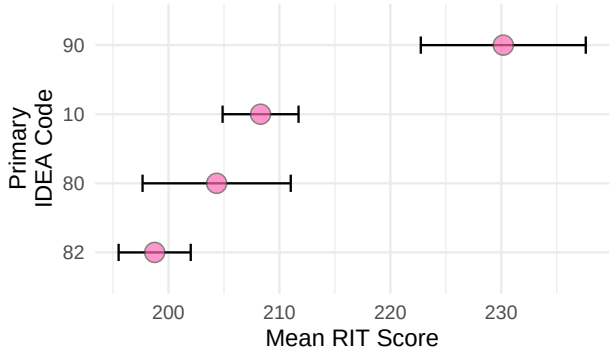
ELA Grade 3



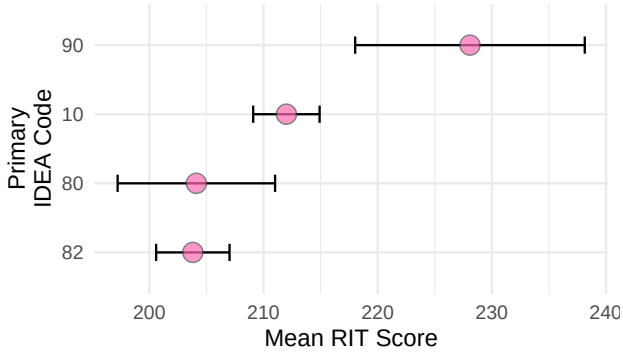
ELA Grade 4



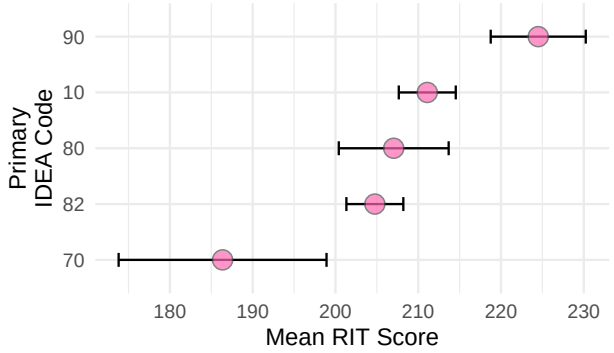
ELA Grade 5



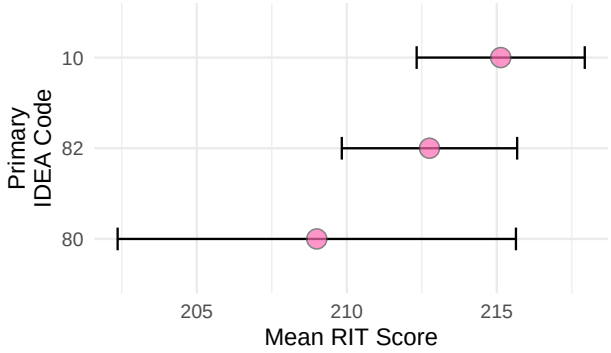
ELA Grade 6



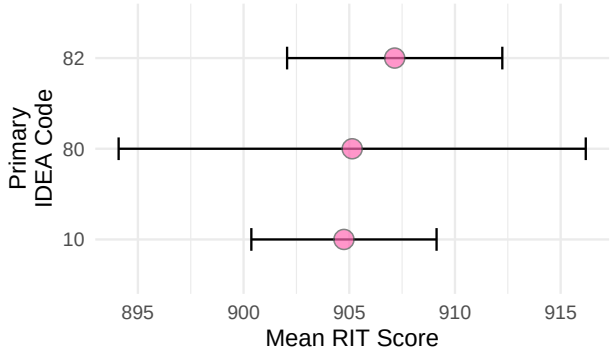
ELA Grade 7



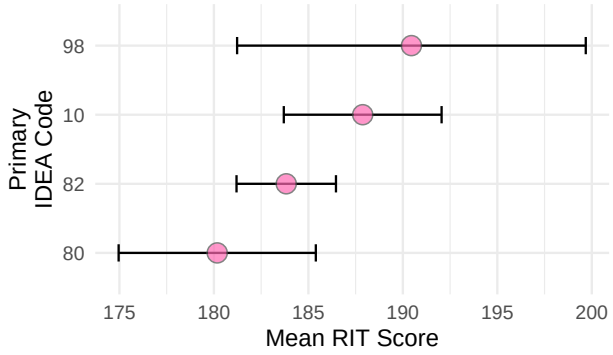
ELA Grade 8



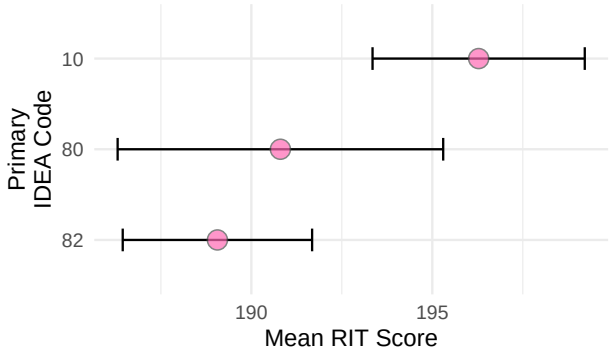
ELA High School



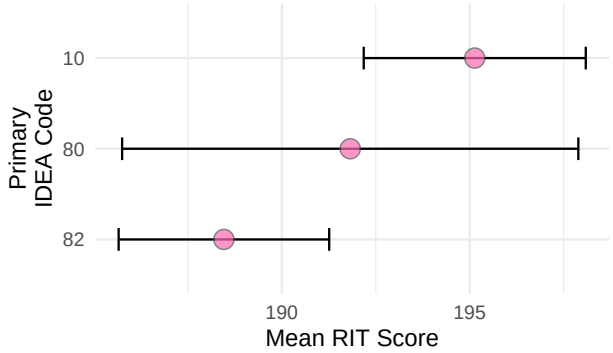
Math Grade 3



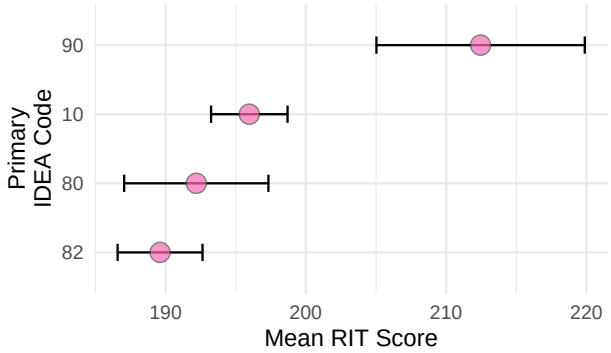
Math Grade 4



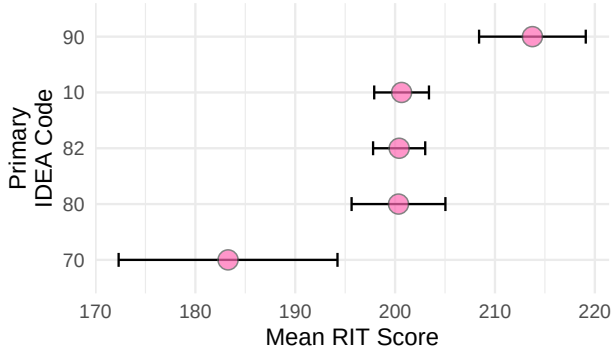
Math Grade 5



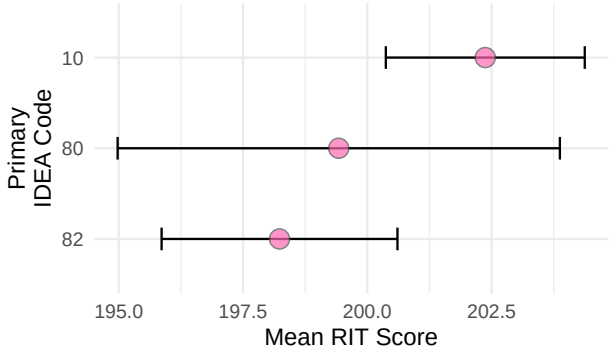
Math Grade 6



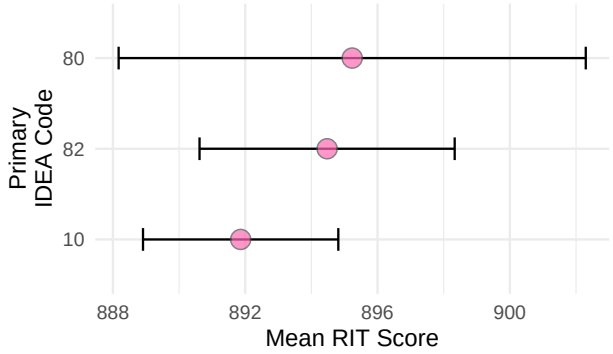
Math Grade 7



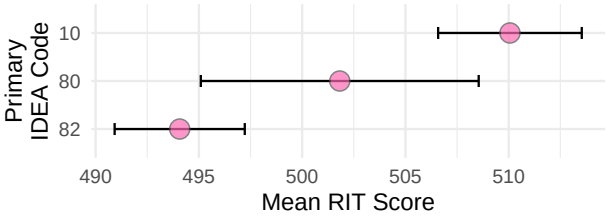
Math Grade 8



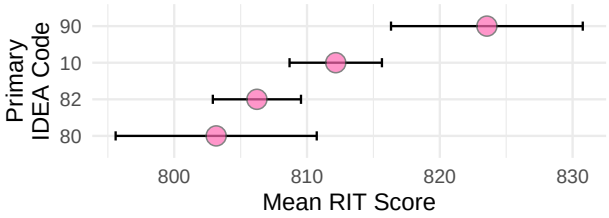
Math High School



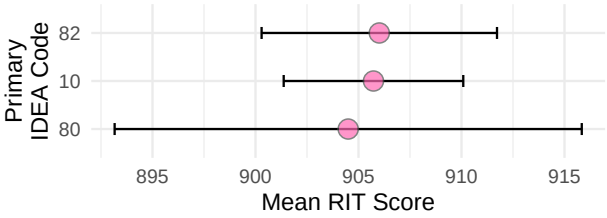
Science Grade 5



Science Grade 8



Science High School



4.3 Full Performance Continuum

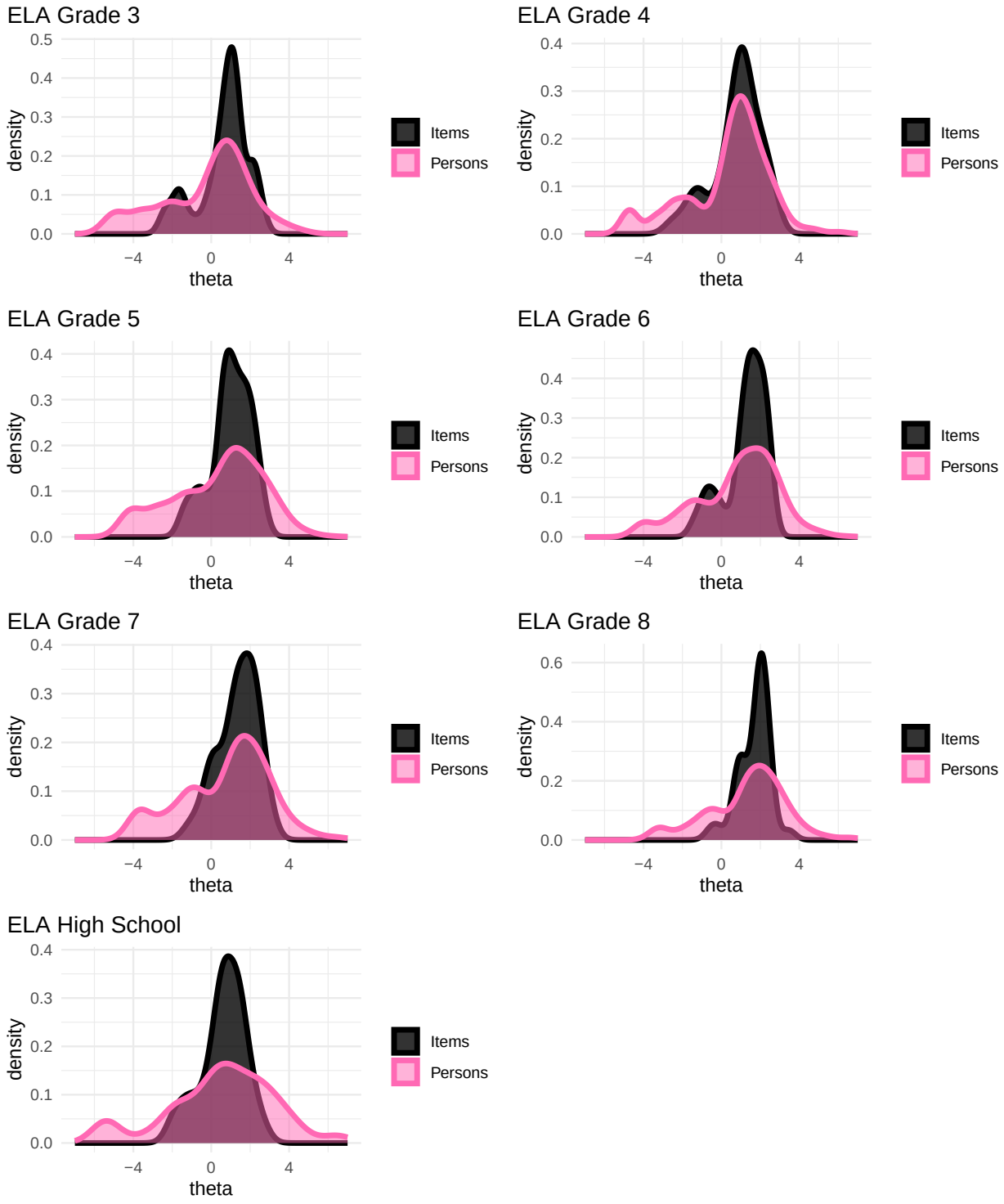
The ORExt is designed to sample the Common Core State Standards in English language Arts (Reading, Writing, and Language) and Mathematics, as well as the Oregon Science Standards and Next Generation Science Standards in science in a purposeful, validated manner. The ORExt test blueprints convey the balance of representation exhibited by the assessment (see ORExt Test Blueprint). These test blueprints are supported by the ORExt Extended Assessment Frameworks, which define the assessable content on the ORExt that has been reduced in depth, breadth, and complexity (RDBC) using our defined process (see Reducing the Depth, Breadth, and Complexity of Items). The decisions regarding which standards to target for essentialization, as well as the strength of linkage between the Essentialized Standards and the CCSS/ORSci/NGSS has been validated by Oregon teachers, (see Oregon Extended Assessment Alignment Study).

Though a simplified and standardized approach was taken to design items, and efficiency and access to the assessment increased for the majority of students (as evidenced by the decreased percentages of zero scores across all content areas), a small subgroup of students remains who cannot access an academic assessment. This is true even though items have been significantly RDBC at three levels of complexity (low-medium-high difficulty). As a response, ODE commissioned BRT to design and implement an observational rating scale for this group of very low-performing students, called the Oregon Observational Rating Assessment (ORora) for the spring 2016 administration. The ORora targets communication (expressive and receptive) and basic skills (attention/joint attention and mathematics) and provides documentation of student progress outside of our clearly defined academic domains.

Items on all assessments were scored on a 2-point scale, with 1 point awarded for a correct response and 0 points awarded for an incorrect response. Plots are provided below for each content area and grade level, including the person ability and item difficulty distributions. In general, the descriptive statistics suggest that the test had an appropriate range of item difficulties represented, from easy to difficult, with item difficulties generally ranging from -4.0 to +4.0 on the Rasch scale. The assessments performed as expected across all grades and content areas. The item person distributions provided below demonstrate that the ORExt is providing a performance continuum for students who participate.

4.3A English Language Arts Person/Item Distributions

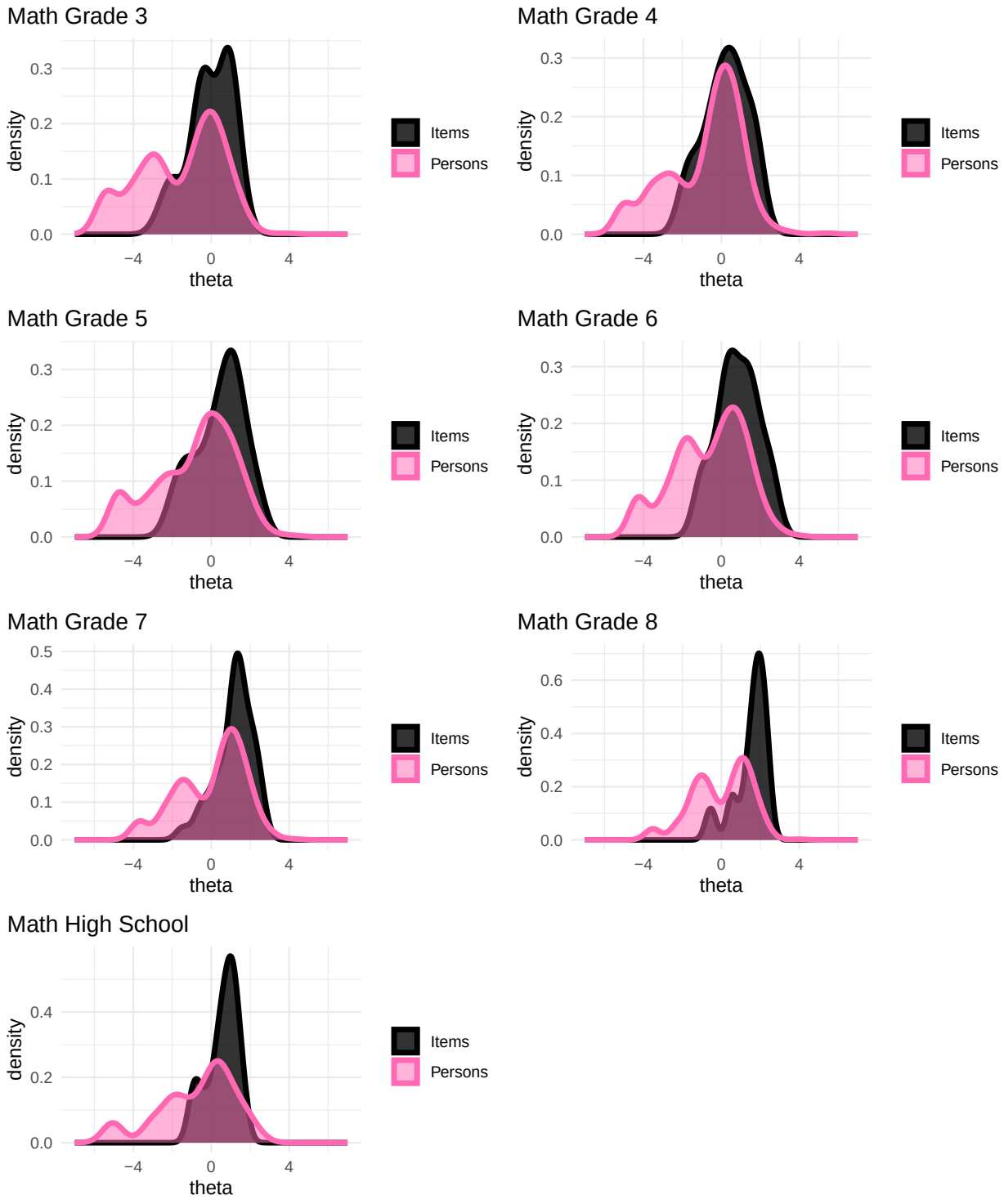
All tests show substantial overlap between the person and item distributions, indicating that, overall, items are generally well targeted to the tested population. However, the plots also reveal areas of over, representation, particularly around moderate difficulty levels. For the ELA tests, there is a clear need to broaden item coverage to better reflect the full range of student abilities, especially at the upper end, but also to some extent at the lower end. Expanding item representation in both directions would help ensure that students across the ability spectrum are measured with greater precision.



4.3B Mathematics Person/Item Distributions

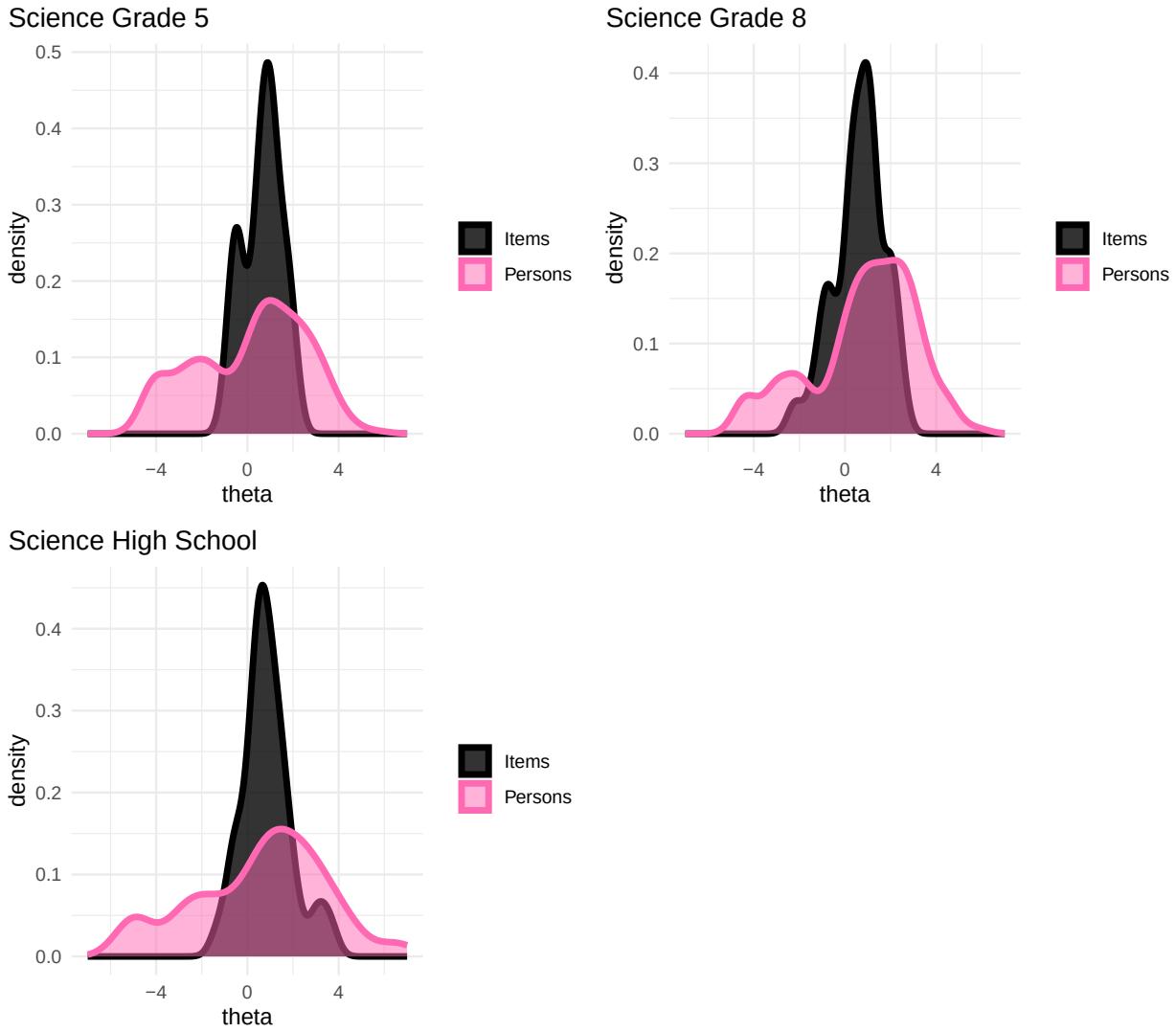
The plots indicate that the Math tests do a strong job of covering the range of abilities observed in the person distribution, particularly when compared to ELA. Math items provide better coverage at the upper end of the scale, contributing to improved measurement precision for higher-performing

students. However, a persistent lower tail in the student distribution suggests that some students may be taking the test despite having abilities far below the intended range. This raises questions about test design, inclusion criteria, or drop-out protocols that may warrant re-evaluation. Before implementing major changes to the Math item pool, it may be helpful to examine test statistics both with and without students identified through ORora recommendations, to better understand their impact on score distributions and test functioning.



4.3C Science Person/Item Distributions

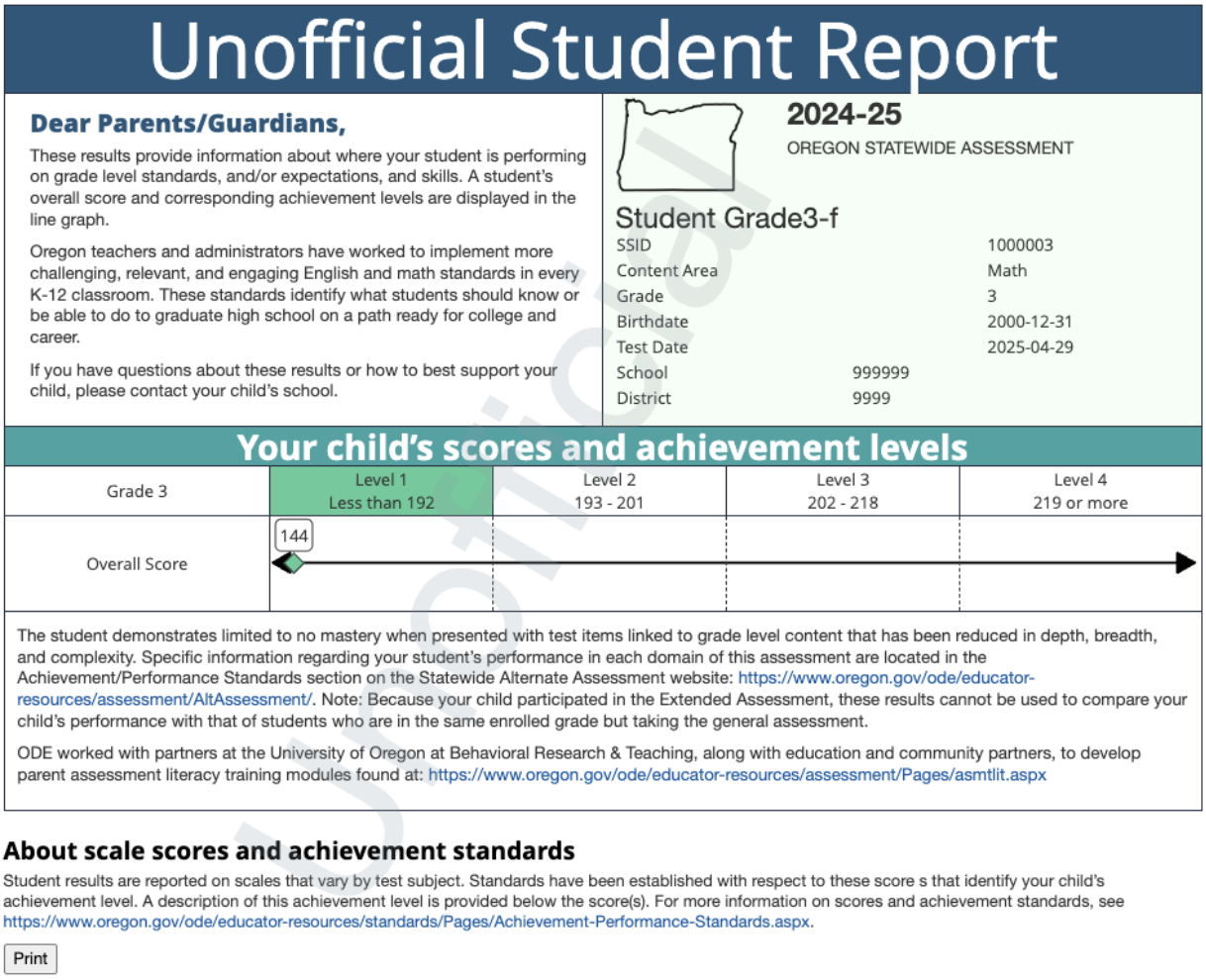
Similar to ELA, Science items are overly concentrated around the moderate difficulty range, resulting in limited precision at the extremes of the ability spectrum. To improve test performance, future iterations should aim to better align item difficulty with the full range of student abilities—particularly by increasing coverage at the upper end. Expanding item representation across a wider span of difficulty levels would enhance the test's ability to differentiate among both higher and lower performing students.



4.4 Scoring

All scoring expectations for the OrExt are established within the T&P. Scoring procedures for the OrExt have been simplified, with students receiving a 0 for an incorrect response or a 1 for a correct response. Input from the field gathered from a previous Consequential Validity studie demonstrated that the assessment scoring procedures are much clearer and easier to implement

than prior scoring approaches (see Consequential Validity Survey Results). BRT was also commissioned to develop a scaled score interpretation guide, which describes specific strategies for interpreting student test scores and sub-test scores in Reading and Writing, and Achievement Level Descriptors (ALDs) published within the Individual Student Reports for annual performance, growth, and as part of Essential Skills requirements for very low performing students (see Decision Making Related To Scaled Scores).



Unofficial Student Report

Dear Parents/Guardians,

These results provide information about where your student is performing on grade level standards, and/or expectations, and skills. A student's overall score and corresponding achievement levels are displayed in the line graph.

Oregon teachers and administrators have worked to implement more challenging, relevant, and engaging English and math standards in every K-12 classroom. These standards identify what students should know or be able to do to graduate high school on a path ready for college and career.

If you have questions about these results or how to best support your child, please contact your child's school.

2024-25
OREGON STATEWIDE ASSESSMENT

Student Grade3-f

SSID	1000003
Content Area	Math
Grade	3
Birthdate	2000-12-31
Test Date	2025-04-29
School	999999
District	9999

Your child's scores and achievement levels

Grade 3	Level 1 Less than 192	Level 2 193 - 201	Level 3 202 - 218	Level 4 219 or more
Overall Score	144			

The student demonstrates limited to no mastery when presented with test items linked to grade level content that has been reduced in depth, breadth, and complexity. Specific information regarding your student's performance in each domain of this assessment are located in the Achievement/Performance Standards section on the Statewide Alternate Assessment website: https://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/. Note: Because your child participated in the Extended Assessment, these results cannot be used to compare your child's performance with that of students who are in the same enrolled grade but taking the general assessment.

ODE worked with partners at the University of Oregon at Behavioral Research & Teaching, along with education and community partners, to develop parent assessment literacy training modules found at: https://www.oregon.gov/ode/educator-resources/assessment/Pages/asmtlit.aspx

About scale scores and achievement standards

Student results are reported on scales that vary by test subject. Standards have been established with respect to these score s that identify your child's achievement level. A description of this achievement level is provided below the score(s). For more information on scores and achievement standards, see https://www.oregon.gov/ode/educator-resources/standards/Pages/Achievement-Performance-Standards.aspx.

Print

4.5 Multiple Assessment Forms

The ORExt was administered in one form per subject area and grade level for the 2024-25 school year, with 30 operational items and 6 field test items arranged in order of empirical difficulty.

4.6 Multiple Versions of An Assessment

The ORExt is provided in the standard format, but is also available in Large Print and Brailled formats. Test content is identical across all three versions, with an occasional item being eliminated

on the Braille version due to inaccessibility. These items do not count for or against the student in reporting. Substantive test comparability analyses are not feasible, given the small n-sizes of the samples involved in the alternative versions.

4.7 Technical Analyses and Ongoing Maintenance

The ORExt technical analyses that document reliability and validity are included in this technical report (see Sections 3 and 4, respectively). ODE and BRT staff review these analyses annually. Necessary adjustments to the assessment are determined prior to implementation of the subsequent year's work plan, which elaborates the areas of improvement as well as aspects of the testing program that will be maintained. This decision-making is supported by input from the field gathered from the Consequential Validity study (see Consequential Validity Survey Results) and (see Training and Proficiency survey results).

Within our system of ongoing improvement is continuation of the development of additional resources. This addresses an area of concern expressed by stakeholders. Training modules and templates continue to be provided to connect assessment results from the ORExt and ORora with instructional strategies aligned to the standards.

5 Inclusion of All Students

5.1 Procedures for Including Students With Significant Cognative Disabilites

The Oregon assessment system provides explicit guidance regarding the participation of all public school students in its statewide assessment program (see Section 1.4) including expanded inclusion of students identified through the ORora process.

5.1A Clear Explanations of the Differences Between Assessments

The assessment options for all public school students in Oregon are elaborated in the Oregon Test Administration Manual (see Test Administration Manual). These options include the Smarter Balanced Assessment in English language arts and mathematics in Grades 3-8 and 11, the Oregon Assessment of Knowledge and Skills in science in Grades 5, 8, and 11, and in the same content areas and grade levels for SWSCD who take the ORExt. In addition, expectations for the English Language Proficiency Assessment (ELPA) and the Kindergarten Assessment are provided by ODE.

5.1B Eligibility Decisions Made by IEP Teams

A student's IEP team determines how a student with disabilities will participate in the Oregon Statewide Assessment program. The IEP team must address the eligibility criteria for participation in the ORExt before determining that the assessment is the appropriate option (see ORExt Eligibility Guidance).

5.1C Guidelines for Assessment Selection

As noted earlier, IEP teams make decisions regarding how students with disabilities participate in the Oregon statewide assessment program. At present, students participate in one of three options: (a) student takes the general assessment with or without universal tools, (b) student takes the general assessment with designated supports and/or accommodations, or (c) student takes the ORExt. Guidelines for making universal support, designated support, and accommodations decisions for the general assessments are provided in the Oregon Accessibility Manual. Guidelines for making these determinations for SWSCD who participate in AA-AAAS are provided in the ORExt Eligibility Guidance.

5.1D Information on Accessibility Options

Information regarding accessibility options for the general assessment can be found with the general assessment Peer Review evidence. For the ORExt, accessibility is treated holistically, with universal design for assessment concepts embedded in the item design and a wide variety of accommodations also available if needed. Items are crafted to be visually simple and clean. Graphic supports, which are always black/white line drawings, are embedded in all items at the low level of complexity but are phased out as items become more complex. Items are designed to incorporate simplified language unless specific academic vocabulary and concepts is what is being tested (see Reducing the Depth, Breadth, and Complexity of Items). The items on the ORExt are all selected response, with three response options allowing for multiple modes of access (e.g., saying the answer, pointing to the answer, eye gaze, switch, etc.). All text presented to students is at least 18-pt font (larger, of course, in the large print version). Sample items are presented in the ORExt Practice Tests. All accessibility supports, designated supports, and accommodations for the ORExt are published in the Oregon Accessibility Manual. For students who have very limited to no communication and are unable to access even the most accessible items on the ORExt, an Oregon Observational Rating Assessment (ORora) was implemented in 2015-16. The ORora is completed by teachers and documents the student's level of communication complexity (expressive and receptive), as well as level of independence in the domains of attention/joint attention and mathematics. The administration instructions for the ORora are included in (*Appendix A*).

5.1E Guidance Regarding Appropriate Accommodations

Guidance regarding appropriate accommodations is published in the Oregon Accessibility Manual. District and School Test Coordinators provide annual training on test security and administration. The ORExt approaches access as part of test design, as noted above in Section 5.1D. The complexity of SWSCD communication systems demands such an approach. In addition, comprehensive accommodations are allowed in order to decrease the chances that a disability may interfere with the ability to measure the student's knowledge and skills.

5.1F All SWDs Eligible for the ORExt

ODE's eligibility guidelines make it clear that all SWDs are eligible for the ORExt, regardless of disability category, and that specific disability category membership should not be a determining factor for considering participation (see ORExt Eligibility Guidance).

5.1G Parents Informed of AA-AAAS Consequences

The Parent FAQ section of the General Administration Manual makes it clear that parents must be informed of the potential consequences of having their child assessed against alternate achievement standards, including diploma options. Parents are also informed that alternate achievement standards are designed to reflect a significant reduction in depth, breadth, and complexity and are therefore linked but not comparable to general academic achievement standards (see Test Administration Manual). ORExt implemented a new option for test administrators to indicate students who had been opted out of participation on individual assessments. Test administrators

were required to "unselect" a defaulted check box in order to indicate students who for various reasons were not granted permision for participation.

5.1H State Ensures ORExt Promotes Access to the General Education Curriculum

The ORExt remains strongly linked to Oregon's academic content standards, the Common Core State Standards (CCSS) for English Language Arts and Mathematics, and the Oregon Science Standards (ORSci) based on the Next Generation Science Standards (NGSS) as confirmed by findings from the most recent 2025 Linkage and Alignment Study (see Section 3.1B). This claim rests on the following validity chain: (a) ORExt items are aligned to the Essentialized Standards (EsSt); (b) the Essentialized Standards are strongly linked to the grade-level content standards; therefore, (c) the ORExt items are effectively linked to grade-level academic expectations. The 2025 study reaffirmed that the Essentialized Standards across English Language Arts, Mathematics, and Science were either sufficiently or strongly linked to Oregon's updated general education content standards (2019, 2021, and 2022 respectively). Item alignment scores across 393 Field Test items demonstrated strong alignment to the EsSt, and nearly all items were judged to be accessible and free from bias by expert reviewers with extensive experience working with students with the most significant cognitive disabilities (SWSCD). These results further support the claim that the ORExt promotes access to the general education curriculum for SWSCD by assessing content that has been systematically reduced in depth, breadth, and complexity (RDBC), while maintaining instructional fidelity to grade-level expectations. Oregon's Essentialized Assessment Framework (EAF) provides access points across three levels of complexity—Low, Medium, and High—tailored to the diverse needs and cognitive profiles of the tested population. In alignment with this foundation, ODE commissioned BRT during the 2015–2016 school year to develop curricular and instructional resources aligned with the Essentialized Standards. These include: (a) curricular templates, (b) video tutorials, and (c) supporting documentation to guide educators in developing lesson plans, Present Levels of Academic and Functional Performance (PLAAFP) statements, and IEP goals and objectives rooted in the Essentialized Standards. The 2025 study findings strengthen the instructional case for the ORExt, confirming that its design supports not only valid measurement but also meaningful access to academic content. Importantly, the essentialization process has been shown to generalize beyond SWSCD, offering accessible, standards-based learning targets for a broader group of students performing below grade level. All resources are published on the BRT Projects Website.

5.2 Procedures for Including English Learners

In addition to the programmatic guidance provided in the Oregon Department of Education English Learner Program Guide related to EL program eligibility and services, ODE also provides guidance relevant to the inclusion of ELs in the statewide assessment program in the Test Administration Manual. Though the ORExt is currently published in English, 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, including American Sign Language. ODE has developed a training module to increase the standardization of Sing Language Training for its statewide assessments. Additional information regarding the inclusion of ELs in Oregon's general assessments is provided in the general assessment Peer Review evidence.

5.3 Accommodations

All statewide accommodation guidance is published in the Accessibility Manual (see Oregon Accessibility Manual) outlining the universal tools and designated supports available to all students, and accommodations, available only to students with disabilities or students served by Section 504 Plans. In addition, the manual defines the supports as embedded, where they are provided by the online test engine (e.g., calculator, text-to-speech), or non-embedded, where they must be provided by a qualified assessor (e.g., read aloud, scribe). The manual also makes it clear that these supports are content-area specific, as a universal tool in one content area may be an accommodation in another.

5.3A Appropriate Accommodations are Available for SWD/ Section 504

Appropriate accommodations for the ORExt are published in the Oregon Accessibility Manual. Additional accommodations for all statewide assessments are also published in this manual. The Oregon Accommodations Panel reviews the appropriateness of the supports listed annually. Practitioners may also request the addition of an accommodation through a formal process, see Appendix E.

5.3B Appropriate Accommodations are Available for ELs

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. Appropriate accommodations for the ORExt are published in the Oregon Accessibility Manual. Additional accommodations for all statewide assessments are also published in this manual. The Oregon Accommodations Panel reviews the appropriateness of the supports listed annually. Practitioners may also request the addition of an accommodation through a formal process, see Appendix E.

5.3C Accommodations are Appropriate and Effective

In addition to the evidence gathered during the linkage study (see Oregon Extended Assessment Alignment Study) which suggests that the ORExt items were accessible and free of bias even before final editing, the appropriateness of the supports listed in the Oregon Accessibility Manual is reviewed annually by the Oregon Accommodations Panel. Practitioners may also request the addition of an accommodation through a formal process see Appendix E. ODE has collected accommodations codes for the ORExt from Qualified Assessors who opt to enter this information in order to make performance comparisons feasible.

5.3D Accommodations are Appropriate and Effective

ODE has a formal process stakeholders can use to request accommodations that are not already published in the Accessibility Manual, see Appendix E in the Oregon Accessibility Manual.

5.4 Monitoring Test Administration for Special Populations

ODE monitoring of test administration in its districts and schools is elaborated within the general assessment Peer Review evidence and is therefore not addressed here.

6 Standards and Reporting

6.1 State Adoption of Alternate Academic Achievement Standards for SWSCD

The Oregon Extended assessment (OExt), Oregon's Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS), is part of the Oregon Statewide Assessment System. The OExt is administered to Oregon students with the most significant cognitive disabilities (SWSCD) in English language arts and mathematics in Grades 3-8 and 11. The OExt is administered in science in Grades 5, 8, and 11. The OExt links to the CCSS in English language arts and mathematics. The OExt is dually linked to Oregon's former science standards, as well as to the NGSS. Results from the English language arts and math administrations are included in calculations of participation and performance for Annual Measurable Objectives (AMO) - a provision of the No Child Left Behind Act (NCLB). Science participation is also included as part of the Title 1 Assessment System requirements, and is administered in grades 5, 8, and 11. The revised OExt is built upon a vertical scale in order to support reliable determinations of annual academic growth in ELA and mathematics in Grades 3-8. The complete vertical scaling plan and operational item selection decision rules are located in the Item Writer Training.

6.1A State Formally Adopted Alternate Academic Achievement Standards

The State Board of Education formally adopted the AAAS and achievement level descriptors (ALDs) on June 25, 2015. The ELA, Math, and Science AAAS, including both the ALDs and the requisite cut scores are included in the Alternate Academic Achievement Standards.

6.1B State Applies AAAS to All Public School SWSCD in Tested Grades

The state applies the AAAS to all public school-served SWSCD who participate in the OExt in Grades 3-8 and 11 in English language arts and mathematics, and in Grades 5, 8, and 11 in science.

6.1C State's AAAS Include At Least Three Levels, ALDs, and Cut Scores

The alternate academic achievement standards in Oregon are composed of four levels (though only three are required). In descending order, they are (a) Level 1, (b) Level 2, (c) Level 3, and (d) Level 4. Level 1 and Level 2 performances represent proficient achievement, while the bottom two levels represent achievement that is not yet proficient. The procedures useed to develop Oregon's alternate academic achievement standards were consistent with Title 1 assessment system requirements, including the establishment of cut scores, where relevant. In order to define four

levels of proficiency, Oregon set three cut scores across all subject areas: (a) to separate Level 1 from Level 2, (b) to separate Level 2 from Level 3, and (c) to separate Level 3 from Level 4. The alternate academic achievement standards in English language arts, mathematics, and science for the OREXt, including the achievement level descriptors (ALDs) and cut scores, were established during standard setting meetings held on June 15 (science), 16 (mathematics), and 17 (English language arts).

6.2 Achievement Standard Setting

Standard Setting meetings were held at the University of Oregon in Eugene, OR on June 15, 2015 (Science), June 16, 2015 (Mathematics), and June 17, 2015 (English language arts). A total of 53 standard setters were involved in the process: 11 in Science, and 21 in both English Language Arts and Mathematics. Panelists were assembled in grade level teams of three, where two members were special educators and one member was a content specialist.

The panelists were highly educated. Over 90% of the panel possessed a Master's degree or higher. Fifty-seven (57%) percent of the panelists had over 11 years of teaching experience. Seventy-six percent (76%) of the panelists had some experience working with students with significant cognitive disabilities with 64% licensed as Special Educators. The majority of panel members were female (87%), from the Northwest of the state (87%), and White (83%). No panel member self-identified with Oregon's major minority population (Hispanic).

In addition to the live training during standard setting meetings, panelists were asked to complete several training requirements prior to the standard setting meetings, which oriented them to the student population of students with significant cognitive disabilities (SWSCDs), the Oregon Extended Assessment test design and history, and the bookmarking standard setting method. Panelists were quite confident in their preparation and final judgments, as evidenced by responses to the questions: (a) "The training helped me understand the bookmark method and how to perform my role as a standard setter." (b) "I am confident about the defensibility and appropriateness of the final recommended cut scores." and, (c) "Overall, I am confident that the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the OREXt." The hearty majority of standard setters strongly agreed with these statements, while all participants agreed.

The nine-step process implemented for these standard setting meetings was based on Hambleton and Pitoniak (2006) as reported by Yen, Fitzpatrick, and Brennan (2006) (Educational Measurement, 4th Edition, pp. 433-470). Standard setting evaluation questions posed to participants were adapted from Cizek (2012), Setting Performance Standards (2012). Standard setters set cut scores and recommended Achievement Level Descriptors (ALDs) for the Oregon State Board of Education to consider. The cut scores were articulated to reflect vertical development, or at least maintenance, of expectations across grades in a manner that respected standard setter judgments to the greatest possible degree. Six changes were made in ELA and Mathematics. Science is not built upon a vertical scale, so no cut score adjustments were necessary in Science. The cut scores are listed below.

English language arts (ELA)

Grade	Level 1	Level 2	Level 3	Level 4
3	191 or below	192 - 212	213 - 227	228 or above
4	199 or below	200 - 212	213 - 227	228 or above
5	201 or below	202 - 219	220 - 231	232 or above
6	204 or below	205 - 219	220 - 232	233 or above
7	207 or below	208 - 221	222 - 235	236 or above
8	212 or below	213 - 223	224 - 235	236 or above
11	898 or below	899 - 919	920 - 926	927 or above

Mathematics

Grade	Level 1	Level 2	Level 3	Level 4
3	191 or below	192 - 200	201 - 217	218 or above
4	192 or below	193 - 205	206 - 218	219 or above
5	192 or below	193 - 205	206 - 219	220 or above
6	203 or below	204 - 207	208 - 221	222 or above
7	206 or below	207 - 208	209 - 222	223 or above
8	207 or below	208 - 211	212 - 225	226 or above
11	900 or below	901 - 906	907 - 921	922 or above

Science

Grade	Level 1	Level 2	Level 3	Level 4
5	505 or below	506 - 516	517 - 529	530 or above
8	809 or below	810 - 819	820 - 830	831 or above
11	900 or below	901 - 913	914 - 928	929 or above

Note: The ELA and Math vertical scales for the OrExt are centered on 200 in grades 3-8 and can be used to document year-to-year growth. None of the other scales should be used for longitudinal comparisons. All Grade 11 scales are independent and centered on 900. The grade 5 Science scale is independent and centered on 500, while the Grade 8 Science scale is independent and centered on 800. An independent auditor evaluated the bookmarking standard setting process. The auditor's comprehensive report can be found in the OrExt Assessment Technical Report on Standard Setting.

6.3 Challenging and Aligned Academic Achievement Standards

Oregon educators initially evaluated new Oregon Essentialized Assessment Frameworks in two respects. First, educators were asked to determine the appropriateness of the standards selected for inclusion and exclusion in the Essentialized Standards (yes/no). Second, the level of linkage between the Essentialized Standards and grade level content standard was evaluated (0 = no link, 1

= sufficient link, 2 = strong link). Summary results are provided in the tables below. A comprehensive essentialized standard to grade level standard linkage study, as well as essentialized standard to item alignment study, is provided in the Oregon Extended Assessment Alignment Study.

English language arts

Grade	# Essentialized Standards	# Raters	Ave. Linkage Rating (0-2)*	Ave. Agreement with Essentialization (0-6)*
3	27 (38)	6	1.74 (10)	5.68 (21)
4	30 (40)	6	1.78 (15)	5.77 (25)
5	28 (39)	6	1.73 (12)	5.79 (23)
6	25 (37)	6	1.80 (12)	5.76 (19)
7	24 (36)	6	1.77 (10)	5.79 (19)
8	25 (36)	6	1.79 (12)	5.80 (21)
11	24 (36)	6	1.82 (12)	5.79 (19)

Note. * Count of perfect ratings/agreement across all raters (in parenthetical) relative to number of essentialized standards.

Mathematics

Grade	# Essentialized Standards	# Raters	Ave. Linkage Rating (0-2)*	Ave. Agreement with Essentialization (0-3)*
3	22 (33)	3	2.00 (22)	2.77 (17)
4	26 (34)	3	1.99 (25)	2.81 (21)
5	23 (34)	3	1.99 (22)	2.78 (18)
6	27 (41)	3	1.98 (21)	2.68 (15)
7	20 (36)	3	1.95 (17)	2.90 (18)
8	19 (33)	3	1.96 (17)	2.37 (7)
11	23 (179)	3	2.00 (23)	2.52 (12)

Note. * Count of perfect ratings/agreement across all raters (in parenthetical) relative to number of essentialized standards.

Science

Grade	# Essentialized Standards	# Raters	Ave. Linkage Rating (0-2)*	Ave. Agreement with Essentialization (0-4)*
5	15 (16)	4	1.92 (10)	3.93 (14)
8	24 (59)	4	1.97 (21)	4.00 (24)
11	24 (71)	4	1.98 (22)	3.83 (20)

Note. * Count of perfect ratings/agreement across all raters (in parenthetical) relative to number of essentialized standards.

6.4 Reporting

Oregon's reporting system facilitates appropriate, credible, and defensible interpretation and use of its assessment data. With regard to the ORExt, the purpose is to provide the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities (see Sections 3 and 4). In addition, the state makes it clear that results from the Oregon Extended are not comparable to results from the general education assessment (see Test Administration Manual). Nevertheless, the test meets rigorous reliability expectations (see Section 4.1). Validity is considered here as an overarching summation of the Oregon Extended assessment system, as well as the mechanisms that Oregon uses to continuously improve the ORExt assessment (see Consequential Validity Survey Results).

6.4A Public Reporting

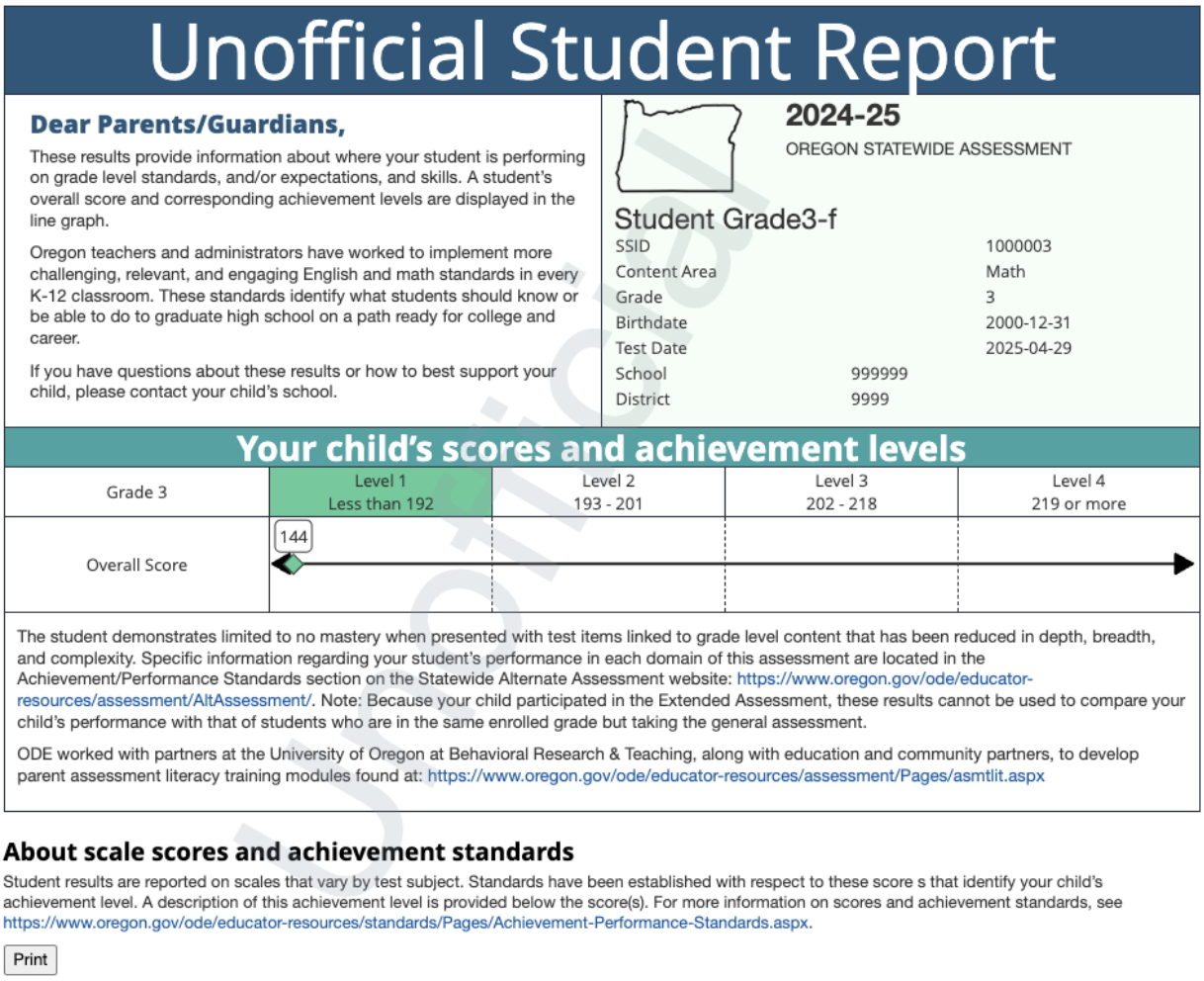
Oregon reports participation and assessment results for all students and for each of the required subgroups in its reports at the school, district, and state levels. The state does not report subgroup results when these results would reveal personally identifiable information about an individual student. The calculation rule followed is that the number of students in the subgroup must meet the minimum cell size requirement for each AMO decision: participation, achievement in English language arts and math, attendance, and graduation, where appropriate (see State Annual Report Card).

6.4B State Reports Interpretable Results

Oregon develops and disseminates individual student data upon final determination of accuracy. The state provides districts with Individual Student Reports (ISRs) that meet most relevant requirements. The state incorporated the Standard Error of Measure (SEM) for each student score into the report templates. The SEM associated with each cut score is provided in Section 4.1B. Also, see the example ISR in 6.4C below.

6.4C State Provides Individual Student Reports

Oregon's student reports provide valid and reliable information regarding achievement on the assessments relative to the AAS. The reliability of the data is addressed in Section 4.1. Validity is considered here as an overarching summation of the Oregon Extended assessment system, as well as the mechanisms that Oregon uses to continuously improve the Oregon Extended assessment. The ISRs clearly demonstrate the students' scale score relative the AAAS that is relevant for that content area and grade level (see Section 4.4).



Unofficial Student Report

Dear Parents/Guardians,

These results provide information about where your student is performing on grade level standards, and/or expectations, and skills. A student's overall score and corresponding achievement levels are displayed in the line graph.

Oregon teachers and administrators have worked to implement more challenging, relevant, and engaging English and math standards in every K-12 classroom. These standards identify what students should know or be able to do to graduate high school on a path ready for college and career.

If you have questions about these results or how to best support your child, please contact your child's school.

2024-25
OREGON STATEWIDE ASSESSMENT

Student Grade3-f

SSID	1000003
Content Area	Math
Grade	3
Birthdate	2000-12-31
Test Date	2025-04-29
School	999999
District	9999

Your child's scores and achievement levels

Grade 3	Level 1 Less than 192	Level 2 193 - 201	Level 3 202 - 218	Level 4 219 or more
Overall Score	144			

The student demonstrates limited to no mastery when presented with test items linked to grade level content that has been reduced in depth, breadth, and complexity. Specific information regarding your student's performance in each domain of this assessment are located in the Achievement/Performance Standards section on the Statewide Alternate Assessment website: https://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/. Note: Because your child participated in the Extended Assessment, these results cannot be used to compare your child's performance with that of students who are in the same enrolled grade but taking the general assessment.

ODE worked with partners at the University of Oregon at Behavioral Research & Teaching, along with education and community partners, to develop parent assessment literacy training modules found at: https://www.oregon.gov/ode/educator-resources/assessment/Pages/asmtlit.aspx

About scale scores and achievement standards

Student results are reported on scales that vary by test subject. Standards have been established with respect to these score s that identify your child's achievement level. A description of this achievement level is provided below the score(s). For more information on scores and achievement standards, see https://www.oregon.gov/ode/educator-resources/standards/Pages/Achievement-Performance-Standards.aspx.

Print

The Oregon ISRs provide information for parents, teachers, and administrators to help them understand and address a student's academic needs. These reports are displayed in a simple format that is easy for stakeholders to understand. District representatives can translate results for parents as necessary. Scaled score interpretation guidance is published in the Decision Making Related To Scaled Scores.

6.5 Analytic Summary

6.5.1 Item-Level Information

Overwhelmingly, items appear appropriate based on point measure correlations and mean square outfit. Most items adequately contribute to the underlying constructs they are measuring for each grade and content area across these metrics, and those which do not will be flagged for review.

Two pairs of groups were assessed for differential item functioning: those coded as male vs. female and those coded as white vs. non-white. In both sets of analyses, substantial differential item functioning was observed on several items. There was some balance in who was favored for both sets of analyses, but in the end: (a) those coded as males were favored by 14 more items than those

coded as females and (b) those coded as White were only favored by 1 more item than those coded as non-White.

There was good overlap in persons abilities and item difficulty.

Items were flagged for review if they had inadequate point measure correlations, unfavorable mean square outfit, or substantial differential item functioning.

6.5.2 Test-Level Information

For many grades' tests, one or more AMO level is not well represented. This is most often AMO 4 (Exceeds), but is occasionally AMO 2. In some cases, this is because the scaled score range which corresponds to a given AMO is very small (e.g., 2 scaled score points in Grade 7 math).

Conditional standard error of measurement (SEM) around the AMO cutscores indicate good separation between cutscores in most, but not all cases. Areas which display excessive overlap between SEMs should be considered if another standards setting occurs, as greater separation between these SEMs will lead to more accurate separation between AMOs.

Test reliabilities were good with (above 0.8) for all contents and grades at the total test level (between 0.8 and 0.94).

Test information functions overlaid with the thresholds of AMOs show the AMO 1-2 and AMO 2-3 thresholds are always in areas with acceptable marginal reliability (i.e., above 0.8). For several tests, the threshold of AMO 3-4 is between 0.8 and 0.7. For these tests, item composition should be explored to improve marginal reliability at this cut. This also relates to a general trend of excessive information at the lower end of the ability spectrum. If the test leveraged more difficult items, students could be assigned to AMO with greater confidence.

Test characteristic curves (TCCs) demonstrate a clear vertical scale across both ELA and Math for grades 3-8, with roughly even spacing across grades. The only exception to this is math grades 5 and 6 which overlap; modification of the item set for these grades can improve this cross over for the next year.

Across grades, content areas correlate with one another within ranges that demonstrate they are measuring similar but distinct concepts. Paired with validity from other aspects of items and tests, as well as expert opinion, indicates ORExt measures several related but distinct aspects of grade-appropriate ability. Correlation between ELA and its subscores (particularly reading) suggest there may be excessive representation of the subdomain; this is a place where item composition could be reconfigured or conceptualization of the construct is reconsidered.

6.5.3 Person-Level Information

Across years, the most common annual measurable objective (AMO) was most frequently:

- AMO 2 (Nearly Meets) then AMO 1 (Does Not Yet Meet) for ELA
- AMO 1 then AMO 2 for Math
- AMO 1 then AMO 3 (Meets) for Science

Rudner's (Rudner 2005) classification accuracy and consistency metrics show individuals were well classified into their AMO level across grades and tests.

There were differences in average RIT scores across primary IDEA code within a grade and content; occasionally these were significant. These differences, observable in text and systematic over- and underperformance by a specific IDEA code, should be reviewed for fairness and accessibility in test administration across these samples.

6.5.4 ORora

The Oregon Observational Rating Assessment (ORora) results demonstrate that approximately **(21-32%)** of the SWSCD who participated in the OREXt also took the ORora, depending upon grade level. The participants were primarily students with multiple, severe disabilities with very limited communication systems. Such students typically score very low RIT scores, as ORora is administered either due to poor performance leading to discontinuation of the OREXt or by choice.

We have two pieces of evidence that differences in the population exist between those who take the ORora and those who do not: the comparison of ability estimates on the same test and the content area correlations.

Relatively small numbers of ORora takers had high scores on any subsection of the OREXt, which confirms that fewer individuals who took the ORora opted into it (compared to those who were redirected due to OREXt performance).

Content area correlations are different for those who take the ORora, compared to those who do not. For the most part, content areas did not correlate as highly among those who took the ORora, compared to those who did not. ORora scores also displayed very low correlations with ability estimates for all contents, confirming that ORora measures distinct constructs from those tests.

Among those who took the ORora, the vast majority (~76%) met minimum participation on the OREXt alongside completion of the ORora. There were, however, a non-negligible number of students that (a) did not meet minimum participation in all subject areas (~8%), (b) took insufficient items to meet minimum participation in all subject areas (~8%), or (c) did not attempt any items except the ORora (~8%). Future training should focus on ensuring QAs and QTs understand the minimum participation rules, especially in cases which result in students completing an ORora.

6.6 Conclusions

In sum, the rigor of the procedural development and statistical outcomes of the OREXt were substantive and support the assessment's intended purpose. Procedural evidence includes essentialized standards development, item development, item content and bias reviews, an independent alignment study and item selection based upon item characteristics. Outcome-related evidence included measure reliability analyses, point measure correlations, outfit mean squares, item difficulty and person ability distributions, and convergent and divergent validity evidence. These sources of evidence were all quite good and provide important validity evidence.

The test development process adhered to procedural guidelines defined by the American Educational Research Association and Measurement in Education (2014) AERA/APA/NCME Standards for Educational and Psychological Testing (2018) as well as incorporated procedures that are known in the field to be best practice. For example, an independent auditor evaluated alignment in 2016-17. Documentation collected in the alignment study report suggests that the ORExt assessment system is aligned based on five evaluation components: a) standard selection for essentialization, b) strength of linkage between essentialized standards and grade level content standards, c) alignment between items and essentialized standards, d) alignment between the essentialized standards and the achievement level descriptors, and e) alignment between the achievement level descriptors and the ORExt test items. In addition, the ORExt reflects what highly qualified Oregon educators believe represents the highest professional standards for the population of students with significant cognitive disabilities, as evidenced in our consequential validity study by teacher support of the academic content on the ORExt as well as the behaviors sampled during test administration.

The 2017-18 Oregon Consequential Validity study provided important information for future administrations of the ORExt. Results indicated historical concerns that were not possible to address, such as the ongoing tension between assessing life skills and academics, but also to some actionable steps with a focus toward continuous improvement. Respondents pointed to positive attributes of the ORExt, especially those involving test administration and design and felt somewhat positive regarding various educational impacts of the ORExt.

Feedback from the field and the number of students administered the tablet based ORExt indicated assessors preferred administration of the tablet/web-based assessment versus paper/pencil. Benefits expressed by the field indicated increased student engagement, improved standardization, ease of use by teachers, and resource protection (i.e., time, printing, expense). Practice tests were available to familiarize teachers and students to the tablet format prior to administration of the secure tests. Enhancements are in process to improve the tablet/web-based administration prior to the testing window.

Documenting evidence of validity remains an ongoing and continuous process. Our efforts to continue to improve the assessment system are outlined below, as well as in Sections 3 and 4 above. We also have studies planned over the course of the next few years that will help to solidify the evidence that is accumulating. All of the evidence we have at hand suggests that the ORExt is sufficient to its stated purpose of providing reliable determinations of student proficiency at the test level in order to support systems level analysis of district and state programs. The ORExt will hopefully continue to improve over time due to field-testing and constant monitoring and review, and additional validity evidence will be gathered.

As mentioned above in Section 3.1A, data are presented to support the claim that Oregon's AA-AAAS provides the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities - which is its defined purpose. In this technical report, we have provided content validity evidence related to the ORExt test development process (i.e., essentialization process, linkage study, distributed item review, test blueprint, item writer training and demographics, and item reviewer training and demographics), ORExt test reliability evidence, and ORExt consequential validity evidence. Further analyses over the coming years are planned to continue the development of technical documentation for overall construct validity of the ORExt.

6.7 Next Steps

Efforts to decrease the number of items with higher cognitive demand beyond the current minimum requirement of 36 items may necessitate a reassessment of standards alignment, item writing, and standards setting. To transition to matrix sampling or Computer Adaptive Testing (CAT), significant modifications would need to be made throughout the existing ORExt. The Alternate SEED Survey could undergo further analysis to evaluate its utility for both the Oregon Department of Education (ODE) and end-users, including districts and teaching staff. Conducting Cognitive Labs would support a better understanding of the effort involved, question quality, and alignment of items with students' experiences. These labs would focus on key concepts to provide actionable insights for ODE's decision-making process. Although the ORExt has included a vertical scale for the past eight years, efforts to report student growth across testing years have been minimal. That changed this year with the release of a historical performance lookup tool that allows simple line graph representations of individual student scores over time. Additional training on interpreting vertical scale results will help educators and administrators make use of this data. Looking forward, we propose a study in the next year to analyze student growth using vertical scale data. This work would calculate average growth trajectories across grade spans and content areas, with the aim of incorporating growth metrics into future student score reports. This would offer families and educators more informative feedback about longitudinal student progress. This year also included a separate, in-depth study focused on the development and refinement of the Essentialized Academic Frameworks (EAFs). The updated EAFs incorporate the newly revised Alternate Academic Achievement Standards (AAAS) and new field test items. These frameworks provide educators with accessible instructional guidance aligned to the essentialized content assessed on the ORExt. We plan to continue promoting the EAFs as a core instructional resource across training and communications. Additionally, results from the Training & Proficiency (T&P) site user survey will be used to inform improvements to the platform. Survey feedback has already highlighted the need for clearer guidance and more streamlined training. In response, we will develop and disseminate FAQs, annotated PowerPoints, and other supports that align with educator needs and promote more effective navigation of the T&P site. Ongoing development of software to support test construction, such as tools for test information functions and test characteristic curves, will enhance precision and efficiency. Planned upgrades to the Distributive Item Review platform will also automate scope and coverage verification, supporting a more streamlined and consistent quality control process. These coordinated efforts across studies, survey feedback, software development, and educator training reflect a long-term commitment to improving the accessibility, accuracy, and instructional value of the Oregon Extended Assessment system.

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A Appendix A: ORora Admin Instructions

Oregon Observational Rating Assessment (ORora)
Administration Instructions

ORora Purpose

The ORora provides instructional and functional information for teachers and parents in four domains: attention, basic math concepts, and receptive and expressive communication. It is administered to students with significant cognitive disabilities (SWSCD) who are not able to access the academic demands of the Oregon Extended Assessment (ORExt), despite the provision of extensive supports and test design features founded in the concepts of universal design for assessment. Assessor(s) responsible for student's instruction should complete this rating scale. Qualified Assessors (QAs) are to use the following decision rule in determining whether or not to complete the ORora:

If testing for an ORExt content area assessment is discontinued in English language arts, Mathematics, or Science, QAs must complete the ORora (only one ORora per student must be completed).

Consequences of Discontinuing the ORExt

Students must complete 10 items on the ORExt to count for Annual Measurable Objective (AMO) participation. QAs should consider discontinuation of the ORExt administration if a student misses 10 items at any point within the administration of the first 15 items. If ORExt testing is discontinued, QAs must administer the ORora. However, teachers may elect to complete a full test administration in order to generate performance scores and still complete the ORora. Discontinuing the administration of the ORExt is a serious decision with many potential consequences; however, administering the ORExt when a valid score is not feasible is also an inefficient use of teacher and student time.

Two ORora Domains: LOI and Communication

This assessment includes both a level of independence (LOI) and a communication domain (COM), each with their own respective rating scales. The LOI scale helps stakeholders to define how much support a student needs from a teacher in order to become successful in specific areas. The COM scale helps to define the level of the student's functioning in terms of both understanding the intent of others as well as conveying their needs or wants to those around them.

Level of Independence (LOI)
In the LOI domain, the teacher rates how much assistance the student requires in order to bring them to success in a particular area, using a system of least prompts approach (Wolery, Ault, & Doyle, 1992), beginning with independent function, proceeding to the remaining levels of support only when needed, including verbal/gestural, partial physical, and/or full physical.

Level of Independence Rating Scale (LOI)

Level 1	Level 2	Level 3	Level 4
Full Physical Requires use of full physical supports from teacher (e.g., holding the elbow/hand) in order to attend to a task, as well as to complete the task.	**Partial Physical** Requires use of partial physical supports from teacher (e.g., touching the hand/shoulder) in order to attend to a task, as well as to complete the task.	**Verbal/Gestural** Requires use of verbal/gestural supports from teacher in order to attend to a task, as well as to complete the task.	**Independent** Able to complete task without direct support from teacher.

Clarifying Example
Here is an example of how a QA would work through a classroom activity using a system of least prompts. In a testing context, we are defining the level of support needed for different types of activities.
Level 4: Independent
Place preferred drink in front of student and wait 3-5 seconds to see if the student responds independently.
Level 3: Verbal/Gestural
If the student does not respond at Level 4 in 3-5 seconds, direct the child to the drink by pointing or providing a verbal prompt (*Indirect:* Are you thirsty? or *Direct:* Pick up your beverage so you can drink.)
Level 2: Partial Physical
If the student does not respond to Level 3 support in 3-5 seconds, use tactile physical assistance to prompt the student's hand, but do not use full physical assistance. Partial physical support can be paired with verbal prompting, as well.
Level 1: Full Physical
If the student does not respond to Level 2 support in 3-5 seconds, use full physical support (e.g., hand-over-hand) to fully assist the student to grab the beverage. Full physical support can be paired with verbal prompting, as well.

Communication (COM)

The **COM** rating is based on the following scale: 1 = Reactive, 2 = Proactive, 3 = Unconventional, 4 = Conventional. The COM rating captures communication behaviors below the pre-symbolic and symbolic levels assessed on the OREXt. The lowest functioning SWSCD likely have skills somewhere along this continuum—from staying awake and attending to functional and/or instructional objects in the classroom to beginning to work with objects and images. The COM rating scale is supported by a wide research base (Browder & Spooner, 2011; Browder, Wakeman, & Flowers, 2008; Browder, Wood, Thompson, & Ruboffo, 2011; McLean, Snyder-McLean, & Rowland, 1981; Rowland & Schweigert, 1990; Rowland, 2013).

Communication Rating Scale (COM)

Level 1	Level 2	Level 3	Level 4
Reactive Student's behavior is not purposeful, but may be reflective of the student's current status (e.g., level of comfort/energy, thirst, hunger). Teachers and parents are able to interpret the student's needs and wants by observing the behaviors (e.g., noises, facial expressions, moving body parts) and making inferences about what the student needs.	**Proactive** Student behaves purposefully, but does not realize that s/he can influence the behaviors of others by communicating needs at this level. Teachers and parents interpret the student's needs and wants by observing behaviors and making inferences.	**Unconventional** Student uses unconventional pre-symbolic communication. No use of symbols is included, nor does the student follow existing social communication norms. The student is attempting to interact with others to meet personal needs by making noises, facial expressions, and/or moving body parts.	**Conventional** Student uses conventional pre-symbolic behaviors to communicate with purpose. They are still below symbolic communication with abstract symbols (e.g., letters, numerals), but are communicating needs and wants in order to influence those around them in a socially accepted manner. Students may communicate by nodding, pointing, waving, hugging, looking toward a desired object, or using other socially appropriate gestures.

ORora Narrative Summary
In the open-ended narrative section, teachers can address or identify: (a) prerequisite skills that allow her/him to access instruction, (b) sensory support needs (hearing, vision, orthopedic, medical), (c) effective use of Assistive Technology (AT) (e.g., alternative communication devices), (d) relevant functional skills have developed over the past year, and, generally, (e) areas of growth that educators have noted in the prior year (e.g., comparing current to prior ORora scores, if available, or any context for determining the Present Levels of Academic and Functional Performance [PLAAFP] for SWSCDs).

Using Scores from the ORora

The ORora yields four sub-domain scores (**A.** Attention, **B.** Basic Math Concepts, **C.** Receptive Communication, and **D.** Expressive Communication), domain summary scores for the LOI and COM domains, and a summary score composed of both domain scores. These scores can be used for diagnostic purposes to represent student learning and change across time. Individualized Education Program (IEP) teams are encouraged to use the ORora results as one data source to develop appropriate and meaningful Present Levels of Academic and Functional Performance (PLAAFP) descriptions, as well as IEP goals and objectives. Here is an example of a student's ORora results reflected in a PLAAFP statement:

"Student achieved a total score of 70/80 on the ORora this year (87.5%), with a score of 19 in the Attention sub-domain, 18 in the Basic Math Concepts sub-domain, an 18 in the Receptive Communication sub-domain, and a 15 in the Expressive Communication sub-domain. These results reflect overall growth compared to last year's results, where s/he earned a 64/80 (80%). Student made impressive gains in communication, increasing by 4 points in the Expressive sub-domain and 2 points in the Receptive sub-domain."

IEP goals can also target overall improvement on the ORora, using other sources of data for assessment of objectives. Resources related to increasing student communication level will be published on BRT's curriculum and instruction website.

NOTE: For electronic and paper/pencil administration ORora scores are entered electronically either on the OREXt Training & Proficiency site in the Student Details, Monitoring tab OR electronic/tablet platform in the Data Entry tab.

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Please contact Brad Lenhardt at ODE at brad.lenhardt@state.or.us with any questions.

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B Appendix B: Inter Rater Observation Form

2017-18 Oregon Extended Assessment Rater Reliability
Observation Protocol

The Oregon Department of Education (ODE) plans to observe a sample of Oregon's Qualified Assessors (QAs) who administer the paper/pencil version of the Oregon Extended Assessment (OREXt) to determine reliability of administration and scoring. We do not include the tablet administration or the Oregon Observational Rating Assessment (ORora). You received this protocol because you were selected by ODE to participate as a Qualified Trainer (QT)/expert reviewer. The project will be conducted in two manners:

1) QTs in each district will observe a sample of their respective QAs using the observation protocol and enter their data online.
2) Expert reviewers from ODE and/or Behavioral Research & Teaching (BRT) will observe district-level QTs and those QAs who give the assessment in more than one school/district.

The observation protocol must be completed for the identified QA, but the student(s) and content area(s) observed will be selected by the QT or QA. BRT researchers will contact district-level QTs on day one of the test window, which runs from February 15 - April 26, 2018, to arrange multiple observations that can hopefully be completed within one school day. The observation is composed of three sections:

- **First**, you will be reviewing OREXt paper/pencil test preparation and administration using the rubric, see Page 2 for samples. Test preparation/administration domains are rated on a four-point scale from *Inappropriate (I)* to *Exemplary (E)*:
  - ***Inappropriate (I)*** denotes a level of concern that could clearly affect the accuracy of the test results gathered from the test administration. Ratings at this level require substantive retraining of the QA involved.
  - ***Somewhat Appropriate (SA)*** rating denotes a level that includes some minor aspects that could be improved, but the accuracy of the test results are likely not compromised.
  - ***Appropriate (A)*** denotes a level that is consistent with all test administration requirements,
  - ***Exemplary (E)*** level performance suggests that the QA incorporated approaches to test administration that could become models for best practice.
- **Second**, you will be scoring the student alongside the QA using the scoring sheet, see Page 3 for samples. You will compare results after this observation to ensure that the QA enters accurate data.
- **Finally**, you will observe the QA completing the data entry process to ensure that no errors are made during data entry and document the number of errors, see Page 4.

Qualified Assessor Testing Preparation and Administration Rubric

(Record an "X" in the cell that corresponds to your rating)

Domain Definitions

1. ***Test Security*** – The QA utilized a system to ensure that all test materials were stored in a secure location,. The QA also had a district Assurance of Test Security form on file.
2. ***Printed Materials*** – the QA had all materials required to administer the OREXt ready for test administration
3. ***Distraction-Free Environment*** – the QA arranged to provide the OREXt in a one-on-one test administration in a location that ensured that the student focused attention on the assessment.
4. ***Accessibility Supports*** – the QA provided all necessary accessibility supports for the student and ensured that all support systems were functional prior to testing.
5. ***Level of Support*** – The QA provided an appropriate level of support throughout testing that did not compromise the validity of the score.
6. ***Praise*** – The QA utilized praise appropriately to support student involvement without leading the student to the correct answer.
7. ***Motivation*** – The QA appropriately maintained the student's motivation during the assessment using relevant strategies, such as token systems.
8. ***Score Interpretation*** – The QA demonstrated an appropriate understanding of how to use the cut scores and achievement level descriptors to interpret scores (i.e., ask the QA to describe how they interpret scores for parents).
9. ***Minimum Participation Rule*** - The QA demonstrated an appropriate understanding of the minimum participation rule (i.e., ask the QA to define the rule if it is not used).

Domain #	Domain	I	SA	A	E
1.	Test Security				
2.	Printed Materials				
3.	Distraction-Free Environment				
4.	Accessibility Supports				
5.	Level of Support				
6.	Praise				
7.	Motivation				
8.	Score Interpretation				
9.	Minimum Participation Rule				

Online the form is found at the following link and will look like this:
https://docs.google.com/forms/d/e/1FAIpQLSdemN-sVqdmzNIWwanT4swSqUMM9YpncyzIt4AZ4TdeRDPSpQ/viewform?usp=form_confirm

2017-18 Oregon Extended Assessment – Rater Observation
Sample Scoring Sheet

QT/Expert Reviewer Name (First – Last) _____

Observed QA Name (First - Last):_____

Assessor completed required training on (date): _____

State Student ID: _____

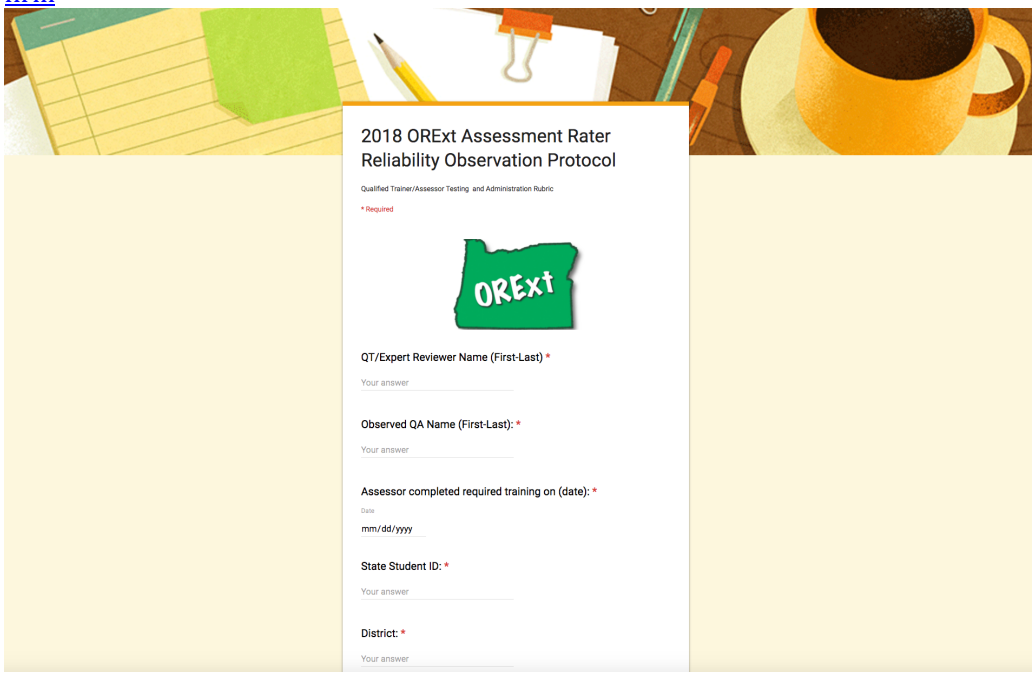
District: _____

School: _____

Student Grade: _____ Subject Area:_____

The online scoring sheet is found at the following link with a screen capture below.

https://docs.google.com/forms/d/e/1FAIpQLSdemN-sVqdmzNIWwanT4swSqUMM9YpncyzIt4AZ4TdeRDPSpQ/viewform?usp=form_confirm



Record all student responses for inter-rater reliability comparisons below (*Please circle all responses in which there was disagreement*).

1. ☐ 0 ☐ 1	17. ☐ 0 ☐ 1	33. ☐ 0 ☐ 1
2. ☐ 0 ☐ 1	18. ☐ 0 ☐ 1	34. ☐ 0 ☐ 1
3. ☐ 0 ☐ 1	19. ☐ 0 ☐ 1	35. ☐ 0 ☐ 1
4. ☐ 0 ☐ 1	20. ☐ 0 ☐ 1	36. ☐ 0 ☐ 1
5. ☐ 0 ☐ 1	21. ☐ 0 ☐ 1	37. ☐ 0 ☐ 1
6. ☐ 0 ☐ 1	22. ☐ 0 ☐ 1	38. ☐ 0 ☐ 1
7. ☐ 0 ☐ 1	23. ☐ 0 ☐ 1	39. ☐ 0 ☐ 1
8. ☐ 0 ☐ 1	24. ☐ 0 ☐ 1	40. ☐ 0 ☐ 1
9. ☐ 0 ☐ 1	25. ☐ 0 ☐ 1	41. ☐ 0 ☐ 1
10. ☐ 0 ☐ 1	26. ☐ 0 ☐ 1	42. ☐ 0 ☐ 1
11. ☐ 0 ☐ 1	27. ☐ 0 ☐ 1	43. ☐ 0 ☐ 1
12. ☐ 0 ☐ 1	28. ☐ 0 ☐ 1	44. ☐ 0 ☐ 1
13. ☐ 0 ☐ 1	29. ☐ 0 ☐ 1	45. ☐ 0 ☐ 1
14. ☐ 0 ☐ 1	30. ☐ 0 ☐ 1	46. ☐ 0 ☐ 1
15. ☐ 0 ☐ 1	31. ☐ 0 ☐ 1	47. ☐ 0 ☐ 1
16. ☐ 0 ☐ 1	32. ☐ 0 ☐ 1	48. ☐ 0 ☐ 1

Please enter all your observations at:
https://docs.google.com/forms/d/e/1FAIpQLSdemN-sVqdmzNIWwanT4swSqUMM9YpncyzIt4AZ4TdeRDPSpQ/viewform?usp=sf_link
for each Qualified Assessor whom you observe administering the ORExt.

FAX Oregon Extended Assessments
Behavioral Research & Teaching, University of Oregon
FAX: 541-346-5689

EMAIL orextended@gmail.com

If you want to share any anecdotal observations or explain sources of concern, please feel free to provide such on a separate email to the above email or fax. If you have any questions regarding the observation process, please contact Brock Rowley or Sevrina Tindal at the email address listed above or phone at (800) 838-3163. Thank you for your support of students with significant cognitive disabilities in Oregon.